ABSTRACT

UNDERSTANDING HELP-SEEKING BEHAVIOR AMONG

AT-RISK LATINO MALE HIGH SCHOOL STUDENTS

By

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The purpose of this qualitative study was to understand the internal and external influences on help-seeking behavior in Latino male high school students (*n*=22) who were academically at-risk. Participants were asked to describe how and why they sought assistance from school counselors for academic and personal concerns. The data were analyzed using interpretive phenomenological analysis. The findings indicated various cultural and societal factors (gender roles, masculinity/machismo, face, and teachers of masculinity) that negatively influence help-seeking habits, while internal factors *(*positive internal strength, perceived knowledge and competence, and trusting relationships) were identified as positive influencers. These influencers related to one another and their relationship is drawn out in a model that described the experience of participants. Recommendations for future research and practice are provided for scholars and school personnel who work with this population.

UNDERSTANDING HELP-SEEKING BEHAVIOR AMONG AT-RISK LATINO MALE HIGH SCHOOL STUDENTS

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CHAPTER 1

INTRODUCTION

Empirical evidence supports the conventional wisdom among teachers and parents that female students outperform their male counterparts. Females have higher high school graduation rates and are more likely to attend a higher education institution (College Board, 2010). In contrast to their female counterparts, male students find themselves apprehensive when it comes to seeking help from others who are not their peers, including education professionals and immediate family (Bruch, 2002).

Latino adolescents, the focus of this study, lag behind all other ethnicities in educational achievement (College Board, 2007). Similar to males of other ethnicities, Latino males are outperformed by their female counter parts. In contrast to Latinas, Latinos are overrepresented in special education courses, more likely to repeat a grade, and have higher dropout rates (College Board, 2011; V.B. Saenz & Ponjuan, 2009). As the Latino population in the United States continues to grow rapidly, it is reasonable to assume a corresponding growth in the number of academically at-risk Latino male high school students.

Latinos are among the fastest growing ethnic groups in the United States and their numbers are predicted to continue to grow (Institution for Higher Education Policy, 2011; U.S. Census Bureau, 2010). The Latino population has more than doubled since the 1990s and has diffused across the United States from the Southwestern states to the Midwest and Southeast (Kandel & Cromartie, 2004; Lichter & Johnson, 2009; R. Saenz

& Torres, 2003). According to the U. S. Census (2010), from the year 2000 to 2010 the Latino population increased by 15. 2 million and accounted for more than half of the total population growth in the United States. Their numbers grew "by 43 percent, which was four times the growth in the total population at 10 percent" (U. S. Census, 2010, p. 2). More recent data from the Pew Hispanic Center (2011) recorded an estimated 50 million Latinos in the United States, approximately one-sixth of all Americans (16. 3%), representing an increase of nearly 45% from 2000-2010.

According to Snyder and Dillow (2001) the dropout rate among Latinos is higher than any other ethnic group, and even more so for Latino males (19. 9% for males and 16. 7% for females). Clark, Flower, Walton, and Oakley (2008) found that Latino men tended to drop out of high school to join the workforce instead of pursuing a college degree. In addition, Latino students are more likely to be placed in schools with overcrowded classrooms and receive little educational support in regards to their learning styles (Oakes, 2005). These students are also at a disadvantage with language barriers due to a shortage of bilingual teachers (Oakes, 2005). Language barriers can both influence the likelihood of dropping out or the need to seek help.

In addition to the language barrier, male students tend to avoid seeking help, largely due to the powerful influence of gender and stereotypical beliefs about what it means to be a man. The meaning of manhood is socially constructed and brings with it a set of behaviors and norms that are rigidly enforced by family, peers, and school (Connell, 2005a; Sanders, 2011). For example, family members often encourage young boys to participate in competitive sports and gain interest in tough jobs such as the armed forces (Connell, 2005a; Sanders, 2011). Also, adolescent male peers tend to discourage

emotional expression and tease one another to correct behavior perceived as feminine (Oransky & Marecek, 2009). In educational settings, gender roles are clearly established and reinforced as early as elementary school (Thorne, 1993).

Feder, Levant, and Dean (2010) observed that young men often embody the stereotypical traits of masculinity by denying their emotional needs and when struggling with academics, they will refrain from help-seeking behavior. Adolescent males view the rigorous discipline necessary for academic success as uncool, whereas succeeding with little effort is viewed as cool (Jackson, 2006). When male students struggle academically, they hesitate to seek help from educators, because they want to be perceived as masculine and in control. Ironically, maintaining the image of control and strength makes it difficult for men to seek assistance and regain some control over their situation (Gysbers, Heppner, & Johnston, 2009). Moreover, males' lack of help-seeking behavior might also be the result of high levels of anxiety about communicating with school professionals as studies have shown that low performing students are less likely to ask questions for better understanding or help (Daly, Kreiser, & Roghaar, 1994).

Statement of the Problem

Researchers have found that at-risk male students are less likely than females to display help-seeking behavior (Addis & Mahalik, 2003; Wimer & Levant, 2011). *Help-seeking behavior* can be defined as an intentional, problem-focused action that requires interpersonal interaction with a professional to solve a problem. Specifically, in this study, help-seeking behavior occurs when a student voluntarily interacts with an education professional (e. g. , teachers, administrators, counselors, etc.) to help resolve an issue.

Adolescents and young adults are at a stage in life where social and personal issues are significant (Kroger, 1999). Being academically at-risk compounds the personal challenges that students face. An *at-risk* student can be defined as one who is underperforming academically (Split, Hughes, Wu, & Kwok, 2012). For purposes of this study, academic underperformance is determined by grade point average (GPA). A student with a GPA below a 2. 0 on a 4. 0 scale will be considered underperforming academically.

In an effort to lower the dropout rate of Latino male students, counselors and educators have implemented counseling interventions. These interventions consist of counselors educating parents about access to higher education and how they can support their children's plans for the future (Clark, Flower, Walton, & Oakley, 2011; Walker, Shenker, & Hoover-Dempsey, 2010). Although there is a growing body of research on counseling interventions for Latino students who are academically at-risk, very little of it has focused exclusively on males. Latino males are particularly vulnerable to academic challenges leading to high school dropout.

Given that Latino male culture strongly encourages men to support their families in any way possible (Gutmann, 2007), many Latino male students can struggle to focus on educational attainment in circumstances where there is a need for them to aid their family rather than focus on their studies. Their lack of focus on academics places them in low performing classes and poor dedication to their studies makes them likely to drop out of high school.

School counselors play an essential role within a school site as guidance and support providers to the student body. Kroger (1999) observed that adolescents often

seek support and advice from adults other than their parents. One of the major goals of school counselors is to provide a combination of challenge and support that enhances decision making skills, critical thinking skills, problem solving skills, academic achievement, and promotes the development and understanding of one's identity (Rayle, 2005).

Research on gender roles has established that males are more reserved than females and less-inclined to seek help with problems, especially from school professionals, such as school counselors (Clark et al., 2011). In Latin American culture, *machismo* is a socially constructed ideology that defines what it means to be a man (Andrade, 1992; Del La Cancela, 1986; Panitz, McConchie, Sauber, & Fonseca, 1983). *Machismo ideology* can be described as a collective set of beliefs and values shared by Latino men, such as strength, confidence, restricted emotional expression, and limited affection between males (Bruch, 2002). This limits their help-seeking behavior in an effort to be perceived as a macho.

A meaningful relationship between the student and counselor involves creating a level of comfort for the student. For instance, research indicates that individuals are more attracted to and willing to communicate with individuals who are similar to them (Bryne & Clore, 1970; Esters, 2001). Likewise, in school settings, students prefer counselors who are similar to them, especially around attributes like socioeconomic status, background, race, and personality (Atkinson & Schein, 1986; Bryne & Clore, 1970; Esters, 2001). It is imperative to examine what schools and school counselors can provide to allow an effective communication pathway between at-risk Latino male students and their counselor.

Rayle (2005) found that adolescents prefer a counselor of the same sex and race or ethnicity over one with a different race, ethnicity or sex. When students view the counselor as similar to them through attitudes, values, and/or a common background or socioeconomic status, they may be more inclined to seek help for personal problems (Esters, 2001). Building rapport is a main factor that promotes the development of a healthy dyad to develop between the male Latino student and their counselor; however, in order for students to feel confident enough to self-disclose, there must be a level of comfort developed.

Exploring how at-risk Latino male students approach and seek help from school counselors is essential to support the growing population of students about whom there is limited attention in the literature. Machismo ideology, which prescribes what it means to be a Latino man, effectively hinders emotional expression and self-disclosure. Although research indicates males are unlikely to seek help for their problems and there are interventions focused on at-risk Latino students, there are very few interventions geared specifically toward the experience of Latino males. Moreover, adolescents prefer assistance from those who are most similar to them, across characteristics such as race or ethnicity, class, and sex. Given their growing numbers in the population and disproportionate dropout rates, there remains a need to explore how and why at-risk Latino male students seek assistance from school counselors.

Purpose of Study

The purpose of this qualitative study was to understand the internal and external influences on Latino male help-seeking behavior, including how and why they seek assistance from school counselors for academic and personal concerns. The results of this study can inform the development of counseling strategies and interventions targeted to Latino males.

Research Questions

The following research questions will guide this study:

1. What internal factors (i. e. , gender identity, emotions, knowledge, abilities, etc.) influence at-risk Latino male high school students to seek help from school counselors?
2. What external factors (i. e. , gender roles, peers, family and culture, popular media, teachers, etc.) influence at-risk Latino male high school students to seek help from school counselors?
3. How do at-risk Latino male high school students respond to school counseling staff and institutional interventions?

Importance of Study

With an abundance of research on help-seeking behavior among youth, there is still a shortage of literature that examines help-seeking behavior among young men and even less for ethnic minorities. This study will contribute needed research on help-seeking behavior among at-risk Latino male high school students. Understanding the decision making process of at-risk Latino male high school students can be imperative in aiding their academic attainment, reducing their overrepresentation in special education courses, dropout rates, and juvenile delinquencies, and improving school counseling relationships with these students.

This study is of significance to Latino young men who do not engage in help-seeking behavior, due to a lack of understanding of societal factors that regulate their behavior in accordance with strict gender roles. In addition, school counselors, administrators, and teachers can learn ways to become accessible to at-risk Latino male students.

Definition of Terms

The following terms are used throughout this document. They are defined here according to their use in the literature.

At-risk: An individual who is underperforming academically (Spilt et al., 2012).

Gender: The behavior or role that a specific sex is expected to embody (Connell, 2002).

Help-seeking behavior: Intentional problem focused action(s) that requires interpersonal interaction with a profession to resolving an issue (World Health Organization [W. H. O.], 2007).

Machismo: A social construct in Latin American culture that defines what it means to be a man, encouraging masking one's emotions and being capable of solving one's problems (Gutmann, 2007).

Masculinity: A social construct that in Western culture that defines what it means to be a man, laying out expected behavior habits and discourages expression of emotions (Connell, 2005a).

Underperformance: Earning below a 2. 0 grade point average on a 4. 0 scale (Snyder & Dillow, 2001).

Summary

This chapter provided background on the growing population of Latino male high school students who are academically at-risk. The discussion identified the lack of literature about help-seeking behavior among at-risk Latino male students. Chapter 2 will outline a conceptual framework and review relevant literature to further elaborate on the problem statement for the study. Chapter 3 will outline the design and qualitative research methodology, with details on access to participants, data collection and analysis methods, credibility and trustworthiness, and the study's limitations.

CHAPTER 2

REVIEW OF LITERATURE

This chapter delves into the literature on academically at-risk Latino male high school students and how internal and external factors influence their help-seeking behavior. Because there is minimal research on this topic and population, this literature review is comprised of broad topics to establish a context for this study. The discussion begins by presenting a theoretical framework to guide the discussion of literature and provide the foundation for subsequent data analysis. The discussion turns to data describing the academic participation and achievement of Latino males. These data are followed by a discussion of the theoretical conception of gender, specifically masculinity and *machismo*, a culturally-specific construct of manhood in Latino experience. The discussion concludes by addressing how masculinity affects help-seeking behavior and counseling practices with young Latino men.

Conceptual Framework

The conceptual framework for this study is comprised of a model designed under adolescent help-seeking behavior developed by the W. H. O (2007) and *machismo*, a social construction of traditional masculinity in Latin American culture (Gutmann, 2007). Together, these concepts will provide the lens through which help-seeking behavior among at-risk Latino male high school students may be described and studied.

Help-seeking behavior among adolescents is influenced by a variety of themes that consist of sub-factors. Those themes and sub-factors are: (1) Individual factors

associated with help-seeking (personal beliefs about what constitutes a need for help, internalized gender norms

related to help-seeking, perceptions of others and helping institutions, previous experience, identity, perceived stigma associated with the need for help), (2) Exogenous factors associated with adolescent help-seeking (Cultural and community norms, distance to source, availably of services, staff receptivity and competence, adult-adolescent interactions, legal and policy context), (3) Help-seeking for special needs (Sexual, mental health, adolescent parents), and (4) Program efforts and policy to promote adolescent help-seeking (Relocating services to reach adolescents, use of peer promoters, outreach, information campaigns, service integration, parent and community education; WHO, 2007). This framework developed by WH O (2007), extends beyond health-related help seeking to seeking help for a variety of problems.

The conceptual framework for this study focuses on the *individual* and *exogenous* factors in the model that influences adolescent help-seeking. These two factors are of importance to this study, in that they will help answer the research questions aimed at determining how at-risk Latino male high school students are influenced by their own internal factors and societal external factors.

Individual (internal) factors that influence help-seeking behavior include an individual's beliefs about seeking help as well as how he or she internalizes gender norms that regulate help-seeking behavior (WHO, 2007). For example, a young man who conforms to traditional masculine ideology is likely to believe that men should avoid seeking help. For participants in this study, machismo may discourage help-seeking behavior because it is not considered a desirable characteristic of men to ask for help

(Gutmann, 2007). Furthermore, one's perceived coping ability, previous experiences, self-efficacy, identify (e. g. , ethnicity, age, educational attainment, gender), and perceived stigma associated with needing help will guide the decision to seek help (WHO, 2007).

Exogenous (external) factors include an individual's "culture and community norms related to help - and health-seeking behavior" (WHO, 2007, p. 15). These factors also dictate how and if young males will ask for help. For Latino males, *machismo* is characterized by independence, denying the need for assistance, and being able to solve one's own issues (Gutmann, 2007). Thus, cultural and social norms are an external source that reinforces the idea that Latino man will avoid seeking help.

Latino Educational Participation

By the year 2023, more than half of all children in the United States will be from racial and ethnic groups other than White. By the year 2050, current minority populations will account for roughly 54% of the U. S. population (College Board, 2010). In 2004, 46%t of U. S. children enrolled in school between the ages of 5 to 17 were Latinos (Santiago, 2006). Across the United States, Latino students have increased over 150% in comparison to 10% for African Americans and 10% for White students (Secada et al., 1998). In California, Latinos make up an estimated 46% of the student population (College Board, 2012a). Among this large number of students, there is an ever growing population of academically at-risk students.

Latino Males' Academic Performance3

As the population of Latino students grows rapidly, the number of students academically at-risk within this population is growing as well; males, in particular, are

disproportionately affected. College Board (2007) found that Latino male high school students consistently perform more poorly academically compared to all other ethnic groups. For example, College Board (2011) found that only 8% of Latino male high school students were at a grade-appropriate math level. Moreover, 22% of Latino male students scored below basic proficiency on reading compared to 12%of Latina students who scored below basic on reading (College Board, 2011). Consistent with other ethnic and racial groups, Latino females consistently outperform their male counterparts. Latina high school graduation rates are 9% points higher than Latinos (College Board, 2010; Institution for Higher Education Policy, 2011).

Two factors have been identified that suggest why Latino males do not succeed academically at levels commensurate with Latinas. The first is English language proficiency (Institution for Higher Education Policy, 2011). Although 45% of all Latino students are English language learners, bilingual education programs are rare (Kohler & Lazarin, 2007). Second, the lack of culturally competent teachers adversely impacts the ability of Latino students to learn. Culturally competent teachers can facilitate the student's transition into school and advocate for their needs (Kohler & Lazarin, 2007).

Zapata (1988) and Oakes (2005) found that teachers of color are essential in the education system, because they may be better suited to understand and meet the learning and mentoring needs of Latino students. Furthermore, male teachers of color are important since they may serve as male role models for these students. Despite these findings, in the year 2007 an estimated 6. 7% of all K-12 teachers were of Latino ethnicity. Roughly a quarter of the four million K-12 teachers were males, a clear indication of the disproportionate numbers between male and female teachers (Institution

for Higher Education Policy, 2011). As a result, the chances for Latino males to establish mentoring relationships with teachers similar to their ethnicity and sex is diminished.

Latino Males and Dropouts

Despite recent declines in overall dropout rates in the United States, the dropout rates among minorities, especially minority males, is still disproportionately high (Aud, Fox, & KewalRamani, 2010). Latino students in general drop out of high school at an alarming rate. Snyder and Dillow (2001) found that the dropout rate among Latinos is higher than all other ethnicities. In 2009, the dropout rate for all Latino high school students "was 17. 6%, the highest of all ethnic groups. The same research showed that for the last 29 years, (Latino) students led the high school dropout rate among all ethnicity groups, with many leaving by ninth and 10th grades" (College Board, 2012b, p. 6).

As the Latino population grows, the number of underperforming Latino male students who drop out of school is likewise predicted to increase. Latino male students are more likely to drop out of high school compared to males of any other ethnic group (Fry, 2009; Soza, 2007). Statistics show that Latino males are more likely than their female counterparts to drop out of school. College Board (2011) data from 2009, indicated that 22% of Latino males dropped out of school, compared to 16% of Latinas. While Latinas tend to view academic achievement “as a way to resist cultural stereotyping; young men, on the other hand, see cutting class as a way to socialize with peers while escaping negative judgments and conflict in school” (College Board, 2010, p. 19). College Board (2010) reported that dropping out of school is not frowned upon for male Latinos; rather, it is not considered failure by their culture.

Young adults are at a stage in life where personal and social prestige are salient to self-worth and identity (Kroger, 1999). This suggests that adolescent males who want to be viewed by peers as being real men, will partake in behavior seen by adults and society as delinquent, including dropping out of school (College Board, 2011). Their conformity to the idea of being a real man has led to the overrepresentation of Latino males in special education courses, grade repetition, and involvement with juvenile justice agencies (College Board, 2011; Hartney & Vuong, 2009; V.B. Saenz & Ponjuan, 2009).

In addition, few Latino males go on to attend college. In 2008, only 18% of Latino males obtained an Associate's degree to 26% of African American males and 24 percent of Native American males (College Board, 2011). Many Latino males find themselves in a pipeline from school to a low-wage job or incarceration (Clark et al., 2008). Nearly half of all young males of color who graduate with a high school diploma are unemployed, incarcerated, or even dead (College Board, 2012a). Most young Latinos work in jobs "that pay low wages, provide low economic mobility, provide little or no health insurance, are less stable, and are more hazardous to their health and well-being" (Maldonado & Farmer, 2006, p. 11). Latino males often take these positions due to their low educational levels, limited English proficiency and lack of training and skills: the same reasons are attributed to them dropping out of high school (Maldonado & Farmer, 2006).

Gender, Masculinity, and Culture

In their endeavor to be viewed as real men, young Latino males are faced with school, social, and community pressures that create an *aggressive culture* (College Board, 2010). This aggressive culture promotes the belief that males need to be *macho* and *cool*

and to reject school and academic achievement (College Board, 2010). Aggressive culture also promotes gang recruitment. Gangs expose adolescent Latino males to a set of values that emphasize and reward being tough; gang culture is closely associated with illicit drugs and weapons (College Board, 2010). The desire to be a real man and live up to the characteristics of an aggressive culture that is acceptable to one's peers is addressed in theoretical conceptions of gender, specifically masculinity.

Masculinity and the Social Construction of Gender

The field of gender studies is rich in theoretical perspectives to describe how men and women view their roles in lived experience and in relation to others in the social world. In this study, *gender* refers to behavior performed by an individual, according to social expectations of one's sex. Gender is not inherited, like chromosomes or a biological trait; rather, it is created and maintained by social institutions (e. g, schools, military, religion) to define and regulate how each individual should act (Clark et al., 2011; Connell, 2002; 2005a). This social construction of gender compels individuals to align their gender expression toward polar ends, either feminine or masculine. Thus, in most human cultures, men are expected to be aggressive and women are expected to be nurturing.

Connell (2002) observed that gender is fluid and not fixed, noting that "the great majority of us combine masculine and feminine characteristics, rather than being all one or all the other" (p. 5). Since individuals can embody both feminine and masculine characteristics, there exists a state of *gender ambiguity*; this is evident when one can identify *masculine females* and *feminine males* (Connell, 2002). For instance, there are women who head the household and fathers who stay at home, there are nurses who are

men and women engineers. In some cases, individuals can choose to shape their beliefs and behavior according to masculine and feminine gender norms or resist them. Connell (2002) referred to this as *gender performance.*

Masculinities

Masculinity is a particular gender performance. More accurately stated in the plural, *masculinities* acknowledges gender ambiguity and suggests that there are many ways to be a man beyond the traditional behavior that men are expected to perform (Addis & Mahalik, 2003; Connell, 2005a; Wimer & Levant, 2011). From this perspective, masculinity is a power-struggle in which females and males associated with femininity (e. g. , the gay or effeminate man), are considered inferior to traditionally masculine men. For instance, until very recently the U. S. military regarded homosexual behavior as a threat to the unit, since those who were identified as gay were perceived as inefficient in job performance and would jeopardized the military's mission (Biddix, Fogel, & Black, 2013).

For most men the attempt to achieve traditional masculinity also has consequences; for example, men have higher rates of industrial accidents, abusing alcohol and drugs, death by violence, and significantly more sport injuries than women (Connell, 2002). Those who strive to conform to the rigors of traditional masculinity pursue a goal that very few can reach. For example, popular media fuels the idea that real men must obtain a muscular and toned physique. This body image further promotes the idea that men are naturally more aggressive, violent, and promiscuous (Connell, 2005a).

Connell (2002) found that although all men benefit in one way or another from masculinity, not all benefit equally. There is a patriarchy of masculinity where those at the bottom constantly work to move up, while those at the top are constantly working to stay at the top. There is no point of masculinity that is reached where a man no longer has to work to prove, gain, and maintain his masculinity (Buchbinder, 2013). An example of this patriarchy is Black men who struggle to benefit from masculinity since many view Black men as intimidating. This limits their employability, adversely affecting their masculine performance; on the other hand, Black females have less difficulty gaining employment (Buchbinder, 2013).

Machismo

In Latin American culture, *machismo* is a social construction of traditional Latino masculinity (Andrade, 1992; College Board, 2010; Del La Cancela, 1986; Gutmann, 2007; Panits, McConchie, Sauber, & Fonseca, 1983). Machismo dictates that men are the primary provider of economic wealth for the family. Men must work, bring in money, and fulfill their martial duties (Gutmann, 2007). Machismo is commonly associated with masking one's emotions and the need to be a tough, strong male, who is independent and does not ask for help (Bruch, 2002; College Board, 2010; Gutmann, 2007)

Gutmann (2007) conducted an ethnography of machismo culture in Mexico. He noted that being a *macho*, was characterized by minimal involvement in the family and household affairs, unless there was a dire need or emergency (Gutmann, 2007). If there was an instance where the father held and cared for a child, it was usually because the wife was ill and the father had no choice other than to care for the child himself. Most interaction between fathers and children occurred in later childhood, primarily with sons

rather than daughters. Most boys look forward to this time of engaging in activities with their father. They are permitted to shadow their father at work, where fathers proudly teach their sons how to do manual labor. They use this opportunity to instill the duties of men in Latin American culture. Through this engagement they are actively constructing machismo in the lives of their sons (Gutmann, 2007).

The image of machismo is transmitted through the culture. For example, the lyrics of songs throughout Latin American history recount the macho stereotype (Gutmann, 2007) and popular media places an emphasis on being a macho who engages in daring behavior. Latin American males must contend with the pressure of maintaining strength and not being viewed as weak or feminine as this can threaten their masculinity in the eyes of the community.

Mandilón

Men who are perceived by others as feminine are classified as a *mandilón.* A mandilón, is considered a man who is bossed around by a female, usually his wife (Gutmann, 2007). This negative connotation toward men who are perceived as feminine leads to others questioning their masculinity or persecuting them based on perceived homosexual orientation. Men who fit the mandilón criteria usually wash dishes, cook, care for their children (Gutmann, 2007) and engage in other atypical gender behavior. Social pressure plays a powerful role in determining who is a real man and worthy of being married. In the words of a female participant in Gutmann's (2007) ethnography:

> Who wants someone who can't stand up for himself, who's getting bossed around and likes it that way? Instead one needs a partner who can make things happen and not just wait for orders from others, his wife included. (p. 233)

Often, wives are cautious not to make their husband appear passive or a mandilón. They do this because they are worried about the *face* of their husband. Face is described as the projected image of one's self (Ting-Toomey, 2005; 2009), in this case macho. Through the process of *face-giving*, the females allow men to live up to their expected behaviors so that they do not lose status among their peers, a common occurrence among collectivist cultures, such as those of Latin America (Ting-Toomey, 2005; 2009). One example would be a wife resisting the urge to go look for her drunken husband since he will be viewed as incapable of caring for himself. While machismo greatly hinders how attached and emotionally expressive a man can be, it does provide some room for emotional expressiveness with his family (Torres, Solberg, & Carlstrom, 2002).

Familismo

Familismo, the need to be loyal and support ones family, is a strong and enduring belief in Latin American culture (College Board, 2010; Degges-White & Colon, 2012). Latino males strongly identify with attaching themselves to their family. Men embody familismo by accepting responsibility and unanimity over their family (Suarez-Orozco & Suarez-Orozco, 1995). Similar to machismo, familismo is expressed by showing emotional support to family and working towards its economic health. This is a significant reason why Latino males are inclined to join the workforce before or after completing high school, instead of taking time out of the workforce to obtain a college degree (Institution for Higher Education Policy, 2011). Knowing this culturally relevant information is important to counsel students effectively.

Young Men, Masculinity, and Counseling

The teaching and practice of gender roles begins in early childhood. Boys are taught that being a man involves competition, appearing dominant by mastering hierarchical power structures, and being tough (Connell, 2005a; 2005b; Sanders, 2011). Sanders (2011) and Connell (2005a) both found that childhood gender practices even defined what traditionally masculine men do on their leisure time (i. e. , play competitive sports, watch sports, be fanatical about football).

In childhood and adolescence boys who display feminine behavior are considered by peers to be lower in status. This is evident when young boys deviate from the masculine norm "because they are gay, effeminate, or simply wimpish" (Connell, 2002, p. 6). They may be verbally abused or physically assaulted if they defy gender boundaries (Connell, 2002; 2008; Fritsche, 2012). Oransky and Marecek (2009) found that young males often downplayed physical or emotional displays of pain; they also teased those who show feelings of pain, despite knowing this behavior was hurtful. This study and others describe the pressure that young males face as they attempt to gain approval from their peers by embodying rigid forms of masculinity (Degges-White & Colon, 2012).

In school, boys and young men are pressured to play competitive sports and pursue jobs associated with men while avoiding fields that are mainly associated with women like psychology, social work, teaching, and nursing. Typical masculine jobs include the armed forces, construction, and lawyers. Young men who engage in same-gender organized sports are encouraged to hone their competitive skills by behaving aggressively in a socially acceptable manner (Degges-White & Colon, 2012; Connell,

2005b). As a result, adolescents learn how to adopt and navigate the characteristics of their sopcially accepted gender performance, consistent with adults.

Masculinity influences the pursuit of academic success. Jackson (2006) found that adolescent males consider the rigor of academic work as *uncool,* and that *cool* was defined as succeeding without really trying. As a result, when young men struggle academically they are reluctant to seek assistance from school counselors or other school staff, because it is challenging to be perceived as masculine and in control while admitting to the need to seek assistance (Gysbers, Heppner, & Johnston, 2009). For many male students, asking for help is similar to admitting vulnerability and helplessness is tantamount to femininity (Connell, 2005a). This implies that help-seeking behavior among male students is undesirable, especially if they have been brought up with the belief that males do not ask for help.

Restrictive Emotionality

The male stereotypical relationship and acceptable behavior with one another restricts them from showing emotion (Feder, Levant, & Dean, 2010). Researchers conclude that young males gravitate away from same-sex friendships that are intimate and deeply interpersonal (Way, 2011). This cultural expectation of toughness and emotional distance makes it difficult for young males to express emotions and build intimate connections with other males, without it seeming unacceptable. In academics, students unable or unwilling to ask for help will likely struggle academically and become at-risk.

The inability to express themselves or ask for help may be attributed to what Levant (1988) referred to as *normative male alexithymia* – an inability to express feelings

in words. The inability of some males to express feelings or communicate their needs can be emotionally and mentally unhealthy (Cline, 1986). In part, this is due to contextual communication apprehension. *Communication apprehension* can be described as "a broad based fear or anxiety related to the act of communication" (McCroskey & Richmond, 1977). Communication apprehension can adversely affect the student-counselor dyad by preventing a male student from sharing critical issues with his counselor. It is imperative for school counselors to realize that they must debunk the stereotype that young males cannot or should not be expected to express their emotions openly. The reluctance to build intimate rapport can greatly hinder the student-counselor dyad.

Help-Seeking

Teenagers have the tendency to make decisions and take action without rationally thinking through the cost and benefits of their actions. Impulsive behavior is especially common in young males. Research on the brain has shown that they utilize only one of two cerebral hemispheres, unlike females who rely on both to make decisions (National Center for Infants, Toddlers, & Families, 2011). Adolescence is a time where young adults shift their focus from their family to their peers. At this phase, peers have greater influence over each other than the approval of their family (Deggee-White & Colon, 2012). These findings suggest that young men are likely to make impulsive decisions and, when they do seek help, it is from peers rather than school counselors and other adults.

The cultural expectation to support family and to avoid appearing effeminate by asking for help both contribute to demonstrated academic, social, and emotional

problems in young Latino men (Degges-White & Colon, 2012). In turn, when struggling with personal or academic issues, young men will often deny the need for help because their gender performance and culture shaped them to think that they can solve the issues themselves. Research has also shown that there is a correlation between how strong a male performs a traditional masculine identity and his willingness to seek out academic assistance (Deggee-White, 20102). Many young men fall behind both socially and academically when they avoid seeking help (Deggee-White & Colon, 2012). This creates a need for school counselors to understand how gender and masculinity influences the lives of young men.

Best Practices for Counseling Young Men

School counselors have multiple roles at a school site, including supporting students who are academically at risk. The presence of counselors as mentors and support staff, can position young men of color for positive outcomes - both socially and academically (College Board, 2012a). However, counseling male students in secondary educational settings can be difficult. Widely accepted beliefs about masculinity influences how student and their parents value education and school participation. Gender roles, and widely socially accepted beliefs influence the struggle faced by school counselors as they support their male pupils.

When counseling male students, effective school counselors must deliver culturally responsive services. They must consider all the social and environmental factors that influence the problems that male students face. Ethnic culture has a powerful influence on behavior (College Board, 2012b). Often times, school counselors think they are being cautious by treating all students the same. In fact, they are not

helping the student because they are generalizing that all students are the same regardless of their cultural differences (College Board, 2012b).

School counselors should comprehend that traditional psychotherapy is not well suited for young men and boys (Deggee-White & Colon, 2012). Traditional psychotherapy focuses on self-disclosing information and being social - a behavior not typical of males. Males are more activity oriented, rather than social (Deggee-White & Colon, 2012). Group intervention has shown to benefit high school male students by allowing them to share different status and power within a group (College Board, 2012b). Degges-White and Colon (2012), found that using instruments in group interventions allows young males to express their emotions through sound, rather than words. Students can relate to one another by the level of sound they produce and share. Discussion among a small group creates *critical consciousness*, giving students a sense of personal power and the ability to create positive changes (Freire, 1970).

Moreover, when counseling male students, school counselors should get to know the student, talk to teachers about their progress, check their attendance records and grades, regularly converse with male students about these things to personalize the conversation and build rapport (College Board, 2012a). School counselors should also avoid approaching them as a "problem" to be fixed.

For school counseling, a *social justice* framework is critically important for empowering at-risk Latino students and resolving equity issues for these marginalized students. Social justice is the act of "creating equity by emphasizing power relations and institutionalized oppression" (College Board, 2012b; Freire, 1970). With the framework of social justice, school counselors can use data to challenge educational policies that

prevent the success of at-risk Latino male students. At-risk Latino male students can benefit from school counselors who advocate and empower them as parts of their counseling process.

School counseling advocacy consist of assisting the progress of removing external factors affecting student's well-being (College Board, 2011). Empowering students includes "increasing one's sense of personal, interpersonal, or political power so that individuals, families and communities can take action to improve their situations" (College Board, 2011). According to Freire (1970) the collaboration among counselors, community, and parents predict results of positive academic performance among students. Parents and the community should be valued as a resource rather than being seen as a problem (College Board, 2012b).

Conclusion

Many underperforming male students in the United States are part of the rapidly growing Latino population. The students struggle with conforming to rigid social constructions of machismo that limit their help-seeking behavior, and adversely influences how they value education. While there is a growing body of literature that seeks to understand how and why men pursue education there is little research that specifically addresses why Latino males continue to drop out at rates that are disproportionate to their rates of participation.

As the fastest growing population in the United States, without adequate support the number of at-risk Latino male high school students is likely to grow. Latino males are underperforming compared to all other ethnicities and struggle to seek help in large part because of machismo. The struggle to put into words their emotions, and low levels

of willingness to communicate, create barriers that prevent them from academic success. As a result, the number of Latino male dropouts and academic underperformance will only increase.

As meaningful as the theory of masculinity and its effect on men's educational experiences is, it is important to understand that the theory is limited to Western culture, thus creating a need to understand masculinity in other populations. Most Latinos, for example, experience masculinity as machismo. To understand how machismo influences help-seeking in Latino male students, research designed to explore their lived experience in educational settings.

Most research on counseling young men is restricted to predominately white students in the U. S. and it is then extrapolated to global level. What may work for one population may not always work for other populations. Counseling Latino males may require different techniques and skills. Exploring masculinity and counseling styles particularly effective for Latinos can lead to a counseling framework that is well suited for diverse student populations.

CHAPTER 3

METHODOLOGY

The purpose of this qualitative study was to gain an understanding about help-seeking behavior among at-risk Latino male high school students. The Latino population is the fastest growing ethnic group in the United States, and is expected to continue to grow exponentially (Pew Hispanic Center, 2011; U. S. Census, 2010). As their numbers increase, the number of academically at-risk Latino male high school students will also increase. Latino males are reported to have the highest dropout rate than any other ethnic group (Snyder & Dillow, 2001). Social construct such as masculinity, machismo, and gender have been found to shape young men's view on help-seeking behavior (Connell, 2002; Gutmann, 2007). Therefore, it is vital to explore how internal and external factors influence young men to seek assistance in an educational setting. The following research questions will guide the study:

1. What internal factors (i. e., gender identity, emotions, knowledge, abilities, etc.) influence at-risk Latino male high school students to seek help from school counselors?

2. What external factors (i. e., gender roles, peers, family and culture, popular media, teachers, etc.) influence at-risk Latino male high school students to seek help from school counselors?

3. How do at-risk Latino male high school students respond to school counseling staff and institutional interventions?

Research Design and Methodology

This was an exploratory study. When little is known about a phenomenon, researchers often select a research design that permits gathering idiosyncratic data from participants who have experienced it (Seidman, 2013). In this case, the phenomenon is help-seeking behavior among at-risk Latino male high school students. The design of this study was interpretive phenomenological analysis (Smith & Osborn, 2003) which uses open-ended interviews to gather data on the phenomenon and develop an understanding of it from the perspective of the participants.

According to principles of interpretive phenomenological analysis, Latino male students were asked a series of open-ended questions that allowed them to express their views on help-seeking behavior. The interviews uncovered the internal and external factors that influenced the participants' help-seeking behavior. Qualitative methodology was best suited for this study because little is known about the Latino male high school student experience, the particular reasons why they are dropping out of school at higher rates than other ethnicities, and what promotes or deters them from consulting school professionals for help.

Setting

The study took take place at two public, urban high schools, Canyon Rim High School and Nohl Ranch High School, both within Canyon Unified School District. The names of institutions and the district are pseudonyms. Canyon Unified is among the largest districts in Southern California. There are approximately 1,900 students at Canyon Rim High School, while Nohl Ranch High School has a student body of approximately 2,400. Both schools were selected for this study because of their high

Latino population enrollment (79% Canyon Rim High School, 81% Nohl Ranch High School).

Participants

There were five criteria for participation in this study. First, all participants were male. Second, they reported being of a Latin American ethnicity (e. g. , family origins from Mexico, El Salvador, Argentina, Peru). Third, all participants were fluent in American English. Fourth, all participants were academically at-risk, which is defined as having a current grade point average below a 2. 0 on a 4. 0 scale. Finally, participants were in grades 10 or 11.

These two grade levels were selected because of the common occurrence of low academic performance in the first semester from middle school to high school (National High School Center, 2007). Therefore using participants from grade 9 would not allow a proper gauge of academic performance, given the participants would only have one semester worth of grades. These criteria increased the likelihood that the gathered data would address the research questions and facilitate an understanding about the help-seeking behavior of Latino male high school students.

TABLE 1. At-Risk Latino Male Grade Demographics

	10^{th} Grade	11^{th} Grade
Canyon Rim High School	7	4
Nohl Ranch High School	7	4

Recruitment

Participants, $n = 22$, were selected randomly from a list generated by a gatekeeper at the school district. This list contained the population of participants who met the criteria from both school sites. Students were given parent/guardian consent forms to take home that were required to be signed allowing the students to be a part of my study. After consent forms were received and collected, students submitted signed assent forms acknowledging their participation in my study. Participants of this study were entered into a raffle for the chance to win: a $10 Jamba Juice Gift Card, a $10 Starbucks Gift Card, or two free AMC Movie Ticket (6 winners).

TABLE 2. At-Risk Latino Male Ethnic Demographics

Ethnic Demographics	%
Mexican American	27%
Mexican	27%
Latino	23%
Hispanic	14%
Chicano	4. 5%
No Response	4. 5%

Instrumentation

Data collection was completed using an interview protocol. The interviews were recorded and later transcribed by the researcher. A semi-structured, open-ended

interview protocol (Appendix A) was used to elicit data from participants that was related to the research question. The protocol, designed by the researcher, was based on the research questions and the conceptual framework. The 16 questions gathered data about ethnic identity, gender roles, gender identify (e. g., masculinity, machismo), and help-seeking behavior. Examples of questions included: (a) how do you identify ethnically?, (b) Who taught you what it means to be a man?, (c) Do you know what the word machismo means?, and (d) How do you feel about asking for help with academic problems?

Procedure

Participants who had parental consent and student assent to participate met with the researcher individually, in a private office or conference room at the school site. At the start of each interview, the researcher asked the participant to confirm his willingness to participate in this study verbally and also reminded him that he may withdraw at any point during the study. In addition, each participant was asked to select a pseudonym at the time of the interview, which was used to identify him throughout data analysis and reporting of the findings.

Each participant completed a questionnaire (Appendix C) in order to gather consistent demographic data, including self-reported race/ethnicity, age, grade level, and GPA. Additional background information was collected, including number, age, and gender of siblings; parent or guardian education levels; and zip code of primary residence.

The interview protocol took approximately 19 minutes to complete. The questions moved from broad, rapport-building questions (i. e., How are you doing

today?) to more specific questions related to the topic of the study (i. e., What does machismo mean to you?). As necessary, the researcher clarified participants responses by probing for rich detail or further information (i. e., I'm not sure I understand what that means. Can you tell me more about that?).

At the conclusion of the interview, the researcher informed participants about the incentive raffle and confirmed the best means to reach him with the results. The researcher also asked each participant if, at a later date, he would be willing to review a summary of the interview and offer comments or correct factual information. This was not required.

Data Analysis

Interviews were audio-recorded and transcribed by the researcher. The transcribed data was analyzed according to principles of Interpretative Phenomenological Analysis as delineated by Smith and Osborn (2002). Although there are specific analysis procedures, the authors contend that they are

> adapted by researchers, who will have their own personal way of working. It is also important to remember that qualitative analysis is inevitably a personal process, and the analysis itself is the interpretative work which the investigator does at each of the stages (p. 66).

The interview transcripts were read and re-read to gain a further insight and familiarize the researcher with the account of each participant, in an effort to find common themes (Smith & Osborn, 2002). Based on the first transcription, a list of reoccurring themes was developed. This list then took all themes and cluster similar themes into a larger theme compiled of the similar minor themes (Smith &

Osborne, 2002). From this stage, the newly formed themes were used as a tool to find statements from all transcriptions that support, echo, or contradict the new theme, allowing the research to validate the theme with textual examples from multiple participant transcripts (Smith & Osborne, 2002).

Trustworthiness of Findings

The integrity of this research was maintained through several procedures, including triangulation, member checking with participants, memoing, and debriefing with my research advisor. Member checking allowed participants to review a summary of the transcribed interview and assess the accuracy of facts gathered in the interview (Creswell, 2007; Seidman, 2013). In addition to member checking, the researcher gathered interviews from multiple participants about the research phenomenon. This triangulation of data builds credibility in the findings (Patton, 2002; Seidman, 2013).

The researcher also utilized a peer debriefing method to examine his data analysis procedures and preliminary findings (Patton, 2002; Seidman, 2013). The committee members served as peer reviewers. To aid in the debriefing process, the researcher wrote memos (Creswell, 2007; Seidman, 2013) to capture reflections on all stages of the research process, including data collection, analytical processes, and theoretical development. This ensured that there is an audit trail for the study (Patton, 2002; Seidman, 2013).

Limitations

This study explored the experience of at-risk Latino male high school students from two high schools. The participants were purposefully selected based on specific criteria, therefore their experiences are unique to these two schools and do not apply to

the experience of females or all Latino males (Creswell, 2007; Seidman, 2013). The findings from this study cannot be generalized beyond the participants in the sample; however, consumers of this research study may apply the findings to similar individuals and contexts (Creswell, 2007; Seidman, 2013).

Furthermore, Creswell (2007) and Seidman (2013) found that the qualitative data gathered from participant memory can be incomplete, biased, and inaccurate; since the participants' experience of the phenomenon is happening concurrent with the interview. It is likely that the facts and impressions will be more accurate than if they had occurred in the past.

CHAPTER 4

FINDINGS

The purpose of this qualitative study was to explore the internal and external influences on the help-seeking behavior of at-risk Latino males, including how and why they seek assistance for academic and personal concerns. The study was guided by the following research questions:

1. What internal factors (i. e., gender identity, emotions, knowledge, abilities, etc.) influence at-risk Latino male high school students to seek help from school counselors?

2. What external factors (i. e., gender roles, peers, family and culture, popular media, teachers, etc.) influence at-risk Latino male high school students to seek help from school counselors?

3. How do at-risk Latino male high school students respond to school counseling staff and institutional interventions?

Data were gathered from semi-structured, open-ended interviews with Latino male high school students who were of sophomore and junior status and academically at-risk. Analysis of the interview data revealed five themes to describe how the participants engaged in helping-seeking behavior and from whom they chose to seek support. The themes were: (a) *intellectual self-perception*, (b) *positive internal strength* (c) *ethnic identity*, (d) *gender*; and, (e) *personal/emotional and academic help-Seeking*. Each theme is described in the following sections.

Intellectual Self-Perception

In this study, the theme *intellectual self-perception* refers to how participants view their level of intelligence and their ability to succeed academically. Intellectual self-perception was manifest in a participant's belief that his grades were not reflective of his intelligence; rather his poor academic performance was connected to work habits – or lack thereof. In conjunction with how they viewed their level of intelligence, the views of participants' friends on the value of academic achievement also influenced the participants'' self-perception.

Nearly all participants commented on their academic abilities. Specifically, they wondered if their grades accurately reflected their level of intelligence. For example, Eric expressed that his grades demonstrated his laziness rather than ignorance. When asked if his grades reflected his academic ability, he shared, "Honestly, no because I can do way better. I just get lazy and don't want to do the work. My work makes me look bad. I'm smart. I just get lazy. " Sebastian felt the same way:

> I feel like my grades don't reflect how smart I am, it just reflects my work habits. I would honestly call myself a lazy person. I don't like to do homework, but I do the test and the classwork. I'm just the kind of person who goes home and doesn't like to do homework.

These exemplars reflect the experience of a majority of the participants who shared that they lacked motivation to work on assignments at home. They felt that school took too much time from their day and homework would only further take away their free time. Given that these participants spent approximately seven hours of their day at school, they felt that homework would take away from their free time, because they would still be doing school related work.

Friends' Views on Education

Data indicated that peers also influenced the intellectual self-perception of participants. Having friends who think academic achievement is uncool and unnecessary reinforced the desire for low academic achievement. This was motivated by the desire to fit in with their peer group.

Angel shared, "Some [of my friends] don't care about school right now. It's their junior year and they should care because they are almost graduating. They have to raise their grades up. " Similarly, Lalo stated that "They're like whatever's about it. They don't really care. " Participants tended to associate themselves with peers who had similar values and who validated their own views of education. As a result, associating with peers with similar values and habits normalized and reinforced their low academic achievement.

Positive Internal Strength

The second theme, *positive internal strength*, described the participants' motivation to persevere, despite performing poorly in academics. Across the data, participants reported having a sense of determination and desire to complete high school. For example, Eric shared:

> I got a lot of opinions about school, I understand it is the only way to get to college, but school I don't really like it. You devote too much time every day and you get tired, stressed out, and burn out… [but] I'm still pushing to stay in school and graduate.

Similarly, Carlos expressed that school can overwhelming, but he and his friends understand the value of it:

> Sometimes I hear them talk about school and saying that they just want to get over it already and graduate. And then they've, they don't want to come to school

> but say "why give up right now?" and they are almost done. Just deal with it and continue to get over it.

Although these exemplars may show minimal motivation, the participants were young men who were academically at-risk; they viewed academic excellence as uncool and wanted to maintain an image of coolness. Although they were aware of their lack of academic achievement, they also knew the opportunities that education provides. This knowledge was essential to internal strength that pushed them to graduate. As Juan observed, "the rest [of my friends and I] like, [we're] trying to focus hard on it [school] because [we] want to be successful in life. " These data show how the participants wanted to be successful despite their low grades and were determined to push themselves towards graduation.

Ethnic Identity

The third theme was *ethnic identity*. Identifying with their ethnic and cultural traditions influenced participants' help-seeking behavior. A sense of pride in their heritage was a common thread throughout the data. Marcus said "When I say Mexican American it means like, I'm letting you know that I am like – what is it called? I have respect from where my parents are from and where I am from. " Jeremias agreed:

> Having pride of what you are, knowing what you're going to be, knowing your rights and wrongs, how you are going to think about your life, taking responsibilities for what happened. When there is good and bad times you stop to think about it then keep on going.

These exemplars display the significance among participants of knowing where they come from and having pride in their ethnic identity. Although ethnic identity was important to all participants, two subthemes shaped how participants' viewed their

background; (a*) media portrayal of Latin Americans* and (b) *familismo* or family characteristics.

Media Portrayal of Latin Americans

Movies and television shows in the U. S. influenced how each participant viewed his Latin American culture. Participants were almost evenly divided about how the mainstream English-speaking media depicted their lives and the lives of Latin Americans in general. For example, Marco agreed that the media image of the Latin American family as poor and economically disadvantaged is fairly accurate:

> I honestly think that it is the same thing, because it is the way I feel. I know my family is in poverty right now since we live in a small apartment. We are all trying to help my mom and dad out since we all work. We just want to get a house and start something new.

Additionally, Anthony supported the claim that the media depicts the Latino experience accurately when he shared, "I think so. It's because they show us in a good way and don't always show us in a bad way. "

In contrast to Marco and Anthony's views on media portrayal on Latin Americans, Jacob felt that media images were inaccurate:

> No, it doesn't really show like how my life is. Because, well my family is … how do you say it…. we work hard and we are alright. For that is a good thing because they [my family] came here like… 20 years ago and they are doing alright.

Likewise, Angel mentioned that "No because right now we are in a drug war in Mexico and people who view those kinds of movies are just ruining the Mexican reputation. They make us look bad. "

The most divergent data in the study was related to participants' opinions of the Latin American experience in U. S. media. Newer media outlets, of media such as

video games and music videos that glamorize street life, are often the topic of discussion in peer groups that create varying views among participants. Participants' perspective on the authenticity of media portrayals of the Latino were also directly connected to their family life.

Familismo

Like ethnicity, family was a prominent value for participants. *Familismo*, is the need to be loyal and to support one's family (Degges-White & Colon, 2012). Participants stated that they were members of a typical Latin American family. Many described that their families are large, close, religious, and enjoy frequent celebrations for many reasons. For example, Marco shared that:

> My mom is very religious, she prays a lot like every day for us, you know? I give her grace for that and I really love her and my dad…. [We] celebrate, like almost every single occasion that we have, you know? Haha. That's a Mexican thing right there.

Adam mentioned that, "We hang out with our family…Yes we are really close. Like, we visit our aunts. Or like every Sunday we go to our aunt's house. We just, hang around. " Carlos observed that his family "Like(s) going to church and stuff or go out a lot haha."

It is common in Latin American culture for family to take priority over most matters. Latino families place a high value on obligations to assist relatives in an extended network. This responsibility sometimes pulls them away from the time required to focus on their education. Alexis' shared:

> They [men] always have to be doing something. They have to have a job to support their family. Like, let's say the father is not around then the oldest male has to go get a job, leave school, and be doing their part to support their family.

Similarly, Carlos mentioned "I help around my house to clean the house. Like, outside just helping my grandma so she doesn't have to do the work that she can't really

do because she is old. ” The participants felt that their family took priority over their academic goals. As Alexis asserted, men should quit school if their family needed them to be employed to make ends meet.

The data indicated how family was so dear to the participants that it can take priority over pursing an education. Closely tied to family, gender role expectations also influenced who the participants were expected to be and what they were required to do for their families.

Gender

Gender was a robust theme that was consistently mentioned or alluded to as being influential on participants' thoughts, beliefs, and ultimately, their willingness to seek help for academic and personal difficulties. Gender was quite powerful in help-seeking decision making, and was shaped by the need to project an image of culturally appropriate masculinity. Participants were also influenced by adult figures in their lives who modeled or explicitly taught them what it meant to be a man.

Sub-themes of gender were identified as (a*) masculinity and machismo*, (b) *face*, and (c) *teachers of masculinity*. The first, *masculinity and machismo*, is a blend of western views and Latin American views on what it means to be a man. *Face* focuses on the effort that the participants put into maintaining the image they want others to see – for this study the image of being masculine. Lastly, the *teachers of masculinity* are those persons in the participants' lives who have helped them define what it means to be a man.

Masculinity and Machismo

A prominent theme with perhaps the greatest influence on participants was masculinity. Specifically, this was manifest in *machismo*, a culturally-relevant form of

Latin America masculinity. Both terms define being a man as one who is a provider, independent, and physically and mentally strong. Traditional masculinity and machismo encompass the duties and behaviors that are acceptable for males.

Bryan asserted that men are defined as "…the man of the house, having a job and bringing the money, trying to like maintain order in the house and stuff like that. " In addition, Eric expressed what many participants stated, the importance for men to be strong "Not just physically, but like macho means physically, but I'm also strong from within. " Participants expressed that men must provide for the family and manage the home well by doing their expected duties and while the women do theirs.

Masculinity and machismo also place expectations on how men should treat women. Juan shared:

> Okay. This girl I was talking to, she pays for her boyfriend when they go out to eat. I was telling her that's not right, he supposed to pay for you. He's the man. He should be providing for the women. I was arguing with her for a while.

Gender stereotypes embedded in machismo regulate what a male should do and they also assign responsibility and blame for both males and females. As Jeremias states:

> To me, I see a girl and yeah they can work but then it would be better to see my child be taken care of by their mother instead of her going to work. Because you know that is how some kids join gangs you know? Or they go to teen pregnancy, you know? They are home alone and can get into drugs too. No one is here so I might as well go smoke pot.

Jeremias, like other participants, claimed that women play an essential role in the home and care for children. Men, on the other hand, should be the providers to allow women to be at home, otherwise their children may engage in delinquent behavior.

In addition to stating what men should do, participants also were clear about what men should not do. This was the case with Carlos:

> [Men] should not be hitting woman. They should not be like, being lazy haha. Like how I am. Uh… they should not be doing like cheating on their wives and stuff like that. They have to be a real man and not being doing dumb stuff. That's how I see it.

Participants were so concerned that their actions would not be perceived as masculine and proper that they worked diligently to maintain a masculine image among their peers and family.

Face

Another subtheme that arose from the interviews was the concept of *face*. To maintain the proper image of masculinity, one develops and works to maintain face, a projected image of being masculine and in control. Face is a powerful element that can hinder men's ability and willingness to self-disclose and ask for help. As Juan explained, "Let's say I ask someone to help me out and he or she will most likely ask someone for advice and then it goes around, then like, I don't know. It's like weird because people will know. I don't others to know. "

Similarly Eric stated:

> Well they actually tried too, the school counselor, I was talking to them but then I stopped going because I didn't feel comfortable. It's just not my thing. I do feel I need the help but I don't want it…I don't want people knowing what is going on.

The energy they expended to maintain an image of being tough made it difficult for participants' ability to seek help. Students might recognize the need for help, but they choose not to pursue it because they are more concerned with what others think of them.

Teachers of Masculinity

Data indicated that peers and adult males close to participants helped shape their ideas of what it means to be a man. Teachers of masculinity played one of the most important roles in help-seeking, Luis shared:

> My dad. He taught me everything. The way he said everything and so it's like… my dad side of the family is more like tuff and more cabrón and he always wanted me to be like that. But I think I am more like my mom's side of the family, nice and caring.

Similarly, Lalo shared:

> Once or a couple times where my uncles. Two of them. One is in Georgia and isn't here anymore, so pretty much I do everything on my own. [They told me] Don't do drugs or be a gangster because we live in an area with a many of them. It won't get you anywhere. You will just be in a corner like the rest of them. It's better to get an education and its better than just giving up.

Although it is common to learn from adults what it means to be a man, a handful of participants mentioned that social interactions helped shaped their vision of masculinity. For example, Juan shared:

> I think, in 7th and 8th grade I didn't do anything about anything but when I got to high school I saw the way people acted. From this I was observing. I learned from my observations about what I have to do.

Participant data indicated that other male figures (i. e. , fathers, uncles, older brothers, etc.) and social interactions helped define their norms as men. As a result, these individuals who act as teachers of masculinity and the experiences of participants, which teach participants to be in control of their own conflicts, influenced their willingness to seek help.

Academic and Personal/Emotional Help-Seeking

Lastly, help-seeking was identified as a theme that was apparent in all the participants' responses. Participants' data revealed that help-seeking activity was the result of subthemes such as: (a) *trusting relationships*, (b) *knowledgeable/competent*, and (c) *personal/emotional avoidance*, which all connected with one another and build up to the decision to engage in help-seeking.

Trusting Relationships

In this study, trusting relationships required an established level of trust between two individuals (i. e. , student and counselor) in order for self-disclosure and help-seeking to take place. The more connected participants felt with a person, the greater the chance that they would seek them out when in need of help. These individuals could be anyone, including a teacher, a counselor, family, or friends.

Adam shared about his coach: "I kind of trust him. And he, he always said if you need any help…he's at the door. " As described by Adam, the element of trust was present between himself and his coach which is why Adam confided in him. George stated "Well it's the friends I grew up and I know. The teacher I'm only having this year so yeah. " Like Adam, George had trust established with others. In this case it was his closes friends

Although trust was mentioned to be imperative for help-seeking to occur, fear of confidentiality is a common concern. As Juan shared, "I'm like vary cautious of the people I ask for help. I have to be like close, close to them. If I barely know them then I have trust issues. " Though trust is essential in establishing willingness for seeking support, considering someone to be understanding and resourceful also played a role in help-seeking.

Knowledgeable/Competent

The participants' perception that someone understands them and can help was essential to their decision to seek help. Not only do young, at-risk Latino men need to trust a potential helper, but they must think they are competent enough to understand them. For instance, Edward's response explains clearly that his classmates are engaged

in class, there for they must have the knowledge to help him understand the material "Because umm… they [classmates/friends] pay attention in class. They try to work hard to get their credits. " Marco shared an experience when he felt that the school counselor was less competent than his teacher to understand his situation. Marco expressed:

> Well honestly they are a counselor and all, but I still don't think they'll understand it. I don't know, I just think that I wouldn't share. . . Just the way he [teacher] like, he is. He understands people. Umm…like, he is very open you know?

These data suggest that before a student will ask for help he must perceive that the helper is knowledgeable of his situation. Though individuals might be qualified and have specific titles (i. e. , school counselor), it meant little to participants unless they perceived the helper as able to understand them and their situation. This is especially true when students have personal and emotional problems, since revealing this information would make them highly vulnerable.

Personal/Emotional Avoidance

Participant help-seeking was also influenced by a desire to avoid expressing personal or emotional problems. For these young men, a very common way to deal with a vulnerable state is by not addressing the issue. Angel said, "Usually I just do something to take it off my mind. Like exercise, go play soccer, or go to the park. " Likewise, George mentioned "I kind of keep it separated. Those stuff I keep it in me and don't tell my friends. I don't bring family stuff to school. And school stuff I don't bring to my family. " Lastly, Alexis shared:

> I isolate myself…. I don't know, it just feels like whenever I'm isolated from everyone else I tend to think more and make easer decision. Instead of having someone ask me questions all the time…. I'm not sure. It just feels weird just going up to another person and ask for help. I never really have done that.

As reflected through these data, participants needed to perceive someone as trustworthy and competent for them to seek them out. Furthermore, the participants reported a hesitation to get help with sensitive content such as personal and emotional conflicts.

Summary

This chapter displayed exemplary data describing how at-risk Latino male high school students who participated in this study to understand their help-seeking habits. The findings depicted characteristics and common themes across most participants, in the areas of (a) *Intellectual Self-Perception*, (b) *Positive Internal Strength* (c) *Ethnic Identity*, (d) *Gender*, and (e) *Personal/Emotional and Academic Help-Seeking*. A discussion of how these themes address the research questions of this study follows.

CHAPTER 5

CONCLUSION

Although the academic performance of Latinos in secondary education has been well- documented in performance data, little research has focused on the help-seeking behavior of at-risk high school students, particularly young men. This study sought to understand the internal and external influences that motivate academically at-risk Latino males to seek help. A better understanding of the help-seeking behavior of this population has the potential to inform student support services personnel to design and improve interventions for academic achievement. This chapter will summarize the findings of the research, discuss implications and recommendations for practice, and suggest future research.

Summary of Findings

The data analysis produced findings that addressed the three research questions: (a) What internal factors (i. e. , gender identity, emotions, knowledge, abilities, etc.) influenced at-risk Latino male high school students to seek help from school counselors? (b) What external factors (i. e. , gender roles, peers, family and culture, popular media, etc.) influence at-risk Latino male high school students to seek help from school counselors? (c) How do at-risk Latino male high school students respond to school counseling staff and institutional interventions? The findings related to each question are presented below.

Research Question #1: Internal Factors that Influence Help Seeking

Data indicated that there are three internal factors that influenced the willingness of participants to engage in help-seeking behavior: positive internal strength, perceived knowledge and competence, and trusting relationships.

Most participants were empowered through *positive internal strength* that motivated them to deviate from gender role expectations to seek help when needed. Positive internal strength is any push or drive not to give up, and to persevere despite their low academic performance. For these students, the dream to graduate and pursue a college education was present, but they were inhibited by traditional, culturally-based gender role that compelled them to be independent, in control, and able to solve conflicts on their own. Consistent with Rawana and Brownlee (2009), the data showed that if students have a supportive team (family, friends, educators, etc.) they were likely to engage in help-seeking behavior and therefore these factors increase their likelihood.

Another internal positive influence was the participants' perception that a helper was both *knowledgeable and competent* to understand their problems. Participants noted that a fancy title, like a school counselor, was not enough for them to approach that individual for help; they had to be sure that the person was capable of understanding them. The perception that the participants had about an individual determined if they could trust them.

Trusting Relationships was identified as an internal factor that increased help-seeking behavior. Having a close relationship with a school counselor leads to building rapport and intern may help form a trusting relationship where students feel comfortable seeking school counselors help (College Board, 2012a). This was evident in the

participants responses in which they described a trusting relationship between them and whomever they sought out for help.

Research Question #2: External Factors that Influence Help Seeking

The data showed that there are disproportionally more external factors that negatively influence participants' willingness to seek help compared to positive internal factors. All of the external factors relate to one another. Some factors were deeply grounded in these young men and fed into one another, increasing their avoidance to get help. They ultimately fed into the students' self-perception, composed of their apprehension to seek help for personal emotional problems and their perceived level of intelligence.

Gender roles had a tremendous amount of influence over these participants, setting socially acceptable expectations of traditionally masculine behavior and prohibiting some behaviors, like help-seeking. This finding is consistent with the literature on *masculinity, machismo, and sex-role stereotypes* (Connell, 2005a; Gutmann, 2007).

Socially acceptable male behavior was reinforced through two factors: (a) *teachers of masculinity* and (b) *face* seen in the Help-Seeking Diagram (Appendix D), which displays the experience these participants' embark on in an effort to seek help. The acceptable behavior was perpetuated by fathers, uncles, brothers, and other males. As teachers of male performance these men taught the participants how a man should conduct himself. As a result of what they learn from these teachers the participants' become self-conscious of their gender performance. They become preoccupied with face, the work to maintain an image they want others to see (Ting-Toomey, 2005; Ting-

Toomey, 2009). Further reinforcing acceptable male behavior, was *peers view on academics*. If their peers view academics as uncool, then the participants would likely avoid help-seeking because it would go against the groups belief – thereby making them uncool (Jackson, 2006).

All the factors previously stated influenced both academic and personal/emotional help-seeking; however, participant responses indicated that they influenced personal/emotional help-seeking more than academic help seeking. This means, that the at-risk Latino male high school students in this study were more likely to engage in academic help-seeking and less likely to seek help with personal/emotional problems.

Research Question #3: Response to Staff and Institutional Interventions

The data indicated that most at-risk Latino male high school students do not respond well to school counseling interventions. Many identified the lack of trust and rapport with school personnel, which played a major role in promoting help-seeking. A lack of perceived competence with school counselors prevented students from seeking assistance from others, whom they perceived as knowledgeable and competent or they would not seek help at all.

Moreover, the strong influence of traditional masculinity inhibited the participants to consider help (Connell, 2005a). For those who did seek some help, reported that they were too concerned that others would find out what their problems were or that they had sought help because they could not handle their academic and personal/social problems. This caused the participants of this study to not respond well to the counselor and the intervention. They avoid self-disclosing information in an effort to be released form the intervention, and took this experience as an example of why they should not engage in

help-seeking behavior. As a result, few students respond to school counselors and interventions well.

Discussion of Findings

Latino male high school students juggle multiple obligations like academics, family, and the social expectations of their culture and gender. As a result, Latino male high school students are conflicted about asking for help and maintaining the masculine ideal (Feder, Levant, & Dean, 2010). This conflict contributes to the participants' low academic performance (Saenz & Ponjuan, 2009).

In this study, at-risk Latino male students viewed their academic performance as representative of their work habits rather than their level of intelligence. Since the participants viewed succeeding without much effort as cool (Jackson, 2006), and their culture and gender placed a value on family and the responsibility to be a provider and authority figure, little attention was given to academics. They looked down upon help-seeking, viewing it as a last resort that was uncool; it was unmanly to get assistance with one's troubles. The challenge for these students was juggling the need to engage in help-seeking while still maintaining an image of being in control and manly.

Multiple influences, such as familismo which placed family as a priority over education, created a demand for these Latino students and produced a negative influence on their willingness to seek help. Having a positive self-perception with additional resources, such as strong relationships, trust, and internal strength to persevere, can assist students to engage in help-seeking behavior. These positive and negative influences, both internal and external, affected their self-perception, and ultimately, their help-seeking behavior, or lack thereof.

Based on the data, positive and negative factors were identified that influenced help-seeking. The internal factors, such as: positive internal strength, perceived knowledge, and trustworthiness were positive forces. Conversely, negative influences from external sources included: Face Work, Peers Perception of Academics, Teachers of Male Performance, and Masculinity/Machismo, all of which drew participants' away from help-seeking behavior.

Although the literature explains that machismo, at the intersection of Latino culture and masculinity (Connell, 2002; Gutmann, 2007), shapes young men's willingness to seek help, the data indicated that there are multiple factors that steered the participants to seek help with academic and personal/emotional conflicts. As the Help-Seeking Diagram (Appendix D) demonstrates, internal and external factors played a significant role in the participants' decisions to seek help.

Implications and Recommendations for Practice

The findings from this study suggest implications for school counseling professionals and other educators. First, educators need to focus on the internal strengths of young Latino men to motivate them to achieve academically. Rawana and Brownlee (2011) found that interventions that target the strength of youth may increase awareness of their personal strengths. Furthermore, the results of this study show that educators and school counselors can benefit from the knowledge that strict gender roles and peer pressure negatively influence help-seeking for young men like these participants and can result in low academic achievement.

Having an understanding of the external factors affecting Latino male students can help counselors be perceived as knowledgeable and competent enough for students to

seek them out. Avoiding help-seeking was a significant reason why the Latino male students in this study tended to perform poorly in academics. By focusing on their desire to graduate and other internal strengths, counselors can guide Latino males to seek help and ultimately to increase their educational achievement.

Second, becoming more accessible to students and establishing authentic rapport can increase student-counselor relationships and further encourage Latino males to ask them for help with academic and personal/social conflicts. If schools were to follow the American School Counselor Association (ASCA) model and have a low student to counselor ratio (i. e. , 250 students per counselor) there would be more personnel available to build a meaningful connection with students, and increase the likelihood for self-disclosure and trust to build. However, if schools cannot follow the ASCA model, counseling departments should develop ways to connect with their student case load.

Third, increasing school counselors of color in general and from backgrounds similar to Latino men in particular can provide role models to inspire young men like those in this study to perform better in academics. As the literature and findings indicated, students are attracted to those they perceive to be like them and are capable of relating. By having counselors of color, students may be more comfortable in seeking help. Counselors can act as mentors and help inspire students to achieve.

Future Research

This research study did not explore methods for school counselors to build trust and credibility to become more accessible to Latino male students. A study that that examines the development of trust and credibility between school counselors and Latino students would provide further insight on how school counselors can be more authentic

with Latino students and in turn increase their willingness to engage in help-seeking behavior. Findings in this study suggest that relationship building between school counselors and students is imperative for students to seek out the help of school counselors, so further exploration on this topic is crucial.

Additionally, this study found that internal and external factors heavily influence at-risk Latino male students to seeking help. Acknowledging students' strengths can heighten their positive internal strength, which may lead to better academic achievement as a result of higher help-seeking behavior. Therefore, future research should focus on identifying and validating strengths-based approaches specifically targeted to at-risk Latino male students. Lastly, research focused on understanding what makes Latino males pursue school counseling as a career and what graduate programs can do to recruit and prepare more Latino male counselors to fill the gap is needed. These topics are crucial in efforts to increase Latino male academic achievement and closing the achievement gap.

Conclusion

This qualitative study aimed to understand the internal and external influences on Latino male help-seeking behavior, including how and why they seek assistance from school counselors for academic and personal concerns. Emerging themes in this study were described by participants' responses focused on (a) Intellectual Self-Perception, (b) Positive Internal Strength (c) Ethnic Identity, (d) Gender, and (e) Personal/Emotional and Academic Help-Seeking. The participants' perspectives on help-seeking inform reader's first-hand about what influences affect Latino males' help-seeking habits. Also, it allows educators to understand the importance of ethnic and cultural backgrounds when

attempting to help diverse student populations. Understanding help-seeking behavior among at-risk Latino male high school students can allow educators to become aware of this specific student populations needs and how they can better support them in an effort to close the achievement gap.

APPENDICES

APPENDIX A

PROTOCOL SCRIPT

Appendix A: Protocol Script

Thank you for participating in my research project. This interview is completely voluntary. If at any time you do not want to answer a question, you want to skip a question, or go back to one, let me know. Also, if at any point, you do not wish to continue, we can stop the interview.

I want to audio-record our conversation so that I can pay attention to what you are saying and not have to take notes. I will stop the recording at any time if you don't want to be recorded. May I have your permission to record our discussion?

[Ask student to give consent to be recorded. Turn on recorder and restate the question for the record: 'So I do have your permission to record our discussion today?]

As a reminder, throughout the interview we'll use the name that you selected earlier to protect your privacy and confidentiality. That name was *[state pseudonym],* right?

Opening questions

1. How's your day going so far?

2. What do you like to do for fun?

3. What games, music, and movies do you like? Why?

4. Tell me about your friends.
    - What do they think about school?

As you know, I want to learn about Latino male high school students like you and their thoughts on their academic progress. I also want to know when and how students get help for academic and personal issues when they need them.

5. What is/are your favorite subjects? Why?
    - What are your least favorite subjects? Why?

6. What are your grades like?
    - How accurately do they reflect how smart you are? Why?

7. Do you ever ask anyone for help with academic problems?
    - If yes, who, when, and why them?
    - If no, why not?
    - [Probe for school counselors if not mentioned]

8. How do you feel about asking for help with academic problems?

9. How do you deal with personal or emotional problems?
    - How do you feel about getting help for personal problems?

OK. Now I want to shift the focus of our discussion. I want to know more about your family and ethnic background.

10. How do you identify ethnically?
    - What does being [ethnicity] mean to you?

11. Tell me about your family.
    - Are they a typical [ethnicity] family? Why/not?

12. How is [your ethnicity] portrayed in [media]?
    - How does [media] reflect your life as [ethnicity]?
    - What doesn't the media show?

13. Do you feel this is a true picture of being [ethnicity] in your experience? Why?

14. How are men of [your ethnicity] portrayed in [media]?
    - How does this influence your view on what it means to be "manly"/masculine?

Let's focus more on what it means to be a man and, specifically, a Latino man.

15. What are some of the things you do that are "manly"?

16. What are men not supposed to do? Explain.

17. What are men supposed to do? Explain.

18. Who taught you what it means to be a man?

19. Do you know what the word *machismo* means?
    - What is your definition of Machismo?

20. How do you identify with that term?
    - What about it doesn't apply to you?

Thank you for your answers. I appreciate your time and help with my research project.

21. Is there anything else that you think I should know or that I forgot to ask?

Thank you!

APPENDIX B

INTERVIEW QUESTIONS

Appendix B: Interview Questions

Research Question	Interview Question	Theoretical Framework	Citation
2. What external factors (i. e. , gender roles, peers, family and culture, popular media, teachers, etc.) influence at-risk Latino male high school students to seek help from school counselors?	- How do you identify ethnically? o What does being [ethnicity] mean to you? - Tell me about your family. o Are they a typical [ethnicity] family? Why/not? - Tell me about your friends. o What do they think about school? - What games, music, and movies do you like? Why? - How is [your ethnicity] portrayed in [media]? o How does [media] reflect your life as [ethnicity]?	Ethnic Identity	(Kroger, 1999; Degges-White & Colon, 2012)
	- How are men of [your ethnicity] portrayed in [media]? o How does this influence your view on what it means to be "manly"/masculine? - Who taught you what it means to be a man? - What are some of the things you do that are "manly"? - What are men not supposed to do? Explain. - What are men supposed to do? Explain.	Gender Roles	(Connell, 2002; Degges-White & Colon, 2012)
1. What internal factors (i. e. , gender identity, emotions, knowledge, abilities, etc.) influence at-risk Latino male high school students to seek help from school counselors?	- Do you know what the word *Machismo* means? o What is your definition of Machismo? - How do you identify with that term? - What about it doesn't apply to you?	Gender Identity; Masculinity & Machismo	(Connell, 2005a; Gutmann, 2007; Degges-White, & Colon, 2012)
3. How do at-risk Latino male high school students respond to school counseling staff and institutional interventions?	- What are your grades like? o How accurately do they reflect how smart you are? Why? - How do you feel about asking for help with academic problems? - Do you talk to or ask anyone for help? o If yes, who, when, and why them? o If no, why not? o [Probe for school counselors if	Help-Seeking Behavior	(Bruch, 2002; Gutmann, 2007; Whorld Health Organization, 2007; College Board, 2010; Wimer & Levant, 2011; Degges-White & Colon, 2012)

	not mentioned] - How do you deal with personal or emotional problems? o How do you feel about getting help for personal problems?		

APPENDIX C

QUESTIONNAIRE

Appendix C: Questionnaire

The information on this sheet will help me learn more about you. To keep your privacy, please do not put your real name on this sheet. Instead, choose another name (besides your real one) that will be used to identify you.

The name I choose for this interview is: _____

- How old are you? -

  _____

- What is your ethnicity/race? -

  _____

School

- What grade are you in? _____

- What is your GPA? _____

Family and Home

- Who do you live with? (check all that apply) □ Mother □ Father

  □ Guardian

- What is the highest level of education your **mother/guardian** obtained?

  _____

- What is the highest level of education your **father/guardian** obtained?

  _____

- What Language(s) is/are spoken at home?

  _____

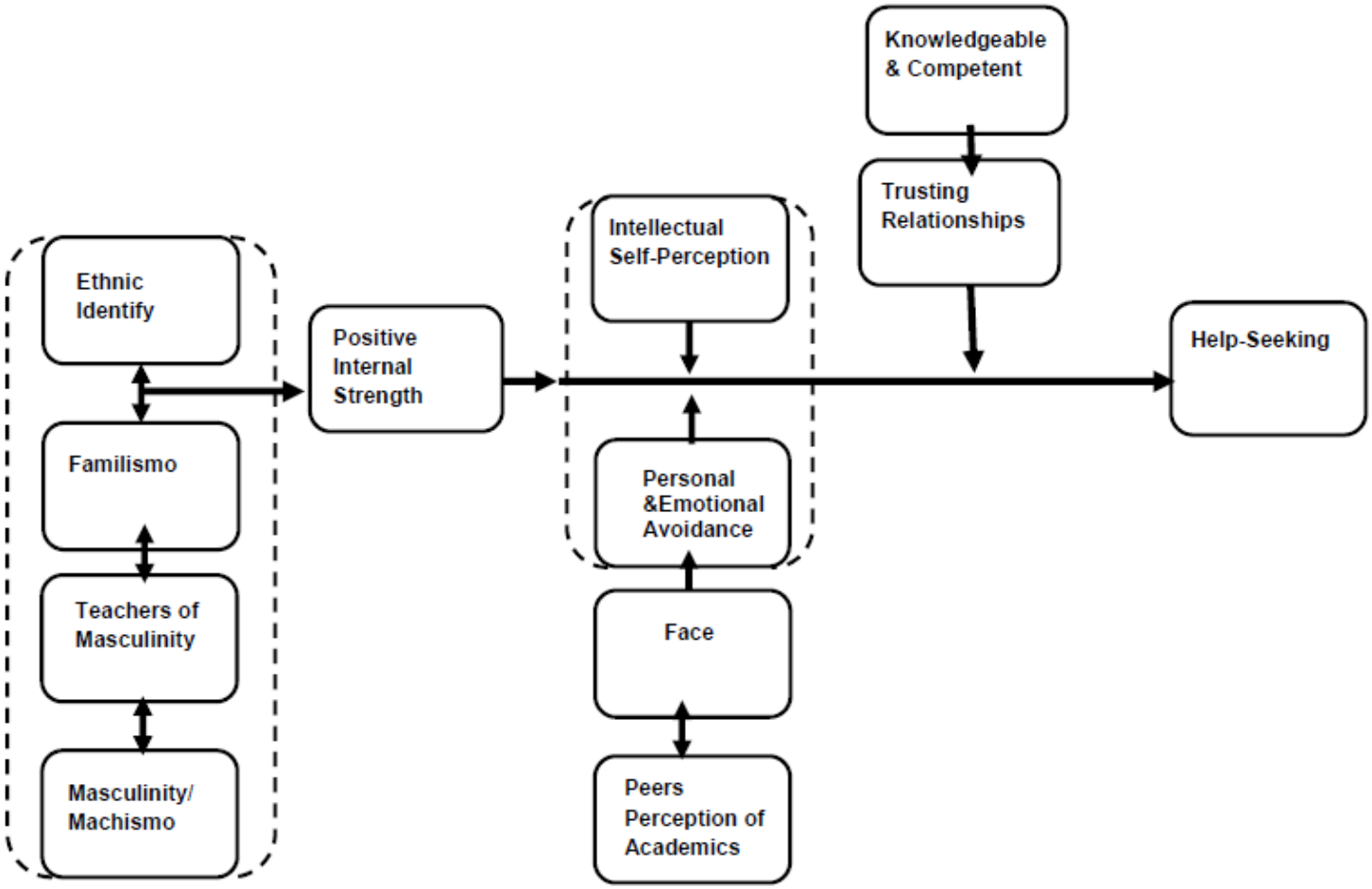
- How many brothers do you have? _____
    - How old? _____
- How many sisters do you have? _____
    - How old? _____
- What is your home zip code?

  _____

APPENDIX D

HELP-SEEKING DIAGRAM

Appendix D: Help-Seeking Diagram



APPENDIX E:

ENGLISH PARENT/GUARDIAN CONSENT FORM

Appendix E: ENGLISH PARENT/GUARDIAN CONSENT FORM

PURPOSE OF THE STUDY

My name is Enrique Espinoza and I am a graduate student at California State University, Long Beach (CSULB) in the Masters of Science in Counseling, option in School Counseling program. I am conducting a study to understand help-seeking behavior among Latino male high school students. The purpose of this study is to explore Latino male students seek or do not seek assistance from school professions such as school counselors.

PROCEDURES

If you agree to grant permission for your child to participate in this research they will be interviewed one-on-one and audio recorded. Audio recording is required for your son to participate in this study. Interviews will take place at your son's school during regular school hours in either the counselor's office or a private office/class that is available. Interviews will take an estimated 15 minutes to complete. During the interview you son will be asked a series of questions about ethnic identity, gender roles, gender identity, and help-seeking behavior. He will also be asked to fill out a written questionnaire for additional information such as race, G. P. A. , age, etc.

POTENTIAL BENEFITS TO SUBJECTS AND/OR SOCIETY

There are no direct benefits from participating in the study; however, students may feel more comfortable or motivated to seek help after this experience. It is hoped that the information provided will lead to a counseling framework that school counselors may utilize that is well-suited for diverse student populations. There is a token of appreciation. Students who participate in this study will be entered into a raffle to win either a $10 Jamba Juice Gift Card, a $10 Starbucks Gift Card, or two free AMC Movie Ticket (2 winners per prize for a total of 6 winners). Please note that your child's participation in this research study will greatly contribute to a limited body of information on your particular student population.

PARTICIPATION AND WITHDRAWAL

You can choose whether to allow your son to be in this study or not. If you give permission for your son to be in this study and your son agrees to participate, you may withdraw your son and your son may withdraw at any time without consequences of any kind. Participation or non-participation will not affect your son's grade in the class or any other personal consideration or right your son usually expects. Your child may also refuse to answer an individual question without consequences and still remain in the study. No information gathered in this study will become part of your student's profile. The researcher may withdraw your child from this research if the opinion of the researcher warrants doing so.

POTENTIAL RISKS

Because of the nature of qualitative research methods, it is difficult to predict what responses will be elicited from participants when using broad, open-ended questions. Sensitive topics may reveal information not related to the original purpose of the research. For this reason, there is the risk of possible psychological and emotional responses (embarrassment or nervousness at being interviewed). If this is the case, their school counselor will be alaviable to assist them immediately. Also, confidentiality may be lost if other students learn about your sons participation in this study or if audio recordings and/or transcriptions are exposed to someone other than the researcher.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with your son will remain confidential and will be disclosed only with your permission or as required by law. Interviews will take place at your son's school in either the counselor's office or a private office/class that is available. The tapes used for the interview will be exclusively for data collection purposes and the researcher will be under the guidance of his thesis committee through the process of data analysis. No one other than the researcher will have access to these tapes. The tapes will be transcribed and reviewed by the researcher. Once the tapes have been transcribed, the tapes as well as the consent forms and other data will be stored in a locked file cabinet for a period of three years after which they will be destroyed. Once interviews have been transcribed, each participant will be provided with a copy of the transcribed interview and given the opportunity to review, edit, or make corrections to responses, if necessary.

IDENTIFATION OF RESEARCHER

Please feel free to contact me, Enrique Espinoza, for personal consultation at [redacted] or by email at enrique_328@yahoo. com if you have any questions or concerns about the study. My thesis chair, Dr. Jonathan O'Brien, will also be available to discuss any issues that may arise from this study by calling (562) 985-8593 or by emailing him at jonathan. obrien@csulb. edu

RIGHTS OF RESEARCH SUBJECTS

You are not waiving any legal claims, rights or remedies because of your son's participation in this research study. If you have questions regarding your son's rights as a research subject, contact the Office of Research & Sponsored Programs, CSU Long Beach, 1250 Bellflower Blvd. , Long Bach, CA 90840; Telephone (562)985-5314 or email to irb@csulb. edu.

SIGNATURE OF PARENT/LEGAL GUARDIAN

I have read and understand this consent form. My questions have been answered to my satisfaction. I freely and voluntarily consent to my son participating in this research. I have also been given a copy of this form.

_____ _____

Parent/Guardian Name (Please Print) Parent/Guardian's Signature

_____

Date

_____

Son's Printed Name

APPENDIX F:

SPANISH PARENT/GAURDIAN CONSENT FORM

Appendix F: FORMULARIO DE CONSENTIMIENTO DEL PADRE O TUTOR

PROPÓSITO DEL ESTUDIO

Me llamo Enrique Espinoza y soy un estudiante graduado de la Universidad Estatal de California, Long Beach (CSULB, por sus siglas en inglés), con una Maestría de Ciencias en Consejería, con opción al Programa de Consejería Escolar. Estoy realizando un estudio, para entender el comportamiento sobre la búsqueda de ayuda entre los estudiantes de origen latino en la escuela secundaria. El propósito de este estudio es el de explorar porqué los estudiantes latinos de género masculino buscan o no buscan la ayuda profesional de los consejeros escolares.

PROCEDIMIENTOS

Si usted está de acuerdo en otorgar el permiso para que su hijo participe en esta investigación, se hará una entrevista con el alumno en privado, durante la cual se grabará el audio. Para que su hijo participe en esta investigación, se requiere que la entrevista se grabe. Las entrevistas se llevaran a cabo en la escuela de su hijo durante las horas escolar, en la oficina del consejero(a) de su hijo o en una clase/oficina privada. Las entrevistas tomarán aproximadamente 15 minutos para completar. Durante la entrevista a su hijo se le preguntará unas series de preguntas sobre identidad étnica, los roles de género, identidad de género y comportamiento de búsqueda de ayuda. También se le pedirá que complete un cuestionario escrito para obtener información adicional, como raza, G. P. A. , edad, etc

BENEFICIOS POTENCIALES A LOS SUJETOS Y/O PARA LA SOCIEDAD

No hay ningún beneficio directo en la participación de este estudio, sin embargo, es posible que los alumnos se sientan más confiados o motivados para buscar ayuda después de esta experiencia. Se espera que la información proporcionada lleve a un marco de orientación que los consejeros escolares pueden utilizar lo que es bien apropiado para poblaciones estudiantiles diversas. Como una muestra de agradecimiento, los nombres de los estudiantes que participen en este estudio, serán incluidos en una rifa para ganarse una tarjeta de regalo de $10 dólares de la tienda de jugos naturales *Jamba Juice*, o una tarjeta de regalo de $10 dólares de la cafetería *Starbucks,* o dos boletos de entrada para los cines *AMC* (un total de 6 ganadores, 2 ganadores por premio). Por favor, tome en cuenta que la participación de su hijo en este estudio de investigación, contribuirá grandemente en la adquisición de dicha información que actualmente es limitada para este tipo de población estudiantil en particular.

PARTICIPACIÓN Y RETIRO DEL ESTUDIO

Usted puede elegir si desea permitir que su hijo a participar en este estudio o no. Si usted da el permiso para su hijo a participar en este estudio y su hijo se compromete a participar, usted podrá retirar a su hijo y su hijo puede retirar en cualquier momento sin consecuencias de ningún tipo. Participación o no participación no afectará el grado de su hijo en la clase o cualquier otra consideración personal o a la derecha su hijo normalmente espera. Su hijo puede optar por retirarse de este estudio en cualquier momento sin que le cause algún problema. Su hijo también puede rehusarse a contestar alguna pregunta en particular sin que esto le afecte, y todavía continuar participando en el estudio. La información recolectada durante este estudio no formará parte del archivo

estudiantil de su hijo. El investigador puede decidir retirar a su hijo de este estudio, si él considera que es necesario.

RIESGOS POTENCIALES
Debido a la naturaleza de los métodos de investigación cualitativa, es difícil predecir que tipo de respuestas se obtendrán de los participantes cuando se hagan preguntas amplias y abiertas. Los temas delicados pueden revelar información que no está relacionada con el propósito original de la investigación. Por esta razón, existe el riesgo de obtener respuestas posiblemente sicológicas y emocionales (vergüenza o nerviosismo de ser entrevistado). Si este fuera el caso, su consejero escolar estará disponible para ayudarlos inmediatamente. También, la confidencialidad se puede perder si otros estudiantes aprenden sobre su participación de hijos en este estudio o si el audio grabación y/o las transcripciones se exponen a alguien además del investigador.

CONFIDENCIALIDAD
Cualquier información que se obtenga en relación a este estudio y que se pueden identificar con su hijo se mantendrá confidencial y se revelará sólo con su permiso o como requerido por la ley. Las cintas que se usen durante la entrevista serán utilizadas exclusivamente para recolectar los datos, y el investigador trabajará bajo la orientación del comité de su tesis durante el proceso del análisis de los datos. Por lo tanto, nadie más que el investigador tendrá acceso a estas cintas. Las cintas serán transcritas y revisadas por el investigador. Una vez que las cintas hayan sido transcritas, tanto éstas como los formularios de consentimiento y otros datos serán guardados en un archivo bajo llave, por un período de tres años, y serán destruidos después de ese período de tiempo. Después de que las entrevistas se han transcrito, A cada uno de los participantes se le proporcionará una copia de la transcripción de la entrevista, y se le dará la oportunidad de revisarla, editarla o si es necesario, hacerle correcciones a las respuestas.

IDENTIFICACIÓN DEL INVESTIGADOR
Por favor no duden en contactarme, me llamo Enrique Espinoza, y si necesitan hacer una consulta personal o si tienen alguna pregunta o preocupación, pueden llamarme al teléfono: [redacted], o enviarme un correo electrónico a: enrique_328@yahoo. com. Mi profesor para la tesis es el Dr. Jonathan O'Brien, que también estará disponible en caso que surgiera alguna situación relacionada con este estudio, su número de teléfono es: (562) 985-8593, y su dirección de correo electrónico es: jonathan. obrien@csulb. edu

DERECHOS DE LOS SUJETOS DE INVESTIGACIÓN
No está renunciando a cualquier reclamación legal, derechos o remedios debido a la participación de su hijo en este estudio de investigación. Si usted tiene preguntas con respecto a los derechos de su hijo como tema de investigación, comuníquese con la Oficina de Investigación. CSU Long Beach, 1250 Bellflower Blvd. , Long Bach, CA 90840; Teléfono (562)985-5314 or email to irb@csulb. edu.

FIRMA DEL PADRE/ TUTOR LEGAL
He leído y entendido este formulario de consentimiento. Mis preguntas han sido contestadas a mi satisfacción. Libre y voluntariamente otorgo el permiso para que mi hijo

participe en esta investigación. También se me ha proporcionado una copia de este formulario.

_____ _____

Nombre del padre o tutor (en letra de molde) Firma del padre o tutor

_____
Fecha

_____
Nombre impreso del hijo

APPENDIX G:

STUDENT ASSENT FORM

Appendix G: STUDENT ASSENT FORM

Hello, my name is Enrique Espinoza and I am doing a research project to learn more about Latino male students and their opinions about school and school support.

Who I am:

Again my name is Enrique Espinoza, and I am a current graduate student at California State University, Long Beach (CSULB) studying to become a school counselor.

About the project:

If you agree to be in this project, you will be asked to:

- Be interviewed one-one and be audio recorded about how you ask for help, your beliefs and understanding about gender roles. It is required for you to be audio recorded to participate in this study.
- Your interview will take place at your school counselor's office or an available private office/class at your school for about 15 minutes. This interview will take place during class time, which means you will miss some class work.
- Fill out a questionnaire to collect additional information about you such as your race, age, and G. P. A. , etc.

It's your choice:

You do not have to be in this study if you do not want to be. It is up to you. You may say yes now, but say no at any time without consequences. You can refuse to answer an individual question without consequences and still be in this study. No information gathered in this study will become part of your student profile. There is a chance that you may no longer be a part of this study if the researcher feels it is necessary. Participation or non-participation will not affect your grade in class.

Is there a risk?:

Being in this type of study involves some risk of minor discomfort, such as talking about sensitive topics and sharing information not related to the research. For this reason, there is the risk of feeling uncomfortable (embarrassment or nervousness at being interviewed). If at any time you do feel uncomfortable, your school counselor will be available to see you right away and help you. A possible risk for any research is that people outside the study might get a hold of confidential study information. We will do everything we can to make sure that doesn't happen.

Are there any benefits to being in this study?:

There are no direct benefits to you from participating in this research study. However, if you choose to participate in this research you will be entered into a raffle to win a $10 Jamba Juice Gift Card, a $10 Starbucks Gift Card, or a free AMC Movie Ticket (2 winners per prize for a total of 6 winners).

Who will know about your study?:

The recording of your interview will be used for data collection. No one other than me will have access to your recording. Your interview recording, parent/guardian consent form, and student assent form will be kept for up to three years in a safe location before

they are destroyed. Your name or any personal information will not be used in any reports. Once all interviews have been transcribed, you will be provided with a copy of the interview transcription to allow you to make any changes or edits to your responses.

Contacts and Questions:
Please feel free to contact me, Enrique Espinoza, for any question or concerns at [redacted] or by email at enrique_328@yahoo. com. My thesis chair, Dr. Jonathan O'Brien, will also be available to discuss any issues, questions, or concerns by phone at (562) 985-8593 or by emailing him at jonathan. obrien@csulb. edu. If you have any questions about your rights as a research participant in this study, please contact the Office of Research & Sponsored Programs at (562) 985-5314 or email irb@csulb. edu.

Assent of research Participant:
The researcher will provide an extra copy of this form for you to keep. Please sign your name below if you want to join this project.

_____ _____

Student's Name (Please Print) Student's Signature

_____
Date

_____ _____
Researcher's Signature Date

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