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## Role-identity prominence of the 'migrant' role-identity in migrant college students

Raul Garza  
*University of Texas at Brownsville*

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Role-Identity Prominence of the 'Migrant' Role-Identity in Migrant College Students

By

Raul Garza

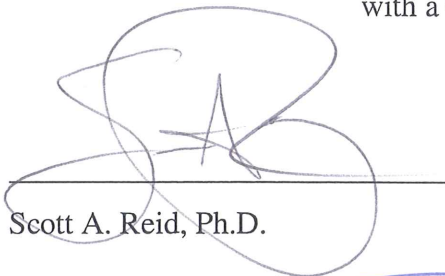
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Fulfillment

of the Requirements for the Degree of

Master of Arts in Interdisciplinary Studies

with a Concentration in Sociology

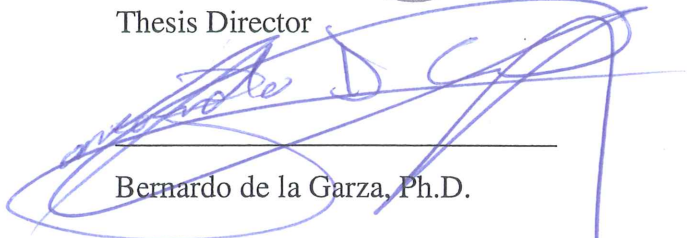
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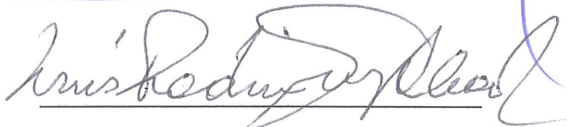
Scott A. Reid, Ph.D.

Thesis Director



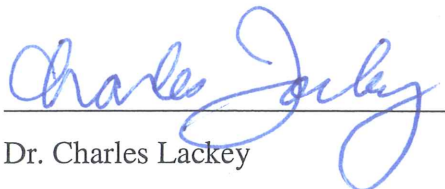
\_\_\_\_\_

Bernardo de la Garza, Ph.D.



\_\_\_\_\_

Luis A. Rodriguez-Abad, Ph.D.



\_\_\_\_\_

Dr. Charles Lackey

Dean of Graduate Studies

University of Texas at Brownsville

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Faculty of the College of Liberal Arts  
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<sup>1</sup>An earlier draft of this research was presented at the Mid-South Sociological Association conference in Atlanta, Georgia on October 24, 2013.

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#### ABSTRACT

The manner by which persons act upon, shape, and change social structure are central areas of study in sociological social psychology. Modification of social structure may be accomplished by persons creatively reacting to social roles. Through processes of legitimation, persons are provided various rewards and these, in turn, establish and hierarchically order a combination of role-identities collectively comprising the self. This ordering of role-identities, termed role-identity prominence, potentially impacts choices for alternative courses of action.

This research empirically measures role-identity prominence of college students who have conducted agricultural migrant work. It empirically assesses the level of prominence for the migrant worker role-identity and student identity.

Data are collected using self-report measures which examine whether or not, and the degree to which, the migrant worker and student role-identities are prominent. Flowing from identity theory, the following hypotheses are posited: 1.) The prominence level for the 'migrant' identity for migrant students will be higher than the prominence level of the 'student' identity for migrant students; 2.) The level of role support for the 'migrant' identity for migrant students will be higher than the role support for the 'student' identity for migrant students; 3). The level of intrinsic gratification for the 'migrant' identity for migrant students will be higher than intrinsic gratification for the 'student' identity for migrant students.

Analysis of data collected is conducted by assessing mean scores for the prominence level of the migrant worker and college student identities. Mean prominence scores are compared for the identities. Confirmatory factor analysis is conducted to create subsequent prominence scales.

Contrary to the posited hypotheses, results indicate that the migrant worker identity is not more prominent than the college student identity. Results also indicate that the students reported higher levels of role support and intrinsic gratifications for the 'student' identity. *P* values indicated a significant difference between identities for each of the three posited hypotheses.

Contributions of the study include support for research on identity salience, reliability of the prominence scale across different identities, and support for research on the importance of education to Hispanic students.

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## CHAPTER 1: INTRODUCTION

A ‘migrant’ student, as defined by the U.S. Department of Education (2008) is a child, or student, who has moved from one residence to another due to economic necessity. Typically it is the parent of the migrant student who moves to seek qualifying work in the migratory agricultural or migratory fisher industries. According to Bejinez and Gibson (2002), within the larger population of Hispanic students, Mexican migrant farmworkers are among the most educationally disadvantaged. ‘Migrant’ students’ constant migration and high absenteeism, due to familial obligations to work, often cause tremendous rifts in academic growth. Reyes (2007) refers to these types of disadvantages as ‘situational marginalization’. Such students are marginalized in school, community and society due to typically low economic status, lack of English language proficiency, and low academic success. Migrant and non-migrant Latinos are underrepresented in many higher learning and professional institutions (Zambrana, 2011).

Despite numerous obstacles, migrant students manage to academically outperform non-migrant Hispanic students in academics (cf., Bejinez and Gibson, 2002; McHatton, Zalaquett, and Cranson-Gingras, 2006). Some success may be attributed to the help of federal migrant education programs such as the High School Equivalency Program and the Migrant Education Program.

The High School Equivalency Program (HEP) assists out of school migrant students to meet GED requirements, pass high school equivalency tests and meet requirements for higher education and career opportunities. The Office of Elementary and Secondary Education reports that in 2012, 67.4% of the 7,000 migrant students in the High School Equivalency Program received their GED (U.S. Department of Education,

2013). Also reported is that 79.3% of those students who received a GED moved on to higher education, improved employment, or enlisted for military service (U.S. Department of Education, 2013).

The College Assistance Migrant Program is another program that provides aid to migrant students who plan to attend college. The Office of Elementary and Secondary Education reported in 2012 that 85.5% of the 2,400 students enrolled in the program successfully completed their first year of college (U.S. Department of Education, 2013). It was also stated that 96.7% of C.A.M.P. students who successfully completed their first year continued their postsecondary education (U.S. Department of Education, 2013). There are also numerous migrants who remain unaccounted for in national statistics due to lax data collection practices by state and local departments of education on migrant student performance (U.S. Department of Education, 2002).

### *Purposes Of The Study*

One of the defining factors of Sociological Social Psychology is the attempt to determine how individuals act upon, shape and change social structures. This may be accomplished by taking on or reacting to social roles within a particular social structure. There are numerous theoretical perspectives which attempt to explain interactions and processes within social structure (i.e. Social Control Theory, Learning Theory and Symbolic Interactionism). These theories each deal with different aspects of micro-level factors that aid in the development of self - including social interaction, reinforcements and punishments, beliefs, and values.

The idea of the self has been approached by many social thinkers. William James (1890), Charles H. Cooley (1902), George H. Mead (1934), Robert E. Park (1952), and Erving Goffman (1959) have each engaged the topics of identity and self.<sup>2</sup> More recently, Sheldon Stryker (1980), McCall and Simmons (1978), Morris Rosenberg (1979) and Peter J. Burke and Jan E. Stets (2009) offer varying perspectives on the self in what is termed identity theory.<sup>3</sup>

A theoretical model falling somewhere in between Goffman's (1959) *The Presentation of Self in Everyday Life* and Blumer's (1969) *Symbolic Interactionism: Perspective and Method* is termed role-identity theory. Role-identity theory, also termed identity theory, was introduced by George J. McCall and J. L. Simmons (1978) in *Identities and Interactions An Examination of Human Associations in Everyday Life*, wherein they state, "...a very great deal of the book has to do with mind, self, and problems of identity" (pg. 12).

There have been several differing perspectives on identity theory that serve to explain the development of a hierarchically arranged, role-based self. Developing the theoretically neighboring concept of *psychological centrality* that parallels the *prominence* concept of McCall and Simmons, Morris Rosenberg (1979) states, "Our position is that the self-concept is the totality of the individual's thoughts and feelings with reference to himself as an object" (pg. xi). Along with prominence, McCall and

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<sup>2</sup> *The Principles of Psychology* (1890); *Human Nature and the Social Order* (1902); *Mind, Self, and Society* (1934); *Human Communities: The City and Human Ecology* (1952); and *The Presentation of Self in Everyday Life* (1959).

<sup>3</sup> *Symbolic Interactionism: A Social Structural Version* (1980); *Identities and Interactions: An Examination of Human Associations in Everyday Life* (1978); *Conceiving the Self* (1979); and *Identity Theory* (2009).

Simmons (1978) discuss the role of social and self-support, commitment, investment, and levels of extrinsic and intrinsic gratifications in determining the overall importance (prominence) of an identity.

There is also research that incorporates identity as a determinant of academic success. Such studies focus on the effects of identity, sense of self, higher levels of self-esteem, and other more psychologically-centered processes (Jaret and Reitzes, 2009). Research is also conducted in the area of ethnicity as the basis for identity construction. White and Burke (1987) state that ethnic identity is a central identity because members share a certain understanding of what it means to belong to their ethnic group. As a long-standing subgroup of American society, the same may be said about the “migrant” community. The migrant community and related topics receives very little attention in social research, especially when it comes to education. Often, minority groups are merged with the Hispanic/Latino and/or immigrant identity without any regard for the differences that each identity potentially possesses.

The present research is conducted with the intent to bring about a greater awareness of issues that are particular to migrant college students. This is approached by exploring micro-sociological processes of self creation and identity management as a means of attaining academic achievement. This study also adds to the lacuna of social science derived knowledge currently available on migrants as a unique subgroup.

## CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

### *Literature Review*

#### *Migrant identity*

Previous research stresses the importance of identities in minority student success and persistence through academic programs (Azmitia, Cooper and Syed, 2011). Zaytoun (2005) asserts that race, ethnicity, gender, sexual orientation and religious background are components that affect how students define themselves, construct knowledge and meaning, and relate to the world. Self-concept is conceived of as also influenced by experiences of oppression, privilege and other social positions (Zaytoun, 2005). Previous studies show that how students perceive themselves and how they manage their racial-ethnic identities is related to levels of self-esteem, efficacy, and academic performance (Jaret and Reitzes, 2009; White and Burke, 1987). Self-esteem typically refers to how high or low a person values themselves and efficacy refers to a person's belief in their ability to succeed at something. Ultimately, Zaytoun (2005) shares that focusing on identity issues could help teachers and administrators understand how students know and learn. The issue is whether to attribute academic performance to the concepts of individual identity processes or group identity processes.

Much of the current literature approaches the concept of identity formation or management from a critical, perspective and dealing primarily with group identities. White and Burke (1987) describe group identity as the sense of self which derives from and reflects the expectations stemming from historical experience, structural location, and differential social interaction. Massey and Sanchez (2010) introduce the concept of identity as a process of bargaining boundaries between guest (immigrant/migrant)

identities and host (American) identities. Most immigrants are ascribed the “immigrant/migrant” identities once they have arrived in the United States and begin to manage the identity through various group-level processes such as: assimilation, transnationalism, and acculturation.

The most prominent group level process associated with identity creation is assimilation (cf., Massey and Sanchez, 2010; Waters and Jimenez, 2005). Assimilation is the process by which the entering person adapts to and incorporates the host country’s culture and identity into their native one. The longer a person is exposed to the new culture, the more assimilated they become. There may be a transition from one identity to another, or at the very least, a formation of a new identity made up of elements from both cultures. Many immigrants of different Latino nationalities tend to form a group level identity on the basis of speaking a common language, despite some of the subtleties inherent in different parts of South and Central America in speaking the Spanish language (Waters and Jimenez, 2005; Rothman and Rell, 2005). Massey and Sanchez (2012) and Zambrana (2011) determined that most Spanish speakers consider language to be a unifying factor across nationalities. Transnationalism is considered to be an identity management activity. The concept focuses on immigrants/migrants channeling their efforts in the host country back to their native place of origin (Massey and Sanchez, 2010; Soto, 2012). This is most often accomplished by sending remittances back home, traveling back and forth from the home country, and telephoning or emailing relatives regularly (Zambrana, 2011; Mize and Delgado, 2012).

Research also indicates that socioeconomic status, spatial concentration and intermarriage between immigrants and natives are indicators of social, ethnic, and racial

identity among immigrants (Massey and Sanchez, 2010; Waters and Jimenez, 2005).

Socioeconomic status refers to educational attainment, occupational specialization, and parity in earnings (Waters and Jimenez, 2005). Along with unemployment rates, these indicators are highly associated with rates of poverty when these indicators represent lower values as they often do in the immigrant/migrant population (Zambrana, 2011).

Like SES, spatial concentration also plays a role in identity formation. Zambrana (2011) and Mize and Pena Delgado (2012) describe the spatial concentration of traditional Latino populations like Mexicans, Puerto Ricans, and Cubans in the greater Southwest, New York, and Florida. The researchers report that the concentration of traditional and new immigrant populations has spread out to other parts of the U.S. Massey and Sanchez (2010) and Waters and Jimenez (2005) report the importance of intermarriage between U.S.-born citizens and immigrants as a means of establishing identity. Many of the studies dealing with intermarriage focus on broad racial groups (i.e., Asian, Latinos, African-American, etc.) and show much higher rates of intermarriage between Non-Hispanic Whites among Asians and Latinos. This typically indicates a more assimilated American identity (Waters and Jimenez, 2005). A great deal of intermarriage occurs within the broader racial categories (i.e. Mexican and Cuban or Puerto Rican and Cuban, etc.) and this is likely to allow couples to maintain a strong Latino identity (Waters and Jimenez, 2005).

The extensive amount of research on identity building amongst immigrants provides little clarity on how U.S.-born migrants manage identity issues. Current social scientific research makes little effort to take into account the differences in experiences that may exist between the two groups, especially when contemplating educational



achievement. As previously stated, much literature focuses on group level processes of identity construction and management in the immigrant/migrant community in the United States. It is apparent that minimal research has been conducted in the area of individual level processes of identity management. The present research approaches the concept of identity management through the role-identity model of McCall and Simmons (1978) and thereby applies a Symbolic Interactionist perspective to the phenomena of identity management. It does so in order to explore the level of agency with which the individual negotiates his/her migrant identity.

### *Role-identity*

One aspect of identity theory is to explore how individuals utilize their interests, duties, and resources to differentiate themselves from relevant others (Stets and Burke, 2000). McCall and Simmons (1978) introduce the concepts of interests, duties, and resources and term these: self-support, social support, commitment, extrinsic gratifications, investment, and intrinsic gratifications. Once a differentiated view of self has been created, the individual negotiates to have their identities validated. There is minimal literature exploring ‘migrant’ or ‘student’ identities using role-identity theory. There is however, an abundance of research using the theory and its concepts involving other possible identities for specific populations. The majority of research incorporates the use of varying theoretical models, including McCall and Simmons’ (1978) role-identity theory to discuss the factors of identity negotiation. Although McCall and Simmons propose that there are six underlying factors which affect the prominence of an

identity, the majority of research focuses on the role that self-support, social support, commitment, and investment play in negotiating prominence.

Much of the research which focusing on the factor involving role support, often combines the roles that self and social support play in the bargaining of identity prominence. Stets and Harrod (2004) posit that it is difficult to separate the two because the individual is not only formed as an object unto itself, but is also socially constructed alongside others. Riley and Burke (1995) examined how individuals perceived their own behavior as well as how others perceived their behavior in relation to acting out a specific identity when interacting within a small group. The sample for this study consisted of 192 undergraduate college students that were randomly selected and placed into four-person discussion groups. The purpose of the study was to explore how students' behaviors during the interaction determined their assumed roles and each other's validation of these roles. The results strongly supported the theses of the study, in that members did create shared meanings within the group which determined and validated individual role-identities.

When exploring the verification of multiple identities, Stets and Harrod (2004), examined the role that an individual's perception of status plays in how the person validates identities. The study explored the worker identity, academic identity, and friend identity of a random sample of Los Angeles County residents. Race/ethnicity, gender, age, and education were the characteristics implemented to determine perception of status of identity. Lower perceptions of these characteristics showed lower social and self-support of each of the identities and higher perceptions of the characteristics showed higher levels of support for each of the identities. With higher levels of identity

verification, participants showed higher levels of self-esteem and higher mastery for corresponding identities.

In addition to social and self-support, commitment plays an important role in defining the importance of any given identity. Burke and Reitzes (1991) state that an individual's commitment to an identity sets the basis for the ties that a person forms to specific lines of action, to organizations which they may belong, and to role partners. In an effort to operationalize the role of *commitment* in identity research, Burke and Reitzes (1991) referenced a data set collected from college undergraduates in 1976. The questionnaire focused on identity theory research and utilized measures from several identity theorists such as Sheldon Stryker, Morris Rosenberg, and McCall and Simmons. Students reported on their identity as college students as well as behaviors pertaining to that identity. The study determined that commitment is associated with an individual's perception of stable self-meanings, which in turn determines specific lines of action. The researchers demonstrated that commitment serves to moderate the relationship between identity and role performance. Students who showed higher levels of commitment revealed a stronger sense of identity and greater role performance.

Factors of investment are also assessed in determining the importance that a specific identity can hold for a person. Much research involves the coupling of investment factors and commitment factors. Typically, investment is conveyed as the amount of time a person has invested in, or spent, occupying a particular role. Farmer and Dyne (2010) conducted a study which not only focused on factors of investment but also factors of commitment. The study linked investment factors to the situated self and commitment factors to the idealized self. The study was conducted by performing semi-

structured interviews to gain knowledge on the types of identities and behaviors that might be relevant within the organization of interest. The organization was a non-profit group that helped troubled children and their families. Employees and supervisors completed questionnaires created out of the information gathered from the interviews. The researchers operationalized two identities (helping identity and industrious work identity) and two behaviors (helping behavior and industrious work behavior). In regard to investment, the hypothesis stated that the longer a worker was engaged in acting out one of these identities, the more likely they were to display their corresponding behaviors. As for the commitment aspect, the hypothesis stated that the more the individual was perceived as possessing the helping or industrious work identity, the more likely the actor would display the corresponding behaviors. Results showed that the hypotheses for investment held true only when the time spent in the role, or identity, had been high. The hypothesis for commitment was only applicable with employees who were perceived as having an industrious work identity.

Reid (2012) also explored elements of commitment and role investment (operationalized as time spent in role). The study appraised the reliability and validity of role identity prominence presented by McCall and Simmons. The researcher examined the relationship between role identity prominence and other theoretically derived constructs incorporated in identity theory. The study posited three hypotheses in order to assess the reliability and validity of the role identity prominence measure. The sample for this study consisted of exotic dancers from the southwest region of the United States. The study modified the original measure of prominence proposed by McCall and Simmons, which consisted of only six determinants of prominence and constructed and

expanded version of the scale to include 18 items. Each of the six main determinants was expanded to include two additional components. The six main determinants include: self-support, social support, commitment, extrinsic gratification, investment resources, and intrinsic gratifications. Additional items were constructed to supplement the measures for commitment and role investment (time spent in role). The resulting modified 18 item scale showed a high reliability reporting a Cronbach's alpha of .9082. The study also showed significant associations between analytical prominence and affective and interactional commitment. Theoretically predicted relationships between analytical and global prominence and time spent in role measures were also found.

### *Theory*

McCall and Simmons (1978) propose a theoretical framework that explains the importance of role-identities in human interaction. In this framework, incorporated are a number of concepts helping to explain how role-identities model impact human behavior. The theory introduces the concepts of the "Ideal Self" and the "Situational Self." Through various processes of legitimation, individuals are provided with various rewards which help to establish and order a combination of role-identities. The theoretical model explains how the prominence and salience of role-identities affect the line of action that the individual chooses to take for a particular situation. The theory also introduces mechanisms of legitimation that are enacted when a performance is not 'up to par'. The theory is based on the notion that people are in control of their own actions and not merely agents of external constraints.

## *Theoretical concepts*

### Role-identity

McCall and Simmons (1978) define the concepts of role-identity as “the character and role that an individual devises for him-self as an occupant of a particular social situation” (pg. 65). Individuals incorporate different imaginations into their possible roles. Roles that are not yet occupied by the individual may include imagery of the possible role in order to aid role validation. Individuals tend to exaggerate the importance of their daily positions to aid in validating a specific role-identity. The reaction of other people is important to imagined and exaggerated role-performances. Individuals also tend to build other persons into the contents of their role-identities.

Role-identities are a very important aspect of everyday life because they serve to give our daily routine meaning. Role-identities also help determine what plan of action an individual will take in a specific interaction. That is, role-identities determine behavior (McCall and Simmons, 1978).

*Role validation.* McCall and Simmons (1978) state that *legitimation* of one’s role(s) is essential for the individual to maintain an idealized view of himself/herself. This legitimation, or *validation*, occurs when individuals receive some type of support for enacting a specific role-identity in what are termed *role-performances*. The concept of role performance refers to the particular performance associated with the role-identity in a particular social situation. The individual may provide support for his/her own role-identity if the performance meets their idealized expectations for the role in question. Support may be accorded by others when those others imply that the person’s

performance does indeed meet the idealized conceptions of the self that one claims to project.

*Ideal self.* According to Serpe and Stryker (1994), the ideal-self consists of a hierarchy of prominence and is the basis for longer-run predictions of a behavior. “This prominence hierarchy constitutes the ideal self, what is desired, or what is seen as central to the self-concept” (Ellestad and Stets (1998) p. 642). Serpe and Stryker (ibid) state that identities located high in the prominence hierarchy are so situated as a result of the self and social support provided to the identity, the degree of commitment to and investment in, and the extrinsic and intrinsic gratifications associated with the identity. Identities higher in the prominence hierarchy are those for which the individual has received the most validation and are most important to the individual. McCall and Simmons (ibid) mention that the factors of support, commitment and rewards potentially impact the ideal self differently from person-to-person. The ideal-self is seen as guiding an individual’s actions over time and across situations.

*Situational self.* Serpe and Stryker (1994) state that the prominence hierarchy is the basis for short-run predictions of behavior. “The location of an identity in this hierarchy depends on the prominence of the identity, its need for support, the person’s need or desire for intrinsic and extrinsic gratifications gained via its performance, and the perceived opportunity for the profitable enactment of the identity in immediate circumstances” (pg. 17).

*Prominence.* McCall and Simmons (1978) refer to the general importance of each role-identity to the individual as prominence. The model suggests that role-identities tend to influence one another (pg. 73). Suggested is that identities exist in relation to one

another and can either be compatible or conflict. Role identities may also be cohesive enough to form clusters based on the interrelatedness of the roles (pg. 74). Identities are organized into “The Ideal Self.” Six major factors determine prominence within the framework and these factors are weighted by using the average past level of the specific role-identity. Weighting is defined as, “the typical amount of social support associated with the given identity up to the present time” (pg. 77).

*6 factors of prominence.*

1. “The *degree to which the actor supports his imaginative view of his qualities and performances* of the given position” (pg. 74). This involves the individual being an audience to himself in order to validate the value of performance;
2. “The *degree to which one’s view of self is supported* by relevant alters” (pg. 75). This refers to how one’s family, friends, coworkers, etc. view the performance;
3. The theory considers the *level of commitment* by the individual to the contents of the role-identity. Level of commitment includes time, dedication, money and any other factor that can be construed as an investment or commitment in a particular situation;
4. Amount of *extrinsic rewards* that are gained in employing a role-identity. Typically, roles that have high *extrinsic gains* such as money, awards, property, etc. tend to be more prominent;
5. *Investment of resources* into a role-identity can also affect prominence and potentially include any material resources that the individual has invested in supporting the identity in question;



6. *Intrinsic gains* received from a specific performance also aid in determining the prominence of a role-identity. *Intrinsic gains* vary from person to person, but can include things such as sense of accomplishment, pride, happiness, etc.

*Saliency.* When discussing role identity salience, McCall and Simmons (1978) are referring to the importance of a specific role within a given situation. The model is also known as a salience hierarchy or the “Situational Self.” The salience hierarchy is generally ordered and guided by the order of role-identities and the expectations that the individual has for each of those roles. Expectations can be social or self-expectations and are important because they can determine what is considered a successful or failed performance. Five major factors potentially affect the overall salience of a particular role:

*5 factors of saliency.*

1. The prominence of the role-identity itself may determine *saliency*. More prominent roles tend to be enacted during a particular performance;
2. The level of *need for support* for a particular role may affect the saliency of that role. If an important role is in need of social or self-support, it will be enacted to receive support to legitimize the role;
3. A role in need of *intrinsic gratifications* such as acceptance, pride and happiness may also affect the saliency of a specific role in a particular situation;
4. *Extrinsic gratifications* are also important to the overall salience of a role and may be consistent with extrinsic gratifications that also determine prominence;

5. The *perceived degree of profitable enactment* in a present situation will also have a bearing on overall salience. Role-identities that look to gain the most support and rewards from a given situation will most likely be enacted.

*The effects of salience on role-identity.* The role-identity model outlines several factors that affect the salience of role-identities in specific interactions according to McCall and Simmons (1978). Every encounter generates some quantity of social reward and this may alter the need or desire for the reward and ultimately change the saliency of that specific role. In terms of extrinsic and intrinsic rewards, the discrepancy between the desired amount and the obtained amount will affect the further desire for rewards. If the individual receives the desired amount of extrinsic/intrinsic rewards, his/her desire for more rewards may decline. If received rewards are far greater or far less than desired, further desire for these rewards will potentially increase.

The role-identity model also defines how role-support for specific identities is affected. Desire for more support does not increase when the actor receives the desired amount of support. If there is a moderate discrepancy between the desired amount and obtained amount, the desire for further support tends to increase. This is true whether there is a *negative* or *positive* discrepancy. Negative discrepancy occurs when an individual obtains less support than what was expected or desired. *Positive discrepancy* occurs when the individual receives more rewards or support than they expected to receive. When discrepancies are extreme, the results are opposite, depending on whether the discrepancy is negative or positive. Positive discrepancies will generate high desire for more rewards whereas negative discrepancies will generate lower desire for more

rewards. Although one encounter will not necessarily change the prominence of a role-identity, continual validation will ultimately increase the overall importance of that identity (McCall and Simmons, 1978).

*Mechanisms of legitimation.* *Mechanisms of legitimation* come into play when a given performance does not coincide with or meet the expectations of one's ideal performance. The role-identity model outlines a number of mechanisms that are used to legitimate a less than par performance. The first mechanism of legitimation indicates that identities and support do not have to correspond on every occasion. Having a great role performance helps get one through a succeeding poor performance. An additional mechanism typically employed is *selective interpretation* of the audience's response to the performance. This entails the actor choosing to interpret the audience response in a positive manner in order to legitimate the performance.

There are also a number of alternative mechanisms that may be employed for legitimizing a performance. The individual may choose to withdraw completely from the interaction. The actor may choose to switch role-identities with one that may be more successful in the interaction. *Scapegoating* can also be employed to legitimate a performance. The individual may also disavow the importance of performance on their identity. The actor may also reject any audience that withholds role-support for a given performance.

The role-identity model also states that when a role-identity is threatened, the actor may correspondingly commit less fully to a role-identity to prevent taking a hard

hit. Consequently, if the identity happens to be highly prominent, the actor may feel unworthy, in which case he/she may determine that the only solution is self-destruction. When referring to self-destruction, McCall and Simmons (1978) propose that the individual may feel so threatened by the lack of support for his/her identity that suicide may seem as the only way out.

A final mechanism described by the theory is that of the act of over-evaluating a performance. Over-evaluation occurs when the actor reinforces, or values, conceptions of himself/herself, or even of those close to the individual, over the self-conceptions of others. The lack of audiences that may provide social support will lead individuals to find minimally adequate partners with which they mutually provide over-evaluating support to one another.

### *Hypotheses*

There are several aspects of identity construction and management of the migrant and student identities that can be brought to light by applying McCall and Simmons' role-identity theory. The identity prominence of a minority identity may help to explain the level in educational persistence of Hispanic migrant students. In order to determine the effects of a minority identity on educational persistence, it is necessary to first determine the prominence of the minority identity in relation to the student identity. Three hypotheses are posited in relation to the theoretical construct devised by McCall and Simmons (1978) to determine the prominence level of the 'minority (migrant)' identity. The three hypotheses are further delineated in the measures subsection of the Methods chapter.

The following hypotheses are based on the assumption that the ‘migrant’ identity is more prominent due to validating processes inherent in the migrant lifestyle. Migrant students experience a great amount of mobility, strenuous work outside of school, and family responsibilities (Zalaquette, Alvarez McHatton, and Cranston-Gingras, 2007). The migrant role may be validated more often because it is typically a role that benefits the entire family.

McCall and Simmons (1978) state, that an identity that receives greater amounts of validation will more likely be higher in prominence. The theory also postulates that support gained from individuals of higher importance (such as family and close friends) tend to carry a higher prominence (pg.71). In the case of the migrant student, all six prominence factors may be directly linked to the conditions they experience. Due to typically low levels of income, migrant students may be expected to supplement family income. This action is likely to entail continued support from parents to act out the migrant role above other prominent or salient roles. This support may appeal to the migrant student sense of commitment to family needs and may require more investment of time and efforts to attain extrinsic gratifications necessary to meet the familial needs. Complying with parental requests to contribute may serve to increase student self-support for the role as a migrant, as well as establish intrinsic gratifications as a sense of pride for helping the family. Together, these factors could contribute to the overall prominence of the ‘migrant’ identity. Based on these theoretical reasons, the following hypotheses are posited:

1. The prominence level for the ‘migrant’ identity for migrant students will be higher than the prominence level of the ‘student’ identity for migrant students;

2. The level of role support for the 'migrant' identity for migrant students will be higher than the role support for the 'student' identity for migrant students;
3. The level of intrinsic gratification for the 'migrant' identity for migrant students will be higher than intrinsic gratification for the 'student' identity for migrant students.

## CHAPTER 3: DESIGN AND PROCEDURES OF THE STUDY

### *Methods*

#### *Sample*

*Primary sample.* Data were gathered from a sample of first-year college students who participate in the College Assistance Migrant Program (C.A.M.P.) at The University of Texas at Brownsville. Students become eligible for the C.A.M.P. program based on history as migrant farm workers.<sup>4</sup> Eligible students are provided educational assistance through this program so that they may be more successful academically.

*Secondary sample.* Data for the secondary sample were culled from an Introduction to Sociology class. The secondary sample enables the researcher to collect information from a more cross-sectional section of the student body. That is, data on students from a diversity of ethnic, religious, and social class backgrounds is garnered. These data allow for the exploration of differences in the perception of the “student” identity between ‘migrant’ students and the “non-migrant” general student population.

#### *Distribution Procedures*

#### *Sample*

##### Primary Sample

Contact was initiated with the C.A.M.P. office and the Gatekeeper (the Director) to secure permission to make contact with C.A.M.P. students and solicit them as potential

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<sup>4</sup> This potentially indicates that candidates for the C.A.M.P. program, at least to some degree, self-identify as “migrant” and “student.”

respondents.<sup>5</sup> Data collection was originally scheduled for ten hours over a three day period prior to Spring Break. Additional data collection periods were also scheduled to increase the response rate of the study. Data collection resulted in twenty-five (N=25) completed questionnaires for a response rate of 71%.

Approximately forty-five students were originally enrolled in the C.A.M.P. program at the beginning of the Fall 2013 semester. As a result of attrition due to relocation, low academic standing, and financial aid issues, only thirty-five students remained in the program by the Spring 2014 semester

Potential respondents were each exposed to the same distribution procedure. Potential respondents were each given a packet containing the following documents: an informed consent form (see Appendix A for the consent form presented in its entirety) and a 48 item questionnaire (see Appendix B for the questionnaire presented in its entirety). In order to safeguard anonymity, completed questionnaires were placed into a folder by respondents and subsequently returned to the researcher.

*Secondary sample.* Initial contact was made with the Professor (Gatekeeper) to secure permission to make contact with the Introduction to Sociology class to solicit potential respondents. Potential respondents were informed of the nature of the research prior to the distribution of packets being distributed. Analogous to the distribution

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<sup>5</sup> Initial contact was via email to set a date to meet and discuss the study parameters and procedures. The Gatekeeper initially had numerous questions regarding confidentiality, questionnaire content, and potential for adverse experiential consequences. The Gatekeeper was assured that all procedures were approved by the Institutional Review Board and that responses were to be kept confidential and that participation would be voluntary. The Gatekeeper suggested that he would offer an incentive to students for participating in the study. The incentive took the form of having an “event checked off” their “to do” list for the month.



procedure of the primary sample, potential respondents were each given a packet containing the following documents: an informed consent form (see Appendix A for the consent form presented in its entirety) and a 48 item questionnaire (see Appendix B for the questionnaire presented in its entirety). This distribution procedure resulted in 57 usable questionnaires, yielding a response rate of 97%.<sup>6</sup>

### *Measures*

Data for this research were gathered using an instrument on *role-identity prominence* originally designed by Reid (2012) and based on the six determinant *prominence* measure of McCall and Simmons (1978). McCall and Simmons (ibid) initially outlined six factors of prominence: *self-support, social support, commitment, extrinsic gratifications, investment resources, and intrinsic gratifications*. The six factors were each initially measured using a single Likert-based item.

Reid (2012) extended McCall and Simmons (1978) prominence measure to include three items for each of the six factors (for a total of 18 items). When measuring analytical prominence, the modified 18-item scale revealed high reliability (Cronbach's alpha of .9082). Confirmatory factor analysis resulted in four rather than six extracted factors. Factors three and four remained linked to their theoretical determinants and the remaining two factors were then folded (combined) with factors one and two to create a four-factor prominence scale. The items measuring the six prominence determinants

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<sup>6</sup>Two the instruments were discarded because the required consent form was not signed.

were each in Likert-format with five answer choices ranging from “*strongly agree*” to “*strongly disagree*.”<sup>7</sup>

### *Hypothesis 1*

1. The prominence level for the ‘migrant’ identity for migrant students will be higher than the prominence level of the ‘student’ identity for migrant students; This hypothesis is based on Reid’s (2012) overall measure of prominence for each of the two identities “migrant” and “student”. The measure includes all six prominence factors. The following are the six factors of prominence and their corresponding measurement items:

**Factor 1: *Self-support*** includes the items: “On average, I do well at being the sort of migrant worker that I like to think myself as being;” “On average, I consider myself as having the important characteristics that I feel a good migrant worker should possess;” and “On average, I feel that I do well at being a good migrant worker.”

**Factor 2: *Social Support*** includes the items: “On average, others think I do well at being the kind of migrant worker I like to think myself as being;” “On average, others consider me to possess the important characteristics that make a good migrant worker;” and “On average, others think I do well at being the sort of migrant worker that they feel makes a good one.”

**Factor 3: *Commitment*** includes the items: “I feel that I have devoted most of myself to being the kind of migrant worker that I like to think of myself as being;”

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<sup>7</sup> The original role-identity descriptor “exotic dancer” is revised from Reid’s (2012) version to the role-identity descriptors assessed in the current study (“*migrant*” and “*student*”).

“I feel that I have committed most of myself to living up to my image of how a good migrant worker should be;” and “I feel that I have devoted much of myself to be able to view myself as a good migrant worker.”

**Factor 4:** *Extrinsic gratifications* include the items: “On average, and aside from pure enjoyment, I get a lot of rewards from being a migrant worker;” “On average, I feel make a satisfactory income as a migrant worker;” and “On average, I feel that being a migrant worker enables me to purchase the material things I need and desire.”

**Factor 5:** *Investment* includes the items: “I have devoted most of my available time to being the sort of migrant worker that I like to think myself as being;” “I have devoted most of my available resources to being the sort of migrant worker that I like to think of myself as being;” and “I have granted persons many favors in order to be the sort of migrant worker that I like to think of myself as being.”

**Factor 6:** *Intrinsic gratifications* include the items: “On average, I enjoy doing the things I do as a migrant worker;” “On average, I get a good feeling while doing migrant work;” and “On average, I feel good about myself while doing migrant work.”

### *Hypothesis 2*

2. The level of role support for the ‘migrant’ identity for migrant students will be higher than the role support for the ‘student’ identity for migrant students;

This hypothesis refers to the level of role support for each of the two identities (i.e. “student” and “migrant”). This hypothesis is assessed using the first six items of the

prominence scale which focus on the factors of self-support and social support. These are presented below:

**Factor 1:** *Self-support* includes the items: “On average, I do well at being the sort of migrant worker that I like to think myself as being;” “On average, I consider myself as having the important characteristics that I feel a good migrant worker should possess;” and “On average, I feel that I do well at being a good migrant worker.”

**Factor 2:** *Social Support* includes the items: “On average, others think I do well at being the kind of migrant worker I like to think myself as being;” “On average, others consider me to possess the important characteristics that make a good migrant worker;” and “On average, others think I do well at being the sort of migrant worker that they feel makes a good one.”

### *Hypothesis 3*

3. The level of intrinsic gratification for the ‘migrant’ identity for migrant students will be higher than intrinsic gratification for the ‘student’ identity for migrant students.

This hypothesis refers to the level of intrinsic gratifications for each of the same two identities. This hypothesis is assessed using the last three items of the prominence scale which deal with intrinsic gratifications. These items are listed below:

**Factor 6:** *Intrinsic gratifications* include the items: “On average, I enjoy doing the things I do as a migrant worker;” “On average, I get a good feeling while

doing migrant work;” and “On average, I feel good about myself while doing migrant work.”

In addition to the data on prominence, data are also gathered on various demographic characteristics of the sample. Demographic characteristics include age, gender, race/ethnicity, current GPA, major course of study pursued, number of years spent in migrant work, current migrant status, time of last migrant position, location of migrant work, number of family members still participating in migrant work, whether the student’s parents have been employed in migrant work, and whether the student’s grandparents have been employed in migrant work.

### *Analysis*

The three study hypotheses are analyzed using descriptive and inferential statistics and include testing for normality and paired samples t-tests for hypothesis testing. The adapted scales are analyzed to determine level of reliability and require a confirmatory factor analysis to determine scale reliability.

## CHAPTER 4: RESULTS OF THE STUDY

This chapter introduces the results of the study. Demographic data for each of the samples (primary and secondary) are reported. Demographic characteristics for the migrant sample includes age, gender, race/ethnicity, current GPA, major course of study pursued, number of years spent in migrant work, current migrant status, time of last migrant position, location of migrant work, number of family members still participating in migrant work, whether the students' parents have been employed in migrant work, and whether the students' grandparents have been employed in migrant work. The secondary sample data collected from the Introduction to Sociology course report demographic data on: age, gender, race/ethnicity, current GPA, and major course of study pursued.

Information on the steps taken in hypothesis testing is presented. Results for confirmatory factor analyses for each of the prominence measures and resulting factor loadings are offered in the analysis. Findings from the paired samples *t*-tests used for hypothesis testing are introduced for each of the study hypotheses. Analysis conducted between the two samples is provided in order to explore differences between the groups in terms of student identity prominence.

### *Sample Characteristics*

#### *Primary sample*

The sample consists of twenty-five ( $n=25$ ) students affiliated with the College Assistance Migrant Program (C.A.M.P.). Respondents share the following demographic characteristics. Age of respondents ranged from 18 to 26 years old with a mean of twenty point two four (20.24). Results indicate that the sample consisted of ( $n=20$ ; 80%)

female students and (n=5; 20%) male students. All respondents (n=25; 100%) self-reported as Hispanic/Latino.

GPA for this sample ranged from one point fifty-six to three point ninety-two with a mean of two point seventy-seven (2.77). Major course of study pursued was quite diverse with (n=6; 24%) students reporting majors in Education related fields, (n=3; 12%) of students reporting Psychology and (n=3; 12%) of students reporting Criminal Justice as major course of study. A varying number of majors was reported by the remaining group of students (n=12; 48%). However, one student (n=1; 4%) who reported “undecided” on the major in college question (see Table 1 for data in tabular format).

**Table 1**

## Major Course of Study Pursued-Migrant Sample

		<b>Current Major</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accounting	1	4.0	4.0	4.0
	Bilingual Education	1	4.0	4.0	8.0
	Biology	2	8.0	8.0	16.0
	Biomedical Sciences	1	4.0	4.0	20.0
	Chemistry	1	4.0	4.0	24.0
	Communication and Sociology	1	4.0	4.0	28.0
	Computer Science	1	4.0	4.0	32.0
	Criminal Justice	3	12.0	12.0	44.0
	Early Childhood Studies	1	4.0	4.0	48.0
	Education	1	4.0	4.0	52.0
	Education Bilingual	1	4.0	4.0	56.0
	Education EC-6th Bilingual	1	4.0	4.0	60.0
	History Education	1	4.0	4.0	64.0
	International Business	1	4.0	4.0	68.0
	Kinesiology	1	4.0	4.0	72.0
	Marketing	1	4.0	4.0	76.0
	Psychology	3	12.0	12.0	88.0
	Social Work	1	4.0	4.0	92.0
	Spanish Translation & Interpretation	1	4.0	4.0	96.0
	Undecided	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Migrant students reported having zero to twenty-one years of experience with migrant work with a mean of seven point twenty-two years (7.22). Responses indicated that nine students (n=9; 36%) are still actively involved in migrant work, fifteen students



(n=15; 60%) are no longer active migrants, and one student (n=1; 4%) is 'unsure'.

Responses indicate that some students last participated in migrant work as far back as 2002 and others as recent as 2013. Ten students (n=10; 50%) indicated being active in the last two years (2012 & 2013). Five students (n=5; 20%) did not respond to this question.

Students reported migrating to 16 different states within the United States. Eighteen students (n=18; 72%) reported just one destination and seven students (n=7; 28%) reported migrating to two different destinations. Host states included: Florida, Indiana, Idaho, Michigan, Ohio, Iowa, Maine, Minnesota, Missouri, Arkansas, North Carolina, North Dakota, Texas, Louisiana, Virginia, and Wisconsin (see Table 2 for full break-down of host locations). Students reported from zero to six family members still involved in migrant work with a mean of one point ninety-six (1.96). Twenty-four students (n=24; 96%) reported that parents have been or are currently employed in migrant work. One student (n=1; 4%) was unsure about parental migrant work history. Results indicate that twelve students (n=12; 48%) reported that their grandparents had worked as migrants, seven students (n=7; 28%) reported that their grandparents had never worked as migrants, and six students (n=6; 24%) were not sure whether or not their grandparents had ever worked as migrants.

**Table 2**

## Host Locations for Migrant Work

**Location of Migrant work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Florida	2	8.0	8.0	8.0
Idaho	3	12.0	12.0	20.0
Indiana & Michigan	1	4.0	4.0	24.0
Indiana & Ohio	1	4.0	4.0	28.0
Iowa	1	4.0	4.0	32.0
Maine	1	4.0	4.0	36.0
Michigan	1	4.0	4.0	40.0
Minnesota	3	12.0	12.0	52.0
Missouri & Arkansas	1	4.0	4.0	56.0
North Carolina	1	4.0	4.0	60.0
North Dakota	1	4.0	4.0	64.0
Ohio	4	16.0	16.0	80.0
Ohio & Indiana	1	4.0	4.0	84.0
Port Isabel, Texas	1	4.0	4.0	88.0
Ports in Texas & Louisiana	1	4.0	4.0	92.0
Virginia & Florida	1	4.0	4.0	96.0
Wisconsin	1	4.0	4.0	100.0
Total	25	100.0	100.0	

*Secondary sample*

Responses for the secondary sample reported participant age ranging from sixteen to forty-three with a mean age of twenty-one point thirty-three (21.33). Nineteen respondents (n=19; 33.3%) were male and thirty-eight respondents (n=38; 66.7%) female. Responses to the item on race/ethnicity indicated that fifty-four (n=54; 94.7%) of the sample self-reported as Hispanic/Latino, one respondent (n=1; 1.8%) as Black or

African American, and two respondents (n=2; 3.5%) as Non-Hispanic White. GPA for the sample ranged from one point sixty to three point ninety with a mean of two point ninety-three (2.93). Three respondents (n=3; 5.2%) did not provide a response for the item assessing current GPA. Nearly twenty-five percent (n=14, 24.6%) of the sample reported pursuing a course of study in some form of Criminal Justice. Seventeen point five percent (n=10; 17.5%) of the sample reported majoring in Psychology (see Table 3 for the data in tabular format).

**Table 3**

## Major Course of Study Pursued-Intro Sample

**Current Major**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Accounting	1	1.8	1.8	1.8
Biology	3	5.3	5.3	7.0
Biology UTeach 8-12	1	1.8	1.8	8.8
Biomedicine	1	1.8	1.8	10.5
Business (Finance)	1	1.8	1.8	12.3
Business Management	1	1.8	1.8	14.0
Communication	1	1.8	1.8	15.8
Communication Disorders	1	1.8	1.8	17.5
Communications and History	1	1.8	1.8	19.3
Computer Science	1	1.8	1.8	21.1
Criminal Justice	11	19.3	19.3	40.4
Criminal Justice and Computer Science	1	1.8	1.8	42.1
Education	5	8.8	8.8	50.9
Exercise Science	1	1.8	1.8	52.6
Government	1	1.8	1.8	54.4
Health	1	1.8	1.8	56.1
Human and Health Performance	1	1.8	1.8	57.9
Kiniesiology	1	1.8	1.8	59.6
Law and Justice	1	1.8	1.8	61.4
Mechanical Engineering	1	1.8	1.8	63.2
Nursing	4	7.0	7.0	70.2
Psychology	8	14.0	14.0	84.2
Psychology and Criminal Justice	1	1.8	1.8	86.0
Psychology and Sociology	1	1.8	1.8	87.7
Sociology	3	5.3	5.3	93.0
Spanish	1	1.8	1.8	94.7
Spanish Interpreter and Translator	1	1.8	1.8	96.5
Undeclared	2	3.5	3.5	100.0

Total	57	100.0	100.0
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*Statistical Analysis: Measures*

*Migrant identity prominence scale*

Results for the confirmatory factor analysis of the migrant identity prominence scale reveal the existence of five possible factors (see Table 4 for factor loadings). Upon inspection, it can be determined that each of the variables meets the significance value necessary to load on its corresponding factor.<sup>8</sup> Two components (migrant social support and migrant commitment) load on factor 1.<sup>9</sup> The resulting loadings for this factor analysis provide moderate support for the grouping of these variables as a measure of migrant identity prominence. Reliability of the measure is also assessed using Cronbach's alpha, Kaiser-Meyer-Olkin, and Bartlett test of Sphericity tests.

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<sup>8</sup> Factor loading can be considered significant for values ranging from .3 to .9 (Field 2013 p. 681-682).

<sup>9</sup> Factor loadings in Table 4 are formatted with bold print for each of the components.

**Table 4**

Rotated Component Matrix for Migrant Identity Prominence Scale

**Rotated Component Matrix<sup>a</sup>**

	Component				
	1	2	3	4	5
Migrant Commitment 1	<b>.900</b>	.002	.149	.025	.284
Migrant Commitment 3	<b>.750</b>	-.099	.191	.203	-.288
Migrant Social Support 2	<b>.684</b>	.417	.126	.178	.002
Migrant Social Support 1	<b>.676</b>	.435	.294	.034	.060
Migrant Investment 1	.541	.094	.489	<b>.418</b>	.093
Migrant Social Support 3	<b>.491</b>	.371	.360	.379	.255
Migrant Intrinsic 1	-.009	<b>.873</b>	.095	-.139	.026
Migrant Intrinsic 3	.205	<b>.862</b>	.013	.048	.017
Migrant Intrinsic 2	-.220	<b>.673</b>	.485	.117	.234
Migrant Self Support 1	.350	.643	<b>.398</b>	.106	-.131
Migrant Self Support 2	.322	.225	<b>.801</b>	-.235	-.113
Migrant Self Support 3	.150	.382	<b>.757</b>	.262	.065
Migrant Commitment 2	<b>.516</b>	-.165	.607	.267	.222
Migrant Investment 3	.062	-.051	.078	<b>.871</b>	.000
Migrant Investment 2	.569	.101	.002	<b>.702</b>	.097
Migrant Extrinsic 2	.094	.043	.043	.057	<b>.949</b>

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 7 iterations.

*Migrant Identity Scale Construction.* As discussed in the previous chapter, the scale used for both identity measures in this study was adopted from an earlier study conducted by Reid (2012). For the purpose of the present study, the original role-identity descriptor (i.e., “exotic dancer”) is revised from Reid’s (2012) version to the role-identity descriptors assessed in the current study (i.e., “*migrant*” and “*student*”). Reid’s (2012) version of the prominence scale is theoretically based on McCall and Simmons’ (1978) six factors of prominence. These six factors are comprised of self-support, social

support, commitment, extrinsic gratifications, investment, and intrinsic gratifications. Reid's (2012) expanded version includes three items for each of the six factors for a total of 18 items. The measure assessed each item implementing a Likert-format scale containing five possible response choices. For the purposes of this study, possible response items include: Strongly Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, and Strongly Disagree.<sup>10</sup> Numerical values were assigned to each response ranging from 0-4, with 0 being the value assigned to the "Neither Agree nor Disagree" response.<sup>11</sup>

Due to the adjustments made to the scale, it was necessary to perform factor analysis to determine whether the scale reliably measured prominence for the migrant identity. Factor analysis initially indicated six theoretically-based extracted factors. There were two variables with lower than significant factor loadings.<sup>12</sup> Once the two low factor loading items were removed, factor analysis was repeated with the remaining sixteen items. Results indicated that five of the six theoretically driven factors had been

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<sup>10</sup>In Reid's (2012) study on prominence, "Neither Agree nor Disagree" was not included as a possible response choice. For the purpose of this study, the researcher felt it necessary to provide participants with the option equivalent to "I don't know," in case they did not have a definitive response for a specific item. The response was centrally located within the scaled responses to create a bi-polar scale of responses.

<sup>11</sup> The response values for the original scale (Reid, 2012) ranged from 5-1, with 5 being the highest and 1 being the lowest value. For the purpose of this study, it was necessary to assign the non-response item a value of 0, as this would indicate a lack of opinion on the item. Assigning it any other value would undermine the deductive theoretical nature of the study by artificially inflating the overall prominence score.

<sup>12</sup> The two factors were "Migrant Extrinsic 1" and "Migrant Extrinsic 3".

retained. Loading scores revealed an intermediate consistency between the six theoretical factors and the five extracted components.

Four items remained intact with their theoretical components. One set of items, while remaining intact with their theoretical factor, combined to create factor one.<sup>13</sup> The resulting migrant prominence scale consisted of the remaining five determinants based on the factor loadings outlined in Table 4. “Social Support” loaded highly on determinant one and is comprised of the factors (Migrant Social Support 1, Migrant Social Support 2, and Migrant Social Support 3) with factor loading scores of (.676, .684, .491 respectively). The theoretical factor that determines “Commitment” also loaded highly on factor one. The three factors that pertain to commitment are (Migrant Commitment 1, Migrant Commitment 2, and Migrant Commitment 3) and the resulting factor loading scores were (.900, .516, .750 respectively). The factor resulting from the “folding” of subsequent factors, “Self-Support” and “Commitment”, was re-labeled as “Social Commitment”. This label is indicative of the contributions of each of the two factors to the new determinant.

*Reliability Assessment of the Migrant Prominence Scale.* Reliability for the prominence scale was assessed using Cronbach’s alpha, Kaiser-Meyer-Olkin (KMO), and the Bartlett test of Sphericity. Cronbach’s alpha for the 16-item scale for migrant identity prominence extracted after factor analysis was = .898, indicating a high reliability. “Sampling adequacy” for the factor analysis was measured by the KMO test which resulted in a “moderate” adequacy at a value of .574. Additionally, the Bartlett test for

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<sup>13</sup> Reid (2012) experienced similar results after factor analysis. He reported four determinants with two determinants containing two factors each. Reid referred to the combining of factors into one determinant as “folding”.



Sphericity indicated a reliable measure (chi-square = 285.267,  $df = 120$ ,  $p < .001$ ). The total variance explained by the five determinants of the scale is 78.770 percent.

Based on the preceding analysis, it is determined that the migrant identity prominence scale constructed for this study is highly reliable. The final structure for this scale as a result of the confirmatory factor analysis is as follows:

**Factor 1: *Social Commitment*:** “On average, others think I do well at being the kind of migrant worker I like to think myself as being;” “On average, others consider me to possess the important characteristics that make a good migrant worker;” and “On average, others think I do well at being the sort of migrant worker that they feel makes a good one.” “I feel that I have devoted most of myself to being the kind of migrant worker that I like to think of myself as being;” “I feel that I have committed most of myself to living up to my image of how a good migrant worker should be;” and “I feel that I have devoted much of myself to be able to view myself as a good migrant worker.”

**Factor 2: *Intrinsic Gratifications*:** “On average, I enjoy doing the things I do as a migrant worker;” “On average, I get a good feeling while doing migrant work;” and “On average, I feel good about myself while doing migrant work.”

**Factor 3: *Self Support*:** “On average, I do well at being the sort of migrant worker that I like to think myself as being;” “On average, I consider myself as having the important characteristics that I feel a good migrant worker should possess;” and “On average, I feel that I do well at being a good migrant worker.”

**Factor 4: *Investment*:** “I have devoted most of my available time to being the sort of migrant worker that I like to think myself as being;” “I have devoted most of

my available resources to being the sort of migrant worker that I like to think of myself as being;” and “I have granted persons many favors in order to be the sort of migrant worker that I like to think of myself as being.”

**Factor 5: *Extrinsic Gratifications*:** “On average, I feel make a satisfactory income as a migrant worker.”

The migrant prominence measure was assessed by performing confirmatory factor analysis. Although the component matrix only revealed five extracted components, all six of the theoretically driven factors loaded highly within the five components. Factor loadings for each of the extracted factors reveal the overall variance accounted for in each factor. The scree plot presented in Figure 1 indicates the relative importance of each of the 16 factors.<sup>14</sup>

**Factor 1.** This factor contains the factor loadings for all three of the “Migrant Social Support” factors and the “Migrant Commitment” factors. “Migrant Social Support 1”, “Migrant Social Support 2”, “Migrant Social Support 3”, “Migrant Commitment 1”, “Migrant Commitment 2”, and “Migrant Commitment 3” all had significant factor loadings and account for 40.957 percent of the variance.

Reliability analysis for factor 1 revealed a Cronbach’s alpha score of  $=.876$ .

**Factor 2.** This factor contains the factor loadings for all three of the “Migrant Intrinsic” factors and includes “Migrant Intrinsic 1”, “Migrant Intrinsic 2”, and “Migrant Intrinsic 3.” The overall factor loadings for this component make up

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<sup>14</sup> Only the factors located in the steep decline of the line graph are relevant and extracted as principle components. This analysis indicates that the first five components are considered relevant.

15.866 percent of the variance. Reliability analysis for factor 2 revealed a Cronbach's alpha score of  $=.832$ .

**Factor 3.** This factor contains the factor loadings for "Migrant Self-Support" and includes "Migrant Self-Support 1", "Migrant Self-Support 2", and "Migrant Self-Support 3". The overall factor loadings for this component make up 8.252 percent of the variance. Reliability analysis for factor 3 revealed a Cronbach's alpha score of  $=.794$ .

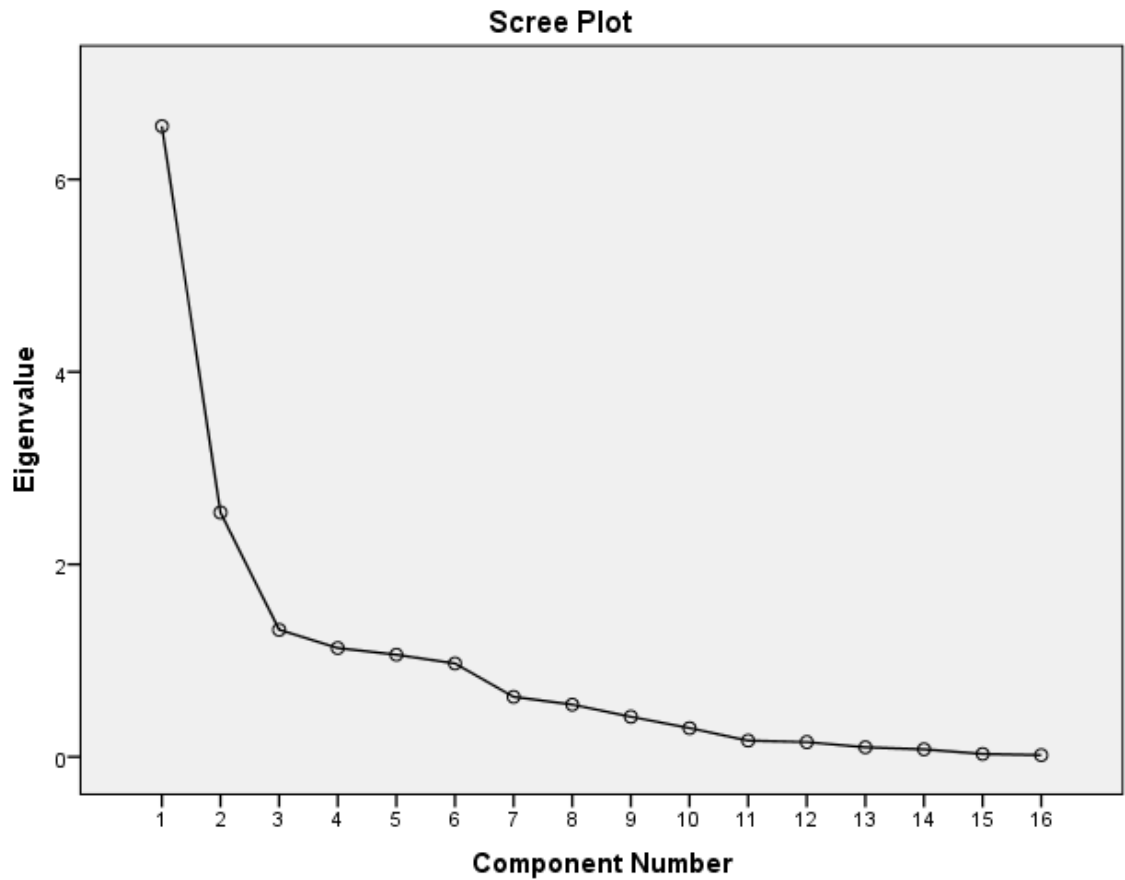
**Factor 4.** This factor contains the factor loadings for "Migrant Investment" and includes "Migrant Investment 1", "Migrant Investment 2", and "Migrant Investment 3". The overall factor loadings for this component make up 7.064 percent of the variance. Reliability analysis for factor 4 revealed a Cronbach's alpha score of  $=.768$ .

**Factor 5.** This factor contains the factor loadings for "Migrant Extrinsic" and includes "Migrant Extrinsic 2". The overall factor loadings for this component make up 6.630 percent of the variance. Reliability analysis for factor 5 revealed a Cronbach's alpha score of  $=.179$ .

The five factors account for 78.770 percent of the variance within the construct. The prominence scale thus maintained "high" convergent validity with its previous use by Reid (2012).

**Figure 1**

Migrant Identity – Scree Plot



*Student identity prominence scale*

Procedures for the student identity prominence scale mirror those implemented for the migrant identity prominence scale. Results for the confirmatory factor analysis of the student identity prominence scale also reveal the existence of five possible factors and coinciding factor loadings as presented in Table 5 below. Inspection of Table 5 reveals that each of the variables meets the value necessary to load on its corresponding factor.

As with the previous analysis, two components (student social support and student

commitment) load on factor 1.<sup>15</sup> The resulting factor loadings for this factor analysis provide moderate support for the grouping of these variables as a measure of student identity prominence. Reliability of the measure is assessed using Cronbach's alpha, Kaiser-Meyer-Olkin, and Bartlett test of Sphericity tests.

**Table 5**

Rotated Component Matrix for Student Identity Prominence Scale

**Rotated Component Matrix<sup>a</sup>**

	Component				
	1	2	3	4	5
Student Social Support 2	<b>.895</b>	.085	.281	-.069	.048
Student Social Support 3	<b>.785</b>	.075	-.014	.488	.041
Student Extrinsic 1	.785	-.141	.226	.085	<b>.388</b>
Student Social Support 1	<b>.657</b>	.589	-.058	.235	.248
Student Self Support 2	.029	<b>.892</b>	.103	.193	-.039
Student Self Support 3	-.010	<b>.849</b>	.263	-.001	-.102
Student Intrinsic 1	.146	.716	<b>.498</b>	.351	.156
Student Intrinsic 2	.336	.210	<b>.797</b>	.082	.167
Student Intrinsic 3	-.127	.139	<b>.795</b>	.500	-.025
Student Commitment 3	<b>.371</b>	.359	.643	-.040	.060
Student Investment 2	.210	.086	.086	<b>.878</b>	-.081
Student Investment 1	.044	.369	.280	<b>.701</b>	.221
Student Extrinsic 3	.206	-.178	-.060	.197	<b>.846</b>
Student Extrinsic 2	.100	.147	.192	-.135	<b>.795</b>

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 6 iterations.

<sup>15</sup> Factor loadings in Table 5 are formatted with bold print for each of the components.

*Student Identity Scale Construction.* As discussed in the previous section, the scale used for both of the identity measures in this study was adopted from a similar study on prominence by Reid (2012).

Due to the adjustments made to the scale from the first factor analysis, it was repeat the factor analysis to determine whether the scale properly measured prominence for the student identity. Factor analysis results indicated that there were six theoretically-based extracted factors. There were however, four variables that reported low factor loadings.<sup>16</sup> Once these items were removed, a factor analysis was again conducted with the remaining fourteen items. Results indicate that five of the six theoretically driven factors are retained. Loading scores revealed an intermediate consistency between the 6 theoretical factors and the five extracted components.

Essentially, there were four items that remained intact with their theoretical components. One set of items, while remaining intact with their theoretical factors, combined to create factor one.<sup>17</sup> The resulting student prominence scale consisted of the remaining five determinants based on the factor loadings outlined in Table 5 (pg. 44). “Social Support” loaded highly on determinant one and is comprised of the factors (Student Social Support 1, Student Social Support 2, and Student Social Support 3) with factor loading scores of (.657, .895, .785. respectively). The theoretical factor of “Commitment” also loaded on factor one with a “moderate” loading score. The factor that pertains to commitment was (Student Commitment 3) and the resulting factor

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<sup>16</sup> The four factors were “Student Commitment 1”, “Student Commitment 2”, “Student Self-Support 1”, and “Student Investment 3”.

<sup>17</sup> Similar results were reported with the migrant identity in the previous section of this paper.

loading score was (.371). The factor resulting from the “folding” of subsequent factors, “Self-Support” and “Commitment”, was re-labeled as “Social Commitment”. This label is indicative of the contributions of each of the two factors to the new determinant.

*Reliability Assessment of the Student Prominence Scale.* Reliability for this scale was also assessed using Cronbach’s alpha, Kaiser-Meyer-Olkin (KMO), and the Bartlett test of Sphericity. Cronbach’s alpha for the 14-item scale for student identity prominence extracted after factor analysis was = .847, indicating a high reliability. “Sampling adequacy” for the student prominence factor analysis was measured by the KMO test which resulted in a “moderate” adequacy at a value of .572. The Bartlett test for Sphericity indicated a reliable measure (chi-square = 230.137,  $df = 91$ ,  $p < .001$ ). The total variance explained by the five determinants of the student prominence scale is 83.207 percent. Based on these measures, it is determined that the student identity prominence scale is also highly reliable. The final structure for this scale as a result of factor analysis is as follows:

**Factor 1: *Social Commitment:*** “On average, others think I do well at being the kind of student I like to think myself as being;” “On average, others consider me to possess the important characteristics that make a good student;” “On average, others think I do well at being the sort of student that they feel makes a good one;” and “I feel that I have devoted much of myself to be able to view myself as a good student.”

**Factor 2: *Self-Support:*** “On average, I consider myself as having the important characteristics that I feel a good student should possess;” and “On average, I feel that I do well at being a good student.”

**Factor 3: *Intrinsic Gratifications*:** “On average, I enjoy doing the things I do as a student;” “On average, I get a good feeling while being a student;” and “On average, I feel good about myself while being a student.”

**Factor 4: *Investment*:** “I have devoted most of my available time to being the sort of student that I like to think myself as being;” and “I have devoted most of my available resources to being the sort of student that I like to think of myself as being.”

**Factor 5: *Extrinsic Gratifications*:** “On average, and aside from pure enjoyment, I get a lot of rewards from being a student;” “On average, I feel I will make a more satisfactory income because I am a student;” and “On average, I feel that being a student will enable me to purchase the material things I need and desire.”

A brief summary of the factor loadings for each extracted factor reveals the overall variance accounted for in each factor. The scree plot presented in Figure 2 indicates the relative importance of each of the 14 factors.

**Factor 1.** This factor contains the factor loadings for all three of the “Student Social Support” factors and one “Student Commitment” factor. “Student Social Support 1”, “Student Social Support 2”, “Student Social Support 3”, and “Student Commitment 3” all had significant factor loadings and account for 39.229 percent of the variance. Reliability analysis for factor 1 revealed a Cronbach’s alpha score of  $=.806$ .

**Factor 2.** This factor contains the factor loadings for “Student Self-Support” and includes “Student Self-Support 2” and “Student Self-Support 3”. The overall



factor loadings for this component make up 17.469 percent of the variance.

Reliability analysis for factor 2 revealed a Cronbach's alpha score of  $=.823$ .

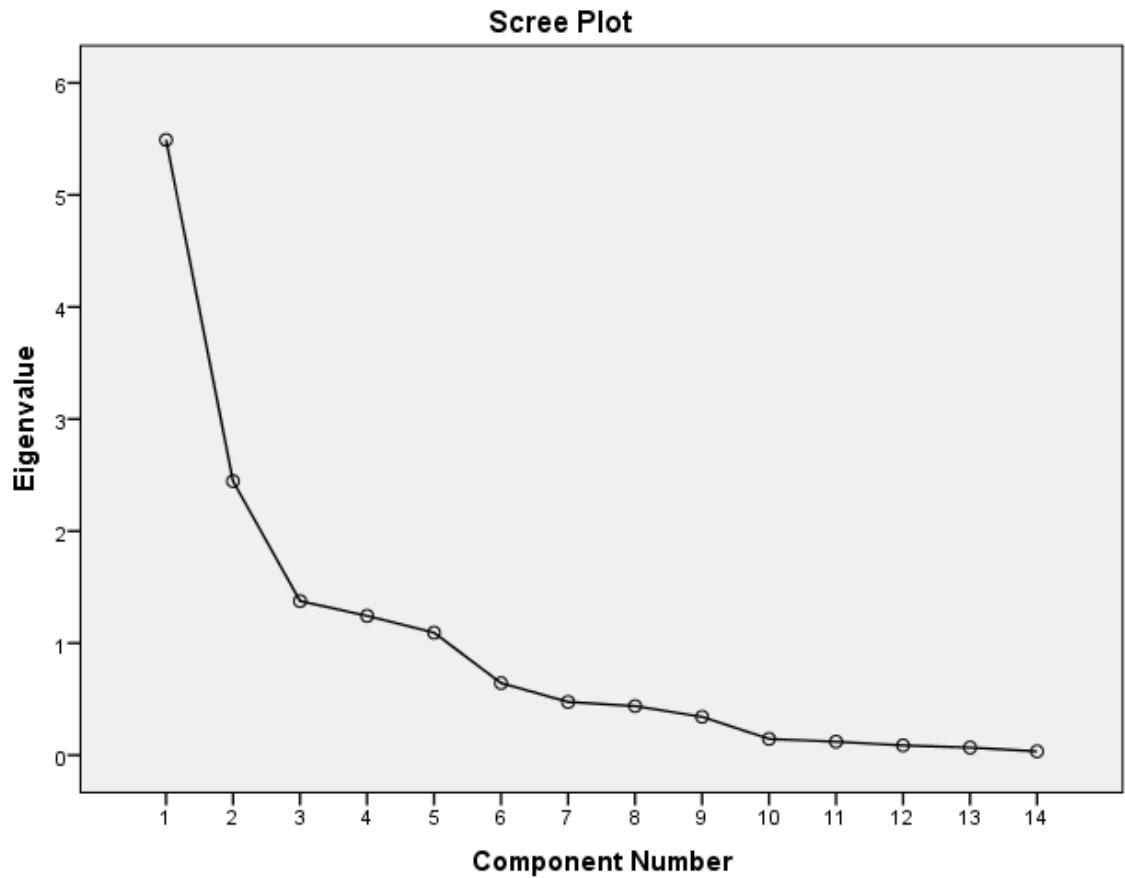
**Factor 3.** This factor contains the factor loadings for all three of the "Student Intrinsic" factors and includes "Student Intrinsic 1", "Student Intrinsic 2", and "Student Intrinsic 3." The overall factor loadings for this component make up 9.825 percent of the variance. Reliability analysis for factor 3 revealed a Cronbach's alpha score of  $=.793$ .

**Factor 4.** This factor contains the factor loadings for "Student Investment" and includes "Student Investment 1" and "Student Investment 2". The overall factor loadings for this component make up 8.877 percent of the variance. Reliability analysis for factor 4 revealed a Cronbach's alpha score of  $=.657$ .

**Factor 5.** This factor contains the factor loadings for "Student Extrinsic" and includes "Student Extrinsic 1", "Student Extrinsic 2", and "Student Extrinsic 3". The overall factor loadings for this component make-up 7.808 percent of the total variance. Reliability analysis for factor 5 revealed a Cronbach's alpha score of  $=.679$ .

**Figure 2**

Student Identity – Scree Plot



*Statistical Analysis: Hypotheses*

*Computing mean scores*

Three hypotheses are theoretically derived from the role-identity theory of McCall and Simmons (1978).

1. The prominence level for the 'migrant' identity for migrant students will be higher than the prominence level of the 'student' identity for migrant students;
2. The level of role support for the 'migrant' identity for migrant students will be higher than the role support for the 'student' identity for migrant students;

3. The level of intrinsic gratification for the ‘migrant’ identity for migrant students will be higher than intrinsic gratification for the ‘student’ identity for migrant students.

Each of the three hypotheses necessitates comparison based on the mean scores from theoretically derived factors as observed between the two aforementioned identities. This section presents the process taken in developing the determinants outlined in the previous section for each of the identities and reports the mean scores for each of the newly formed variables.

*Developing the Migrant Determinants.* In order to derive mean scores for each determinant extracted from the factor analysis, each of the items had to be grouped with its corresponding determinant. Once grouped, a new variable was created in the name of the determinant. The five main determinants for the migrant identity were relabeled as: Social Commitment Avg. Migrant, Intrinsic Avg. Migrant, Self-Support Avg. Migrant, Investment Avg. Migrant, and Extrinsic Avg. Migrant. Migrant Social Commitment consisted of the items (Migrant Social Support 1, Migrant Social Support 2, Migrant Social Support 3, Migrant Commitment 1, Migrant Commitment 2, and Migrant Commitment 3). Migrant Intrinsic consisted of the items (Migrant Intrinsic 1, Migrant Intrinsic 2, Migrant Intrinsic 3); Migrant Self-Support consisted of the items (Migrant Self-Support 1, Migrant Self-Support 2, and Migrant Self-Support 3); Migrant Investment consisted of the items (Migrant Investment 1, Migrant Investment 2, and Migrant Investment 3); and Migrant Extrinsic consisted of the item (Migrant Extrinsic 2). Additionally, all five of the determinants were combined to create a grouping for overall

migrant prominence. The variable was labeled as Prominence Avg. Migrant and included all 16 items noted above.

*Developing the Student Determinants.* The same procedure was conducted to obtain the student determinants. The five main determinants for the student identity were relabeled as: Social Commitment Avg. Student, Intrinsic Avg. Student, Self-Support Avg. Student, Investment Avg. Student, and Extrinsic Avg. Student. Student Social Commitment consisted of the items (Student Social Support 1, Student Social Support 2, Student Social Support 3, and Student Commitment 3). Student Intrinsic consisted of the items (Student Intrinsic 1, Student Intrinsic 2, Student Intrinsic 3); Student Self-Support consisted of the items (Student Self-Support 2 and Student Self-Support 3); Student Investment consisted of the items (Student Investment 1 and Student Investment 2); and Student Extrinsic consisted of the items (Student Extrinsic 1, Student Extrinsic 2, and Student Extrinsic 3). Additionally, all five of the determinants were combined to create a grouping for overall student prominence. The variable was labeled as Prominence Avg. Student and included all 14 items mentioned above.

*Computing Means for all Determinants.* Mean scores were computed for each of the new groupings (variables) listed above for the migrant and student identities. For example, the computed mean score for Intrinsic Avg. Student was gathered by summing the mean scores of all three of the variables contained therein (Student Intrinsic 1, Student Intrinsic 2, and Student Intrinsic 3) and taking the grand mean. The same process was repeated for each of the determinants outlined in the sections above.

### *Assumption of normality*

Before testing the three study hypotheses, it was first necessary to determine whether the sample met the assumption of normality. In order to test for normality, it was necessary to first calculate the difference in scores between the two conditions.<sup>18</sup> Using the compute feature in SPSS, the difference was calculated by subtracting the scores for Prominence Avg. Student from the scores for Prominence Avg. Migrant. A new variable was created with the resulting scores and was labeled “difference”. The “difference” was then used to explore descriptive statistics related to assessment of normality. Results indicated that skewness and kurtosis scores, the Shapiro-Wilk test, and Q-Q plots all indicated a normal distribution.

Engagement scores for the “difference” were normally distributed with a skewness of -.320 (standard error = .464) and kurtosis of -1.046 (standard error = .902).<sup>19</sup>

Engagement scores for the “difference” were normally distributed as assessed by Shapiro-Wilk’s test ( $p = .08$ ).<sup>20</sup>

In addition, the Q-Q plot (Figure 3) below provides a visual representation of the normally distributed engagement scores.

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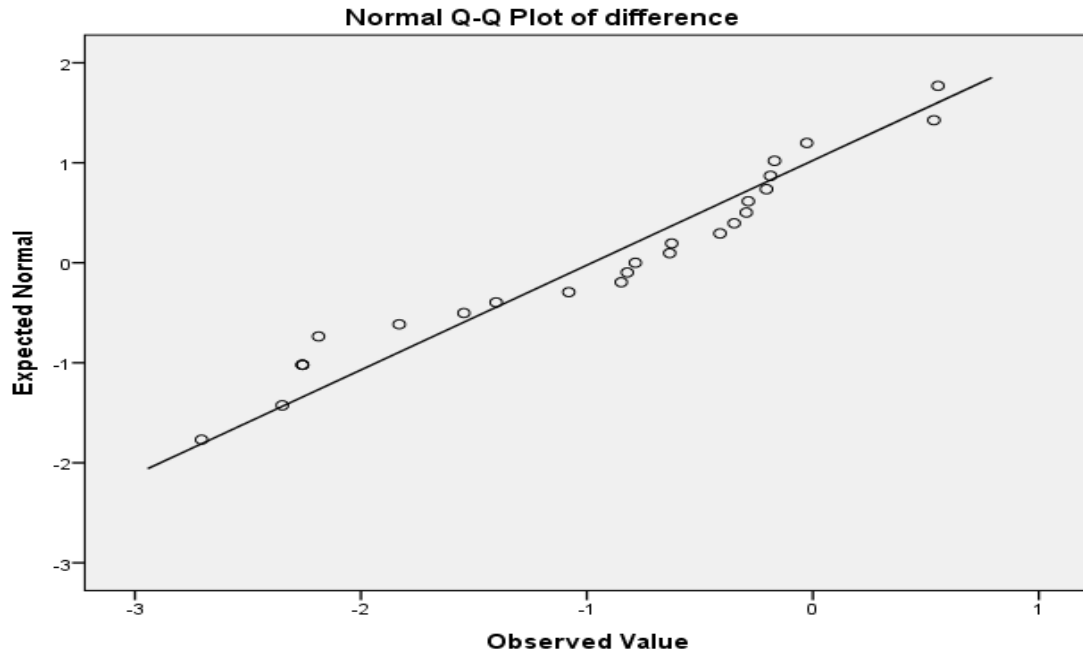
<sup>18</sup> Field (2013) states that for a paired samples *t*-test it is the sampling distribution of the difference that should be normal and not necessarily the raw scores (pg. 371).

<sup>19</sup> Considered normally distributed if both scores fall within the *z*-score value of +/- 2.58, significant at  $p < .001$ .

<sup>20</sup> Considered a normal distribution if  $p > .05$ .

**Figure 3**

Normal distribution of “Difference” scores



*Hypothesis 1*

Hypothesis one is based on Reid’s (2012) overall measure of prominence, for each of the two identities “migrant” and “student”, which include all six prominence factors. The following are the six factors of prominence and their corresponding measurement items as they have been modified to reflect the 5 extracted determinants from the factor analysis:

*Prominence Scale Migrant*

**Factor 1: Social Commitment** includes the items: “On average, others think I do well at being the kind of migrant worker I like to think myself as being;” “On average, others consider me to possess the important characteristics that make a good migrant worker;” “On average, others think I do well at being the sort of

migrant worker that they feel makes a good one.” “I feel that I have devoted most of myself to being the kind of migrant worker that I like to think of myself as being;” “I feel that I have committed most of myself to living up to my image of how a good migrant worker should be;” and “I feel that I have devoted much of myself to be able to view myself as a good migrant worker.”

**Factor 2:** *Intrinsic gratifications* include the items: “On average, I enjoy doing the things I do as a migrant worker;” “On average, I get a good feeling while doing migrant work;” and “On average, I feel good about myself while doing migrant work.”

**Factor 3:** *Self-support* includes the items: “On average, I do well at being the sort of migrant worker that I like to think myself as being;” “On average, I consider myself as having the important characteristics that I feel a good migrant worker should possess;” and “On average, I feel that I do well at being a good migrant worker.”

**Factor 4:** *Investment* includes the items: “I have devoted most of my available time to being the sort of migrant worker that I like to think myself as being;” “I have devoted most of my available resources to being the sort of migrant worker that I like to think of myself as being;” and “I have granted persons many favors in order to be the sort of migrant worker that I like to think of myself as being.”

**Factor 5:** *Extrinsic gratifications* include the item: “On average, I feel make a satisfactory income as a migrant worker”.

*Prominence Scale Student*

**Factor 1:** *Social Commitment* includes the items: “On average, others think I do well at being the kind of student I like to think myself as being;” “On average, others consider me to possess the important characteristics that make a good student;” “On average, others think I do well at being the sort of student that they feel makes a good one;” and “I feel that I have devoted much of myself to be able to view myself as a good student.”

**Factor 2:** *Self-Support* includes the items: “On average, I consider myself as having the important characteristics that I feel a good student should possess;” and “On average, I feel that I do well at being a good student.”

**Factor 3:** *Intrinsic gratifications* include the items: “On average, I enjoy doing the things I do as a student;” “On average, I get a good feeling while being a student;” and “On average, I feel good about myself while being a student.”

**Factor 4:** *Investment* includes the items: “I have devoted most of my available time to being the sort of student that I like to think myself as being” and “I have devoted most of my available resources to being the sort of student that I like to think of myself as being.”

**Factor 5:** *Extrinsic gratifications* include the items: “On average, I get a lot of rewards from being a student;” “On average, I feel I will make a more satisfactory income because I am a student;” and “On average, I feel that being a student will enable me to purchase the material things I need and desire.”



Hypothesis 1 states:

1. The prominence level for the ‘migrant’ identity for migrant students will be higher than the prominence level of the ‘student’ identity for migrant students;

The prominence of both identities was measured using a repeated-measures *t*-test.

Comparison was based on the variance of mean scores between identities. A bar graph representing the mean scores for each identity is included after the analysis for visual representation (Figure 4).

Results:

On average, participants scored higher on the ‘student’ identity ( $M = 3.10$ ,  $SE = .13$ ), than they did on the ‘migrant’ identity ( $M = 2.12$ ,  $SE = .19$ ). This difference,  $-.98$ ,  $BCa\ 95\% \text{ CI } [-1.32, -.64]$ , was significant  $t(24) = -5.12$ ,  $p < .001$ , and represented a large effect size of  $d = 1.05$ .<sup>21</sup> These results indicate that there was a significant difference in the two means. However, a negative difference and negative confidence intervals suggest that the difference in means did not support the direction in which the difference was hypothesized. In other words, according to the data the ‘student’ identity was actually more prominent than the ‘migrant’ identity. In addition to these results, the paired samples correlation statistics indicated that there was a low correlation between the responses given for each of the identities,  $r = .323$ ,  $p = .116$ , which was not significant.<sup>22</sup>

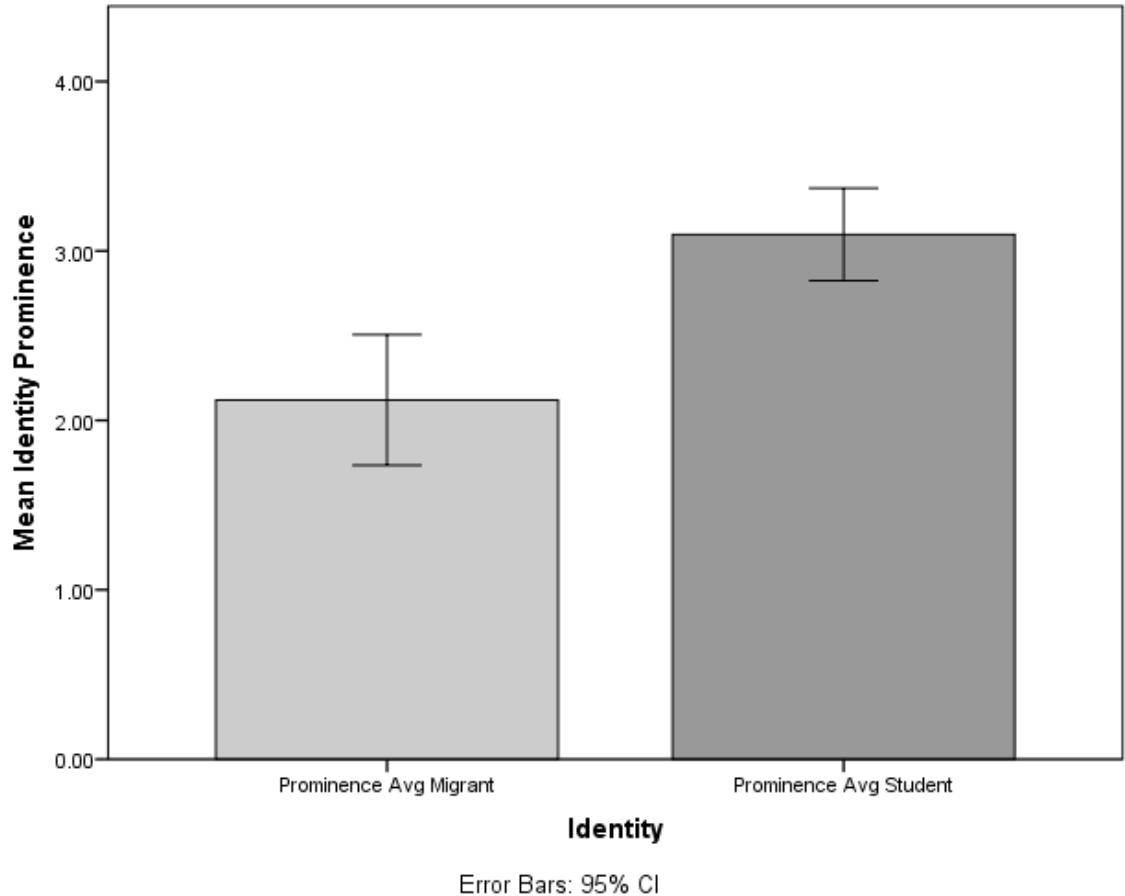
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<sup>21</sup> Cohen’s *d* is calculated by taking the difference between the means of the student and migrant identity and dividing the difference by the standard deviation of the migrant identity (control condition in this case).

<sup>22</sup> In repeated measures designs, it is possible for the experimental conditions to correlate because the responses for each condition are collected from the same sample (Field, 2012). Higher correlation coefficients would indicate higher constancy in participants’

**Figure 4**

Error Bar Graph for Mean Scores-Prominence<sup>23</sup>



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responses between the two conditions. Therefore, lower coefficients may determine that there is a significant difference between the two conditions due to lower correlation in responses.

<sup>23</sup> When creating an error bar graph for repeated measures design, SPSS treats the data as though it is collected from different participants. To correct this, the following procedure must be conducted to create an adjustment score for each of the conditions. Step 1: the overall mean must be calculated for the 'migrant' and 'student' identities combined; step 2: the grand mean must be calculated for all scores regardless of condition; step 3: the adjustment factor must be calculated by subtracting the mean from the grand mean; step 4: adjusted values must be calculated by adding the adjustment factor to each of the means of each condition.

## *Hypothesis 2*

Hypothesis two is theoretically derived from the overall prominence scale. The hypothesis focuses on the level of prominence attributed to the combined scores of self-support and social support. These two factors are combined under the variable names Total Role Support Migrant and Total Role Support Student. Means for these variables are computed in the same fashion as the determinants for each of the identities outlined earlier. The following factors have been modified to include the items necessary to measure total role support for each identity.

**Total Role Support Migrant:** “On average, I do well at being the sort of migrant worker that I like to think myself as being;” “On average, I consider myself as having the important characteristics that I feel a good migrant worker should possess;” and “On average, I feel that I do well at being a good migrant worker.” “On average, others think I do well at being the kind of migrant worker I like to think myself as being;” “On average, others consider me to possess the important characteristics that make a good migrant worker;” and “On average, others think I do well at being the sort of migrant worker that they feel makes a good one.”

**Total Role Support Student:** “On average, I consider myself as having the important characteristics that I feel a good student should possess;” “On average, I feel that I do well at being a good student;” “On average, others think I do well at being the kind of student I like to think myself as being;” “On average, others consider me to possess the important characteristics that make a good student;” and “On average, others think I do well at being the sort of student that they feel makes a good one.”

Hypothesis 2 states:

2. The level of role support for the ‘migrant’ identity for migrant students will be higher than the role support for the ‘student’ identity for migrant students;

The role support of both identities was measured using a repeated-measures t-test.

Comparison was based on the variance of mean scores for role support between identities. A bar graph representing the mean scores for role support for each identity is included after the analysis for visual representation (Figure 5).

Results:

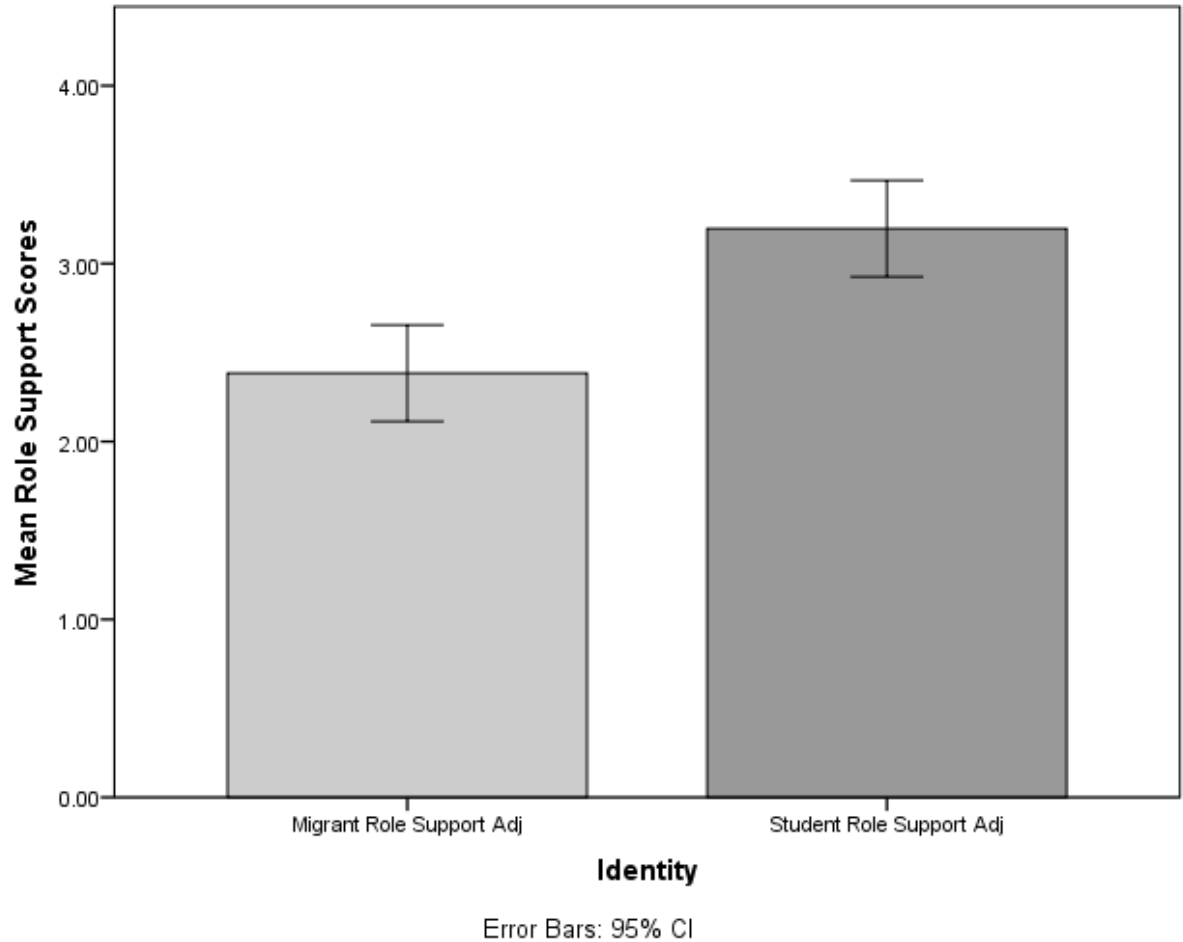
On average, participants scored higher on ‘student’ role support ( $M = 3.20, SE = .16$ ), than they did on ‘migrant’ role support ( $M = 2.39, SE = .25$ ). This difference,  $-.81$ , BCa 95% CI  $[-1.35, -.28]$ , was significant  $t(24) = -3.10, p < .005$ , and represented a medium effect size of  $d = .64$ .

These results also indicate that there was a significant difference in the two means.

However, a negative difference and negative confidence intervals suggest that the difference in means did not support the direction in which the difference was hypothesized. According to the data, ‘student’ role support was actually more prominent than ‘migrant’ role support. In addition to these results, the paired samples correlation statistics indicated that there was a low correlation between the responses given for each of the identities,  $r = .244, p = .241$ , which was not significant.

**Figure 5**

Error Bar Graph for Mean Scores-Role Support



*Hypothesis 3*

Hypothesis three is based on assessing the theoretically based factor of intrinsic gratifications for each of the two identities “migrant” and “student”. The following are the factors of intrinsic gratifications and their corresponding measurement items as they have been modified to reflect their extracted determinants from the factor analysis:

**Intrinsic Migrant:** “On average, I enjoy doing the things I do as a migrant worker;” “On average, I get a good feeling while doing migrant work;” and “On average, I feel good about myself while doing migrant work.”

**Intrinsic Student:** “On average, I enjoy doing the things I do as a student;” “On average, I get a good feeling while being a student;” and “On average, I feel good about myself while being a student.”

Hypothesis 3 states:

3. The level of intrinsic gratification for the ‘migrant’ identity for migrant students will be higher than intrinsic gratification for the ‘student’ identity for migrant students.

The intrinsic gratifications of both identities were measured using a repeated-measures *t*-test. Comparison was based on the variance of mean scores for intrinsic gratifications between identities. A bar graph representing the mean scores for intrinsic gratifications for each identity is included after the analysis for visual representation (Figure 6).

Results:

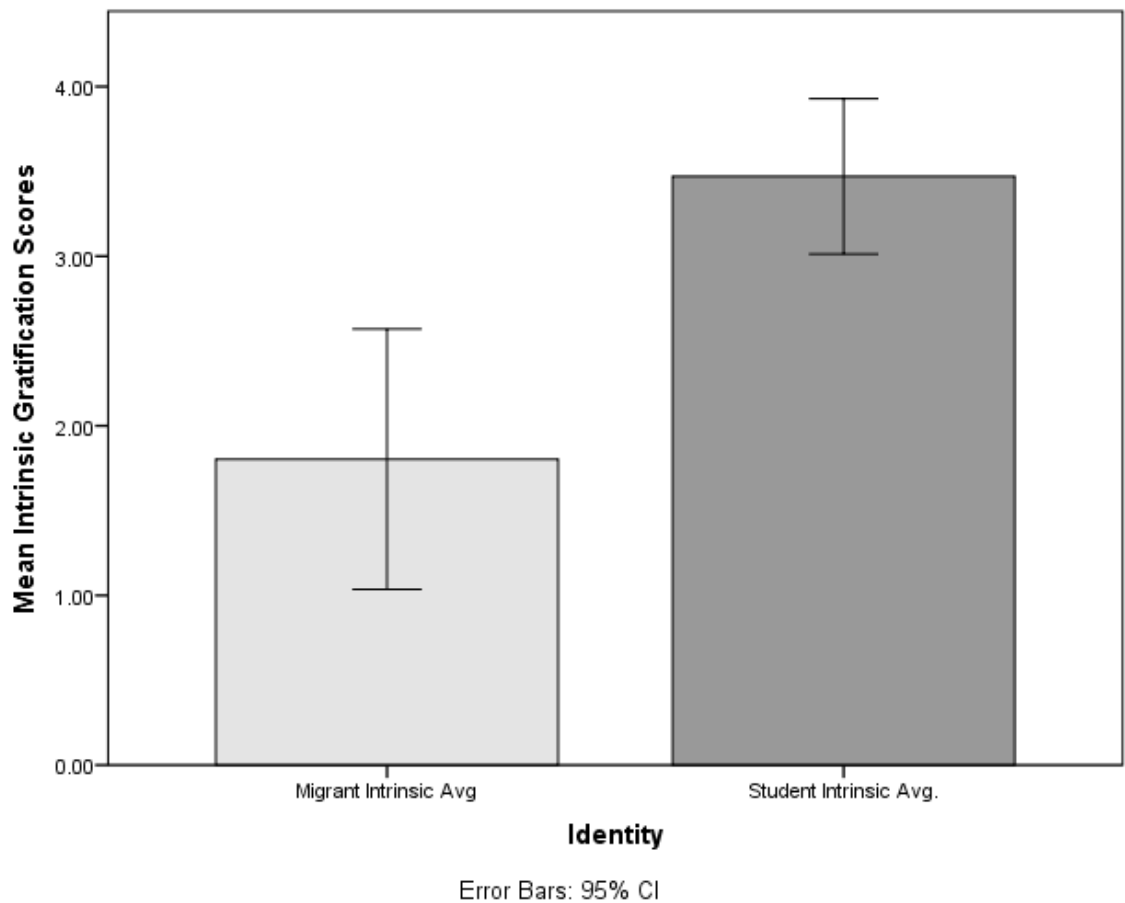
On average, participants scored higher on ‘student’ intrinsic gratifications ( $M = 3.47$ ,  $SE = .12$ ), than on the ‘migrant’ intrinsic gratifications ( $M = 1.80$ ,  $SE = .24$ ). This difference,  $-1.67$ , BCa 95% CI  $[-2.12, -1.20]$ , was significant  $t(24) = -6.55$ ,  $p < .001$ , and represented a large effect size of  $d = 1.39$ .

These results indicate that there was a significant difference in the two means. However, a negative difference and negative confidence intervals suggest that the difference in means did not support the direction in which the difference was hypothesized. According

to the data, ‘student’ intrinsic gratifications were more prominent than ‘migrant’ intrinsic gratifications. In addition, the paired samples correlation statistics indicated that there was a low correlation between the responses given for each of the identities,  $r = .113$ ,  $p = .589$ , which was not significant.

**Figure 6**

Error Bar Graph for Mean Scores-Intrinsic Gratifications



#### *Additional Statistical Analysis*

##### *Student prominence between samples*

Results from the confirmatory factor analysis on the student identity prominence scale reveal the existence of six possible factors when both groups are included ( $n=80$ ).

Upon inspection of Table 5, it can be determined that each of the loaded variables meet the significant value necessary (.3 or higher). The resulting loadings for this factor analysis provide moderate support for the grouping of these variables as a measure of migrant identity prominence. Reliability of the measure will also be measured using Cronbach's alpha, Kaiser-Meyer-Olkin, and Bartlett test of Sphericity tests.

**Table 6**

Rotated Component Matrix for Student Identity Prominence Scale (n=80)

	Rotated Component Matrix <sup>a</sup>					
	Component					
	1	2	3	4	5	6
Student Social Support 2	<b>.937</b>	-.034	.076	.099	.045	-.008
Student Social Support 3	<b>.874</b>	.157	-.001	-.061	.293	-.001
Student Social Support 1	<b>.836</b>	.272	.006	.239	-.037	-.021
Student Self Support 1	.056	<b>.743</b>	.112	.023	.191	-.066
Student Self Support 2	.221	<b>.701</b>	.050	.167	.109	.169
Student Self Support 3	.085	<b>.622</b>	.199	.491	.041	.083
Student Intrinsic 3	-.073	.132	<b>.920</b>	.053	.075	.120
Student Intrinsic 2	.099	.051	<b>.895</b>	.066	.156	.064
Student Intrinsic 1	.126	.445	<b>.551</b>	.338	-.179	-.081
Student Commitment 3	.041	.099	.123	<b>.849</b>	.159	.119
Student Commitment 2	.177	.241	.053	<b>.785</b>	.244	.023
Student Investment 2	.117	.425	.133	.124	<b>.718</b>	.044
Student Investment 1	.024	.437	.160	.167	<b>.698</b>	.041
Student Investment 3	.235	-.274	-.038	.321	<b>.599</b>	-.002
Student Extrinsic 3	-.007	.052	.094	-.053	.225	<b>.844</b>
Student Extrinsic 2	-.019	.032	.046	.194	-.170	<b>.830</b>



Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 8 iterations.

*Student Identity Scale Construction.* Due to the adjustments made to the scale, it was necessary to perform factor analysis to determine whether the scale measured prominence for the student identity when both samples were included. Factor analysis results indicate that there are six theoretically-based extracted factors. There are however, two variables that report low factor loadings.<sup>24</sup> Once these items are removed, factor analysis is repeated with the remaining 16 items. Results indicate that six theoretically driven factors are retained.

*Reliability Assessment of the Student Prominence Scale.* Reliability for this scale is also assessed using Cronbach's alpha, Kaiser-Meyer-Olkin (KMO), and the Bartlett test of Sphericity. Cronbach's alpha for the 16-item scale for student identity prominence extracted after factor analysis is = .817, indicating high reliability. "Sampling adequacy" for the student prominence factor analysis is measured by the KMO test which results in a "moderate" adequacy at a value of .715. The Bartlett test for Sphericity indicates a reliable measure (chi-square = 561.234,  $df = 120$ ,  $p < .001$ ). The total variance explained by the five determinants of the student prominence scale is 75.531 percent. Based on these measures, it is determined that the student identity prominence scale is also highly reliable when both groups are included. The final structure for this scale as a result of factor analysis is as follows:

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<sup>24</sup> The two omitted variables are "Student Commitment 1" and "Student Extrinsic 1".

**Factor 1: *Social Support*:** “On average, others think I do well at being the kind of student I like to think myself as being;” “On average, others consider me to possess the important characteristics that make a good student;” and “On average, others think I do well at being the sort of student that they feel makes a good one.”

**Factor 2: *Self-Support*:** “On average, I do well at being the sort of student that I like to think myself as being;” “On average, I consider myself as having the important characteristics that I feel a good student should possess;” and “On average, I feel that I do well at being a good student.”

**Factor 3: *Intrinsic Gratifications*:** “On average, I enjoy doing the things I do as a student;” “On average, I get a good feeling while being a student;” and “On average, I feel good about myself while being a student.”

**Factor 4: *Commitment*:** “I feel that I have committed most of myself to living up to my image of how a good student should be;” and “I feel that I have devoted much of myself to be able to view myself as a good student.”

**Factor 5: *Investment*:** “I have devoted most of my available time to being the sort of student that I like to think myself as being;” “I have devoted most of my available resources to being the sort of student that I like to think of myself as being;” and “I have granted persons many favors in order to be the sort of student that I like to think of myself as being.”

**Factor 6: *Extrinsic Gratifications*:** “On average, I feel I will make a more satisfactory income because I am a student;” and “On average, I feel that being a student will enable me to purchase the material things I need and desire.”

A brief summary of the factor loadings for each extracted factor reveals the overall variance account for each factor. The scree plot presented in Figure 7 indicates the relative importance of each of the 16 factors.

**Factor 1.** This factor contains the factor loadings for “Student Social Support” and includes “Student Social Support 1”, “Student Social Support 2”, and “Student Social Support 3”. The overall factor loadings for this component accounts for 29.771 percent of the variance. Reliability analysis for factor 1 revealed a Cronbach’s alpha score of  $=.884$ .

**Factor 2.** This factor contains the factor loadings for “Student Self-Support” and includes “Student Self-Support 1”, “Student Self-Support 2”, and “Student Self-Support 3”. The overall factor loadings for this component account for 13.875 percent of the variance. Reliability analysis for factor 2 revealed a Cronbach’s alpha score of  $=.699$ .

**Factor 3.** This factor contains the factor loadings for “Student Intrinsic” and includes “Student Intrinsic 1”, “Student Intrinsic 2”, and “Student Intrinsic 3.” The overall factor loadings for this component account for 9.079 percent of the variance. Reliability analysis for factor 3 revealed a Cronbach’s alpha score of  $=.779$ .

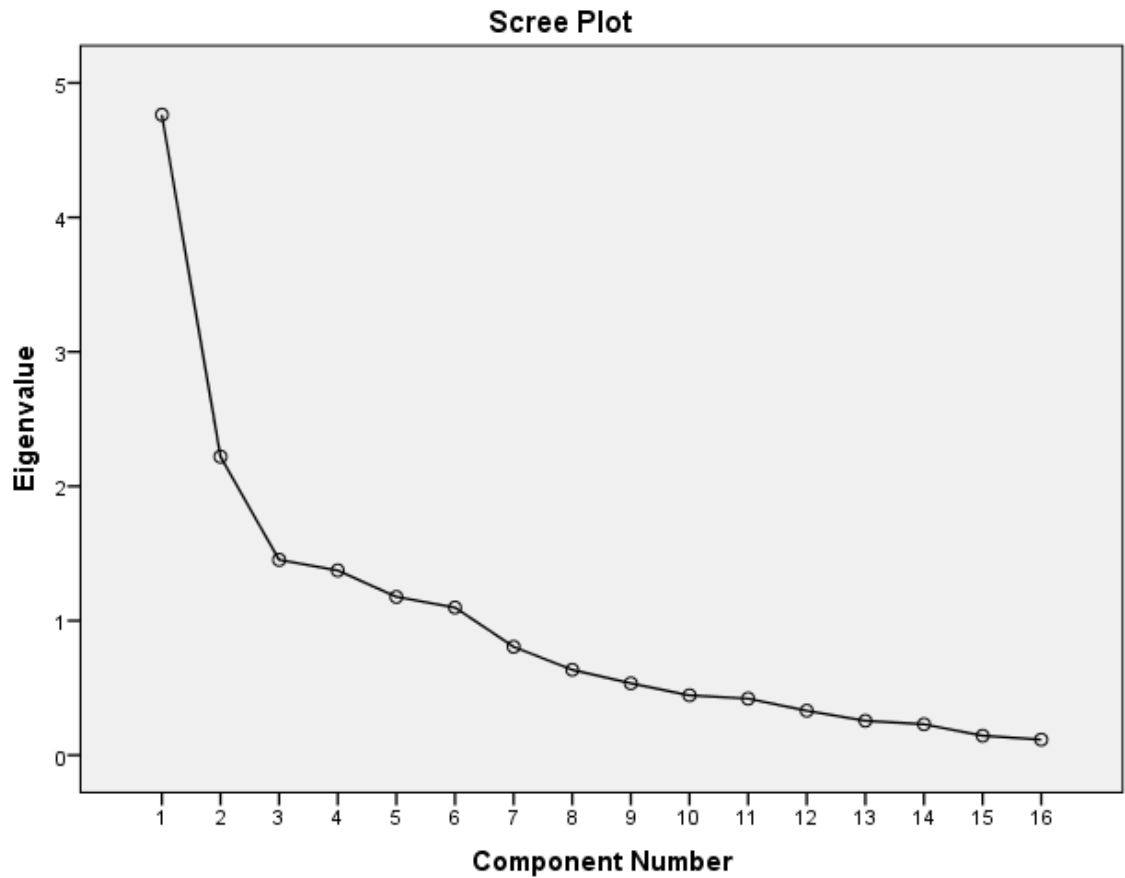
**Factor 4.** This factor contains the factor loadings for “Student Commitment” and includes “Student Commitment 2” and “Student Commitment 3”. The overall factor loadings for this component make up 8.589 percent of the variance. Reliability analysis for factor 4 revealed a Cronbach’s alpha score of  $=.805$ .

**Factor 5.** This factor contains the factor loadings for “Student Investment” and includes “Student Investment 1”, “Student Investment 2”, and “Student Investment 3”. The overall factor loadings for this component account for 7.358 percent of the variance. Reliability analysis for factor 5 revealed a Cronbach’s alpha score of  $=.628$ .

**Factor 6.** This factor contains the factor loadings for “Student Extrinsic” and includes “Student Extrinsic 2” and “Student Extrinsic 3”. The overall factor loadings for this component account for 6.860 percent of the variance. Reliability analysis for factor 6 revealed a Cronbach’s alpha score of  $=.625$ .

**Figure 7**

Student Identity (n=80) – Scree Plot



*Comparing Sample Means.* This is an exploratory analysis of the prominence level of the ‘student’ identity between the two samples. Due to the exploratory nature of this analysis, there is no theoretically based hypothesis derived from it, but it is conducted as a basis for future research on identity prominence. The ‘student’ identity prominence for both samples is assessed by an independent samples *t*-test. Comparison is based on the variance of mean scores between the two samples. A bar graph representing the mean prominence scores for each sample is included after the analysis for visual representation (Figure 8).

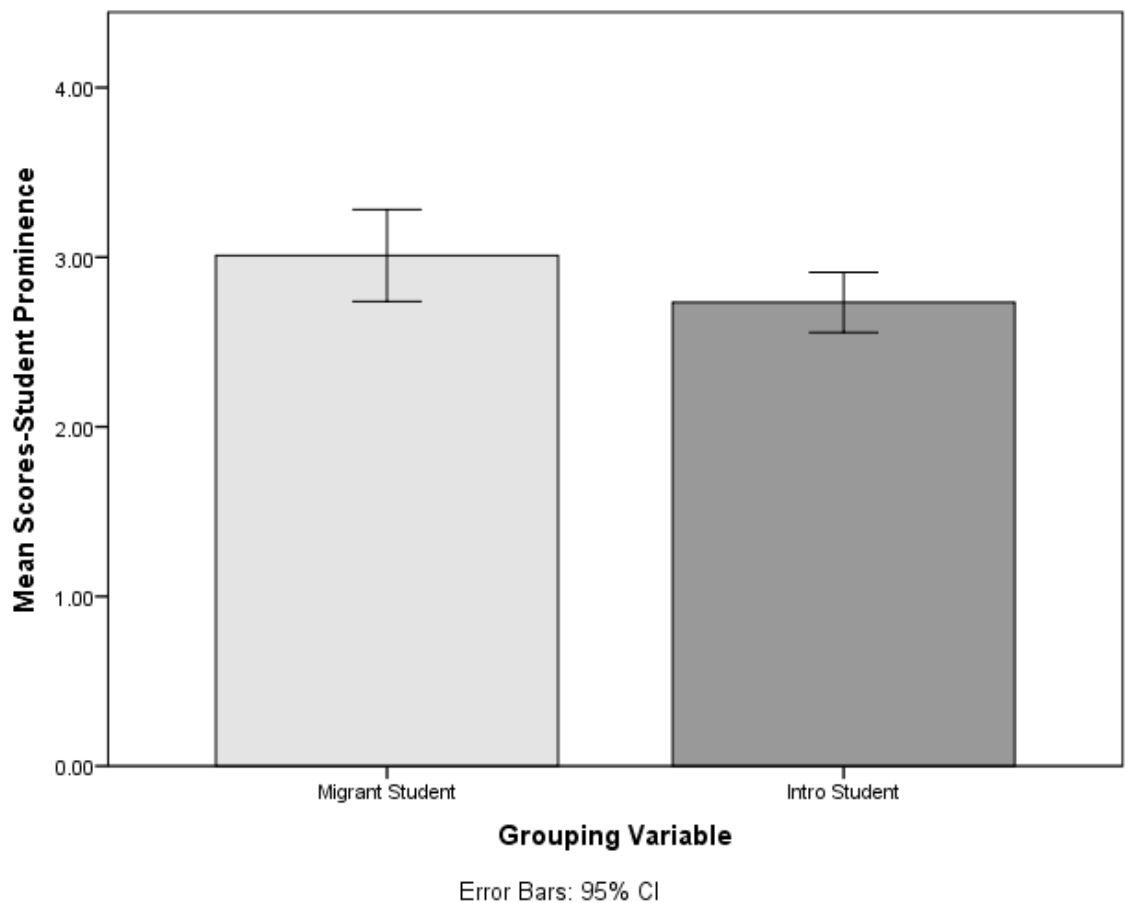
Results:

On average, migrant students scored higher on the ‘student’ identity prominence scale ( $M = 3.10, SE = .13$ ), than the Intro Sociology class scored on the ‘student’ identity prominence scale ( $M = 2.73, SE = .09$ ). This difference, .38, 95% CI [.06, .69] was significant  $t(80) = 2.37, p = .02$ , and represented a medium effect of  $d = .42$ .

These results indicate that there is a significant difference in ‘student’ identity prominence between the two samples. Case #24 was identified as an outlier but the decision was made to retain it for the analysis as it did not severely affect the  $p$  value.

**Figure 8**

Error Bar Graph for Mean Scores-Student Identity Prominence (n=80).



## CHAPTER 5: DISCUSSION AND CONCLUSION

### *Discussion*

This study approaches the concept of identity and some of the micro-level processes associated with managing co-existing identities. Prominence is used to define the relationship between the ‘migrant’ and ‘student’ identities in a sample of migrant students currently attending college. Three theoretically driven hypotheses are posited and assessed based on role-identity theory as introduced by McCall and Simmons (1978). A discussion based on the results of the current study is presented below.

### *Hypothesis 1*

Hypothesis one posited the level of identity prominence of the ‘student’ and ‘migrant’ identities. The hypothesis stated that the migrant identity would be more hierarchically prominent than the student identity. A previous study on the migrant students suggested that migrant students experience a great amount of mobility, strenuous work outside of school, and family responsibilities (Zalaquette, Alvarez McHatton, and Cranston-Gingras, 2007). In addition, the current research indicates that students reported spending an average of 7.22 years engaged in migrant work, some of whom reported being migrants from 18-22 years. This type of commitment is typically the result of migrant parents’ expectations that their children help supplement family income. Migrant identity validation may have a greater importance because of the level of support that comes from highly important individuals (such as parents, grandparents, or other high status individuals) to help support the family. In addition, the performance of the role-identity itself helps gain some quantity of self and social support as well as some

quantity of intrinsic and extrinsic gratifications (McCall and Simmons, 1978). It is due to these theoretical reasons that the research predicted a higher level of prominence for the ‘migrant’ identity than the ‘student’ identity.

Results based on the analysis of responses culled from the sample reveal the opposite. Migrant students reported higher prominence levels for the ‘student’ identity than for the ‘migrant’ identity. This may be explained by the theoretical concept of the “salient” identity presented by McCall and Simmons (1978). The salient identity refers to the identity which takes precedence within a given situation. Within the context of the study, those students who participated were more likely to enact their ‘student’ identity than their ‘migrant’ identity. It may be that the students’ needed to support their ‘student’ identity and this is reflected in higher prominence scores for the student identity. McCall and Simmons (1978) state that in an attempt to legitimate ourselves we are more likely to act on identities most in need of support. Since higher scores were reported for the ‘student’ identity, the student identity may have been the more salient identity in this specific situation.

### *Hypothesis 2*

The theoretical basis for hypothesis two and three follow the same basic structure as hypothesis one. The second and third hypotheses are formulated based on select determinants that constitute overall prominence. Hypothesis two posited that the combination of self and social support termed as ‘role support’ would be higher for the migrant identity than the student identity. Due to the importance of these two factors in establishing and reinforcing identity structure, it was necessary to distinguish between the



influence they have in the two identities, migrant and student. As discussed in the previous section, familial support for the migrant identity was believed to be of great importance and is something that has been studied in the migrant population. The theoretical reasoning behind the hypothesis was based on overall support being a determining factor in overall prominence in favor of the migrant identity.

Contrary to the second hypothesis, mean scores for role support indicated that the student identity received higher levels of self and social support than did the migrant identity. Zambrana (2011) reports that contrary to popular belief in Latino studies, 94% of Hispanic parents value education highly and are very encouraging of their children's educational aspirations. Parents' expectations for a better future play a significant role in students' self expectations in educational attainment (Zambrana, 2011). McCall and Simmons (1978) state, that self expectations are "to a greater or lesser extent" derived from social expectations (pg.88). Therefore, when the migrant identity is not invoked, parents are likely providing support for the student identity from which the student then develops his/her self-expectations as a student.

### *Hypothesis 3*

Hypothesis three was also theoretically derived from one of the six factors that determine overall level of prominence. This study predicted that results would indicate a higher level of intrinsic gratifications for the 'migrant' identity than the 'student' identity. Next to social support and extrinsic gratifications, intrinsic gratifications are equally important for support of role-performances (McCall and Simmons, 1978). Due to the level of commitment that migrant students have to their families, it was expected that

intrinsic gratifications associated with a sense of duty to help in familial obligations would result in higher intrinsic gratifications for the migrant identity than the student identity.

Results indicate that mean scores for intrinsic gratifications in the 'student' identity are higher than those in the 'migrant' identity. Consistent with previously cited research, it is apparent that parental support plays a big role in the students' self-expectations for their student role. Zalaquett et al., (2007) add that it is very likely that continued parental support increases student self-efficacy. The researchers add that highly successful migrant students tend to attribute their success to internal factors. It would thus be expected that successful migrant students would correspondingly possess high levels of intrinsic gratification for the student role and corresponding identity.

#### *Exploratory analysis*

In addition to the analysis of the three posited study hypotheses, exploratory analysis was also conducted to determine the relationship of 'student' identity prominence between migrant students and the secondary sample consisting of introductory Sociology students. Results of the analysis did not indicate a significant difference between the two groups. The migrant group reported a slightly higher prominence level for the student identity than the introduction to Sociology students.

#### *Conclusion*

#### *Study limitations*

A possible limitation of the study is the small sample size of the primary sample comprising migrant students in the C.A.M.P. program. This is due to the fact that the

campus migrant assistance program serves only 45 students per semester, thus providing a less than optimal number of students for a potential sample. Although various recruiting efforts could possibly be attempted so as to cull a larger number of the potential “migrant students”, these may result in difficulty in ascertaining validation for potential respondent’s migrant status.<sup>25</sup> When using the survey research method and self-report measures, the research potentially involves issues such as respondent fatigue, socially desirability, and response set. These limitations are inherent in the survey method and, at best, merely minimized not eliminated altogether. Respondent fatigue was purposely kept to a minimum by including only those measures necessary to conduct the study. That is, extraneous or unnecessary measures were not incorporated in the questionnaire. Social desirability was also minimized by ensuring necessary respondent anonymity and allowing respondents to place completed questionnaires in an envelope prior to returning them to the researcher.

Another limitation of the study may be that the study is conducted at a predominantly Hispanic institution. The ‘migrant’ identity is highly associated with being Hispanic or Latino/a. McCall and Simmons (1978) posit that identities become more salient in situations when they are in need of verification. In a population where up to 98% of the population shares a Hispanic identity, there is no need for students to solicit validation for that identity. Based on the theoretical framework used for this study, if this study were conducted in a place where the population of Hispanic or migrant students is

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<sup>25</sup> The response rate culled from this sample was 71.4%. This was a fairly high response rate considering the size of the sample population.

smaller, students may become compelled to seek validation for that identity. This would increase the salience of the identity in question.

### *Study contributions*

There are several important contributions provided by this research. First, the results of this study help support previous research on the significance of studying the importance of salient (situation-based) identities. It is necessary to consider the changing nature or fluidity of identities within the identity theory-based hierarchical self structure. Although the migrant identity may be highly supported during the migratory season, it may be subdued during the school year to afford the student identity more saliency. In addition, the research supported the theoretical determinants used to measure prominence, albeit in the alternative identity. This aids in solidifying the reliability of the prominence scale as modified by Reid (2012). The scale was implemented in three different situations within this study in which all six prominence factors were representative of overall prominence. Finally, based on the overall prominence of the student identity and the high levels of role support and intrinsic gratifications reported by students, this study contributes to the work of Zalaquett et al., (2007), Zambrana (2011), and Massey and Sanchez (2010) by supporting their findings relative to the importance of education among migrant/immigrant students.

Migrant students are often under-represented as a population in institutions of higher learning. The present research opens the door for counselors, advisors, and other college administrative personnel to become familiar with some of the micro-level self and identity structuring processes at work within the migrant student community. This study provides insight into the importance that each of the prominence factors has on the

migrant student identity and how these potentially influence migrant student educational performance and persistence.

Results of this study may also help to establish mentoring programs directed for the migrant student population. It could also help to enrich or modify already established mentoring programs for migrant students such as the C.A.M.P. program. Provided is the rationale by which migrant student programs can help implement incentive and/or social support programs that encourage academic success and persistence.

#### *Future research*

Given the results of this study, students did not report the migrant identity as being prominent. However, future research is necessary to explore alternative concepts in identity theory as they may relate to the migrant student educational experience. Some future directions in applying identity concepts with migrant students are further explained below. Suggestions are made for exploring shared role content between identities, exploring possible resources for the six factors of prominence, and exploring identity prominence and salience in different situations which may affect the levels of each.

Future research is necessary to further the understanding of the potential impact of minority identities (such as 'migrant') on academic achievement. The current research focuses on establishing the prominence of the minority identity within the individual. Further research may help explore the relationship between the minority (migrant) identity and the student identity by studying similarities in role content (shared content) in order to help bridge the gap between identities. McCall and Simmons (1978) propose that identities are inter-related and therefore, may share some common characteristics (shared content). Experiences in the minority identity dealing with adversity and

perseverance may help to develop characteristics that can be transferable to other identities such a student, spouse, etc.

It would also be beneficial to explore the six factors of prominence in more detail. Perhaps conducting a qualitative study with the migrant population to identify different possible sources of support (parents, extended family, teachers, etc.), levels of commitment and investment, and types of intrinsic and extrinsic gratifications would be beneficial. This type of theoretically derived research would aid the development of mentoring programs for migrant students.

Future research should also study how the student and migrant identities are rated in a situation in which the Hispanic and migrant identities are challenged. Perhaps replicating this study at a university where the Migrant/Hispanic<sup>26</sup> population is a minority may provide results supporting the current hypotheses. McCall and Simmons (1978) posit that a challenged identity is more likely to be supported than an unchallenged one.

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<sup>26</sup> All respondents for the current study self-identified as Hispanic. Furthermore, the current literature often represents the Hispanic/Latino identity as an all-inclusive identity, encompassing the migrant and immigrant identities. The current study follows the assumption of previous scholarly work that migrants in the U.S. are predominantly of Hispanic/Latino origins. Therefore, in an institution of higher learning with 97% Hispanic enrollment, migrants are not considered a minority group when categorized as Hispanic instead of migrant.

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## APPENDIX A

### INVITATION TO PARTICIPATE

I am conducting research on migrant college students through the University of Texas at Brownsville. The purpose of the research is to further understand how migrant students manage different role-identities. Your participation in this research will help to increase both public and social scientific knowledge about how migrant students define and see themselves.

Your participation is completely voluntary. Should you decide not to participate, you will not be subject to penalty of any kind. If you choose to participate, you have the right to cease participation at any time without adverse consequence or penalty.

It should take approximately 20-30 minutes to complete this questionnaire. There are no known risks associated with participation and you are assured of complete confidentiality. No direct identifiers will be collected and your name is not to be included anywhere on the questionnaire. The questionnaire does not contain markings of any kind that could in some way identify you. Data gathered in this study will be stored under lock and key for no less than three years. Questionnaires and consent forms will be destroyed by shredding once the research is concluded.

This research project has been approved by the University of Texas at Brownsville. If you have questions concerning the rights of research subjects, contact the Chairperson of the UTB Human Subject Research Review Committee (HSRRC), Dr. Matthew Johnson at (956) 882-8888 or the Research Integrity and Compliance Office, Lynne Depeault at (956) 882-7731. You may request the results of this study or additional information by contacting Scott A. Reid, Ph.D. The University of Texas at Brownsville, Behavioral Science Department, One West University Boulevard, Brownsville, Texas 78520 (956)882-8821 or by email, [Scott.Reid@utb.edu](mailto:Scott.Reid@utb.edu)

By signing this document, you are agreeing to be part of the study. Again, your participation in this research is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. You will be given a copy of this document for your records and one copy will be kept with the study records. Be sure that questions you have about the study have been answered and that you understand what you are being asked to do. You may contact the researcher if you think of a question later.

I agree to participate in the study. \_\_\_\_\_

Signature

Date

Raul Garza

*Principal Investigator*

Department of Behavioral Sciences

University of Texas, Brownsville

Brownsville, Texas 78520

Email: [Raul.Garza1@utb.edu](mailto:Raul.Garza1@utb.edu)

## APPENDIX B

### DEMOGRAPHIC QUESTIONNAIRE

**Instructions:** Please do NOT write your name anywhere on this questionnaire. Write your answers directly onto this form and attempt to answer all questions as honestly as possible. Remember that your answers are completely anonymous. Your time and effort are greatly appreciated.

1. Current age: *Please write down age in years on the line provided below.*  
\_\_\_\_\_ (In Years)
2. Gender: *For questions 2 and 3, please check appropriate box.*  
 Male       Female       Other
3. Race/Ethnicity: *You may check more than one box if needed.*  
 Non-Hispanic White       Black or African American       Asian  
  
 Hispanic/Latino  
  
 Native Hawaiian/Pacific Islander       American Indian/Alaska Native  
  
 Other
4. Current GPA: *For numbers 4 through 6 please fill in the answer on the line provided.*  
\_\_\_\_\_
5. Current major in college  
\_\_\_\_\_
6. Amount of time spent doing migrant work  
\_\_\_\_\_ (Years)      \_\_\_\_\_ (Months)

7. Current migrant status: *Please check appropriate box.*

Active (Still participate in migrant work)

Inactive (No longer participate in migrant work)

Unsure

8. Date of last migrant position: *For numbers 8 through 10 please fill in the answer on the lines provided.*

\_\_\_\_\_

9. Location of migrant work: *You may list more than one location, if applicable.*

\_\_\_\_\_

10. Number of immediate family members still participating in migrant work, if any.

\_\_\_\_\_

11. Have your parents been employed in migrant work? *Please check the correct box for numbers 11 and 12.*

Yes

No

Unsure

12. Have your grandparents been employed in migrant work?

Yes

No

Unsure

## APPENDIX C

### MIGRANT IDENTITY QUESTIONNAIRE

**Instructions:** The next two pages will require that you answer the following questions as they pertain to your identity as a ‘migrant’.

\*The terms migrant/migrant worker refer to any participant who has been employed as a migrant worker, or who has had to migrate with their family so that the family may find migrant work.

Migrant Identity	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
1. On average, I do well at being the sort of migrant worker that I like to think myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. On average, I consider myself as having the important characteristics that I feel a good migrant worker should possess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. On average, I feel that I do well at being a good migrant worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. On average, others think I do well at being the kind of migrant worker I like to think myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. On average, others consider me to possess the important characteristics that make a good migrant worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. On average, others think I do well at being the sort of migrant worker that they feel makes a good one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel that I have devoted most of myself to being the kind of migrant worker that I like to think of myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel that I have committed most of myself to living up to my image of how a good migrant worker should be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel that I have devoted much of myself to be able to view myself as a good migrant worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
10. On average, and aside from pure enjoyment, I get a lot of rewards from being a migrant worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. On average, I feel make a satisfactory income as a migrant worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. On average, I feel that being a migrant worker enables me to purchase the material things I need and desire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have devoted most of my available time to being the sort of migrant worker that I like to think myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I have devoted most of my available resources to being the sort of migrant worker that I like to think of myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have granted persons many favors in order to be the sort of migrant worker that I like to think of myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. On average, I enjoy doing the things I do as a migrant worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. On average, I get a good feeling while doing migrant work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. On average, I feel good about myself while doing migrant work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## APPENDIX D

### STUDENT PROMINENCE QUESTIONNAIRE

**Instructions:** The next two pages will require that you answer the following questions as they pertain to your identity as a 'student'.

Student Identity	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
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1. On average, I do well at being the sort of student that I like to think myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. On average, I consider myself as having the important characteristics that I feel a good student should possess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. On average, I feel that I do well at being a good student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. On average, others think I do well at being the kind of student I like to think myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. On average, others consider me to possess the important characteristics that make a good student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. On average, others think I do well at being the sort of student that they feel makes a good one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel that I have devoted most of myself to being the kind of student that I like to think of myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. I feel that I have committed most of myself to living up to my image of how a good student should be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel that I have devoted much of myself to be able to view myself as a good student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. On average, I get a lot of rewards from being a student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Agree	Somewhat Agree	Neither nor Disagree	Somewhat Disagree	Strongly Disagree
11. On average, I feel I will make a more satisfactory income because I am a student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. On average, I feel that being a student will enable me to purchase the material things I need and desire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have devoted most of my available time to being the sort of student that I like to think myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I have devoted most of my available resources to being the sort of student that I like to think of myself as being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>15. I have granted persons many favors in order to be the sort of student that I like to think of myself as being.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>16. On average, I enjoy doing the things I do as a student.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>17. On average, I get a good feeling while being a student.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>18. On average, I feel good about myself while being a student.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>