ATTITUDES TOWARDS UNDOCUMENTED LATINOS RECEIVING SOCIAL WELFARE BENEFITS AMONG SOCIAL WORK STUDENTS IN THE GRADUATE PROGRAM AT CALIFORNIA STATE UNIVERSITY, SACRAMENTO

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Division of Social Work
Abstract

of

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Manuel J. Ayon

Gricelda G. Ocegueda

This project was a collaborative assignment in which each chapter was evenly split with each researcher. The purpose of this project was to explore the attitudes of social work students at the California State University, Sacramento, Master of Social Work program, toward undocumented Latino immigrants receiving social welfare benefits in the United States. Little research has been done to date on social work students’ attitudes toward undocumented Latino immigrants. Today this topic is important as our economy finds itself in an economic recession. Within this time, many are to blame, including undocumented Latino immigrants. It is important to explore attitudes of those in the social work profession towards this population. More specifically, an individual social worker’s perception about undocumented Latino immigrants, as it may influence the manner in which services should be provided to people of this population. This exploratory study consisted of a non-random sample of 115 (N=115) social work students attending the spring 2011 semester. There was a 100% participation rate of those students who were asked to participate.
The overall results indicated that social work students’ who participated in the study hold positive attitudes toward undocumented Latino immigrants.

____________________________________, Committee Chair
Santos Torres, Jr., Ph.D.

____________________________________
Date
DEDICATION

To all our family, friends, mentors and educators who have provided support and words of encouragement, thank you for believing.

Mom, you have always believed in me. Thank you. Please know that I appreciate you dearly. Love you, Gricelda.

For everyone who has touched my life and continuous to always believe in me this is also dedicated to you. Special dedications for those mentors who paved the way so that I may follow while embedding in me to always work hard, create, and achieve; Ann Brosnahan, Lois Clark, Ramesh Kristainmurphy, Narmandi Parker and Ken Payne. Thank you for your wisdom and time! Inspired always, Gricelda.

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Chapter 1

THE PROBLEM

Introduction

There are many reasons for our society’s financial crisis from our adjustable mortgage rates, the housing market bust, to companies outsourcing to other countries. Undocumented Latino immigrants receiving welfare benefits have also been included in that list. Stereotypes have suggested that many undocumented immigrants are free loaders; taking advantage of our social welfare, public education and health care systems. Currently, undocumented immigrants from Latin America are a subject heavily scrutinized by media and politicians. Since the September 11, 2001 attacks on America, the Bush administration has taken several steps to stop illegal immigration including the “Secure Border Initiative” which provided additional funding to secure the southern and northern United State borders (Margetta, 2010). While the new and stricter regulations have provided the intended protection from the freeloading, potential terrorist, it has also prevented immigrants without malicious intentions but seeking to find employment and better lives from entering the country as well. The concern that immigrants may become “public charges” has always been a central component of the debate over immigration policy in the United States.” (Borjas, 2002).

Recent discussion over the potential link between the rise of immigration and welfare use has been debated in Senate Bill 1070 (Brock, 2010). Latinos fear that the government has a negative view about all people of Hispanic decent, not just undocumented immigrants, who are assumed majority are receiving social welfare
benefits. This fear of being unjustly lumped into a stereotype is evident by “the estimated 500,000 undocumented immigrants in Arizona leaving that state” (Pearce, 2010).

This has raised the curiosity of the authors of this thesis to research if there are any attitudes towards undocumented Latino immigrants receiving social welfare benefits from the social work students in the masters program at California State University, Sacramento. It is the intention of this study to record the potential views and factors possibly affecting any attitudes, and opinions related to undocumented Latino immigrants receiving social welfare benefits. This gives more reason to pause, as many of the current graduate students at California State University, Sacramento may not be able relate to undocumented Latino immigrants or immigrants as a whole. A possible separation or lack of empathy from these future service providers and their clients could be associated with not having similar backgrounds in culture or upbringing. Majority of the student population at California State University, Sacramento are at least second-generation U.S. citizens. Majority of these students are only fluent in the English language, have Western Christian beliefs, and have a graduate level education with no experience in the social work field. In contrast, to undocumented immigrants who come from areas below poverty, limited education, and speak no or very limited English, with varying belief systems.

Latinos are currently the largest minority in the United States (and the majority in some), and it is crucial for the social welfare system to find out how future public servants will treat a population poised to become the nation’s majority. Therefore, this research will examine the attitudes social work students in the masters program have
towards undocumented Latino immigrants receiving welfare benefits at California State University, Sacramento.

**Background of the Problem**

The immigration debate can bring out the worst in people such as the unwillingness to accept new customs and beliefs. This was observed in the colonization of settlers who settled into the new world in the late 1400’s. During the colonization, Europeans clashed with Native Americans, causing many deaths. Europeans nearly eliminated Native Americans mainly through genocide and diseases brought from these settlers (Snipp, 1992). Hundreds of years into the Colonization and expansion of the United States; Native Americans managed to sustain their longevity of genocide, disease, and wars (Snipp, 1992). To dominate this population, the United States made an effort to force assimilation of Western European tradition and culture onto Native Americans, in an effort to “civilize” the primitive people. This lead to the Civilization Fund Act of 1819 that encouraged the “civilization process” of educating and providing the same religious guidance that “the white man” received themselves (Spring, 2000).

In the late 1800’s through the mid 1900’s, millions of immigrants entered the United States through Ellis Island, a New York/New Jersey federal processing center for immigrants wanting to enter the country (Koman, 1999). The demographic of our country would change drastically due to the entry of millions of Italian, Irish, Jewish and Polish emigrants having arrived in the United States (Daniels, 1999). This idea of Ellis Island allowing millions of immigrants a pathway to a new and promising land was reconsidered after immigrants changed the face of the nation, creating a melting pot.
Midway through the existence of Ellis Island the United States enforced the Immigration Act of 1924, which restricted immigration and enforced quotas (Smith, 1992).

Immigration, which continues to be a much debated topic, most recently became a controversial issue when Governor Brewer of Arizona signed Senate Bill 1070, which allows police officers to question the immigration status of noncriminal residents, if there is a “reasonable suspension” that they may be undocumented. Shortly before Senate Bill 1070 in 2008, Arizona passed a law that would end companies with a history of hiring illegal immigrants known as the “Legal Arizona Workers Act” (Riccardi, 2010).

A short time ago the Census Bureau reported that the nation’s minority population reached 100.7 million, more than the total overall population in 1910 (U.S. Census Bureau, 2007). The census also noted that California carried 20.7 million or 21 percent of the nations total minority population (U.S. Census Bureau, 2007). These numbers illustrate the rapid growth of immigration and will likely cause a desperate need for assisting disadvantaged immigrants.

The nationality of the immigrants coming to the United States is disproportionally Hispanic. Currently they represent 44.3 million people in the United States or 14.8% of the population in 2006 (U.S. Census Bureau, 2006). Out of the 44.3 million people in the United States, an even larger amount, 30% are Hispanic immigrants counted for in California (U.S. Census Bureau, 2006). These numbers create concern that immigrants could increase costs for social welfare services. The link between immigrants and welfare has been much debated in immigration policy. Should undocumented immigrants receive social welfare benefits? Social workers are caught in the middle of the conflict of cost
versus the morality of helping someone in need, whether documented or undocumented. Is this conflict affecting the service they provide to this population? Can a social worker manipulate the type of services they offer an undocumented immigrant if their biases are not put behind them?

Social workers play a crucial role in helping immigrants understand American laws, policy and procedures, and sometimes culture. A social worker is often the first person people talk to about their immigration issues. Most see social workers as a resource and referral contact. Many social workers have been dedicated to helping clients gather key evidence, evaluations, or have served as a primary contact with officers in immigration cases. However, just as there are social workers that go beyond the call of duty, other social workers keep their involvement limited, if at any. What creates the discrepancy in the service provided? Social workers are expected to be committed to the profession’s core values of human rights and social justice, according to the National Association of Social Worker’s (NASW, 2010) code of ethics.

Throughout history, social workers have been involved in helping immigrants make the transition into American society. These social workers should understand that immigration policy is complex and that the response from the public opinion may be favorable or unfavorable to undocumented immigrants. Neither public sentiment, nor their own attitudes should affect the quality of service provided to immigrants.
Immigrants are a significant portion of the United States population and NASW’s (2010), policy statement on immigrants and refugees states that “the plight of refugees and immigrants [must] be considered on the basis of human values and needs, rather than on the basis of an ideological struggle related to foreign policy.”

The current political context of immigration makes the job of social workers much harder and can cause social workers to create perception either negative or positive. Social workers should ensure equal protection from discrimination and equal service for all immigrants, refugees and undocumented individuals who come to live in the United States. It is what the profession calls for. It is important that a knowledgeable social worker be involved in the process to help these immigrants without bias. According, to the National Association of Social Workers (NASW) code of ethics: “A social worker’s, primary mission in the profession is to enhance human wellbeing and help meet the basic human needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” “The mission of the social work profession in rooted in a set of core values” (NASW, 2010).

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The California State University, Sacramento Masters of Social Work program offers an intensive curriculum that includes a two-year internship requirement, a variety of core/elective classes and a thesis project, which allows the students to learn about
social work practice and policy. It also allows the student to take advanced electives for an opportunity to specialize and focus a practice upon specific populations (e.g., foster children) or with particular conditions (e.g., homeless). Unfortunately the topic of immigration has not sprung a stand alone course of this topic. This is noticed in the current California State University, Sacramento curriculum where no available classes on the specific topic of immigration are offered to graduate students. If the education is not provided, how will these future social workers be able to work with one of the fastest growing populations in California? Knowledge is key and needed because of all the bad press and stereotypes around undocumented Latino immigrants receiving social welfare benefits. This is especially true as these stereotypes tend to be magnified in a time of crisis and economic strife. The generalizations made can lead our government to make swift changes to our immigration policies, in which we have seen since the September 11, 2001 attacks.

**Statement of the Problem**

Currently to be able to receive a master’s degree in social work from California State University, Sacramento, the college requires a certain amount of core courses and elective courses, alongside a two-year internship component for completion of a Masters of Social Work degree. These internships and classes are designed to offer various experiences in diverse areas of social work and also to help connect students to populations that may not be familiar to them. Areas that are greatly stressed by Sacramento State staff are child welfare, mental health, geriatric health, chemical dependency, homelessness and populations involved in violence. Often other internships
related to working with immigration services are overlooked and class lectures on this topic are briefly presented. It seems odd that a deeper emphasis is not given towards this topic by the school’s curriculum. Especially because of the deep animosity people share about tax dollars going towards undocumented immigrants in the areas of receiving social welfare benefits, medical support, food stamps and cash aid. Such a topic should be of a pressing nature and concern to future students because as mentioned previously, this population continues to grow exponentially in California. Internship placements should develop a way of targeting current societal issues in areas where students are needed in social work.

The two-year commitments of internships should include those societal issues that are overlooked. This will allow students to have more of a well-rounded learning experience by exposure to an unfamiliar population of their community. It would be wise to suggest that without an emphasis on current societal problems, such as immigration and a link between social work internships; the lack of understanding major dilemmas (in this case immigration), will continue to be overlooked and misunderstood.

This thesis is seeking to answer if the social workers graduating from the Masters of Social Work program at California State University, Sacramento, are leaving school with preconceived attitudes about Latino immigrants being recipients of social welfare benefits? If these attitudes are negative, it is a problem because these attitudes can possibly limit specific services. With Latino’s being the largest growing population, there is a possibility that undocumented Latino immigrants may also increase as social welfare recipients. The hope through this project is that a survey can sample a small section of
future social workers to determine if they may or may not be ready to help offer services
to this growing number of undocumented Latino immigrants. It will also help determine
how attitudes can affect the way they offer services.

**Purpose of the Study**

The purpose of this study is to explore if there are any current attitudes towards
undocumented Latino immigrants receiving social welfare benefits among social work
students in the graduating program at California State University, Sacramento. This
research is necessary today because the United States economy is currently in a recession
(Azis, 2010). Often times, stigma is attached to the topics of immigration and welfare in
time of economic strife.

The role of the social worker is an important one that at many times influences
and creates decisions for others. With the current status of the economy and surrounding
myths of immigration and welfare, current students of the masters of social work program
of California State University, Sacramento could be at risk in developing attitudes either
negative or positive about undocumented Latino immigrants receiving social welfare
benefits. These future social workers may be graduating and leaving with preconceived
attitudes about this population, possibly limiting specific services to their clients. With
Latinos being the largest growing population there is a possibility that undocumented
Latino immigrants may also increase as welfare recipients. Training on how to serve this
population is crucial to appropriately serve them.

Consider the risks or consequences of making an important decision with
inadequate evidence, in this case denying or approving social welfare benefits to a person
of this population. Taking a survey of current MSW I and II students in all the practice classes in the 2010-2011 academic school year will allow a research study to see if there are attitudes and/or lack of knowledge of this population. By asking a series of questions to the students about their attitudes, their beliefs, and their opinion on training about this population; this study will explore if attitudes are affected by lack of exposure, media perception, and government policy. The results may reflect that there is a need for education about immigration.

Understanding that there is a lack of information about this topic helps create remedies in developing a proper cultural competency program for graduates entering the field. As developing social workers, acknowledging and accepting that there are attitudes towards a population creates an opportunity to find information of how to work with these feelings so that it may not interfere while providing social services to the population.

Theoretical Framework

If immigrants currently in the United States are receiving welfare benefits, while at the same time the government is cutting funding for other programs, this could be viewed as a problem by nonmembers of the immigrant group. It is evident in this statement, as it is perceived that there is a threat of competition for economic and power resources. Conflict theory can apply because according to Schriver (2004), it analyzes the structure of power distribution in a society and seeks to improve the social condition of the marginalized sections through unity. It also suggests that a society is split into the
'haves' and 'have knots' where one privileged section seeks to concentrate power and resources into their hands while marginalizing others.

To understand how attitudes can be developed when discussing topics about immigration and social welfare benefits, one can apply conflict theory. Through conflict a negative perception is created by the marginalized. This example illustrates the power struggle among the people competing for the same resource, which in thus creates negative attitudes towards a group of people. It is important to note that the basic premise of this theory, competition over resources, is not what is associated when applying the theory. It is the perception from the competition that leads to conflict and or creation of attitudes that is applied from use of this theory. Conflict can create negative attitudes. In this example negative attitudes among the U.S. people are created that in turn can influence government and social policy. It can also influence a social worker when providing services to an immigrant, legal or illegal. Conflict theory draws attention to power differentials and generally dominant ideologies are winners. From a perspective in social service this theory emphasizes that there is an inequality for immigrants. To create a solution feminist theory can also be applied.

One aspect that Feminist theory utilizes is the notion of gender inequality. Note that the use of the basic premises of this theory is to focus on the part of understanding inequality among all people and not to be gender specific. This theory can be used to inspire change by applying its methods of the promotion of rights and elimination of any discrimination, stereotyping and oppression. Conflict theory can also be used as it also tries to achieve social equality proposing the unification of marginalized groups. These
Feminist theory suggests a positive attitude towards undocumented Latino immigrants receiving social welfare benefits. It creates positive attitudes towards all immigrants as it follows the mission of NASW (2010), “to enhance human wellbeing and help meet the basic human needs and empowerment of people who are vulnerable, oppressed, and living in poverty”.

Both theories are different but when used, one must highlight with the ideological aspects of the theories to be able to apply it to this project. Applying these theories is accomplished by extracting the content of empowerment to enable the affected group. Both theories suggest and have perspectives that hold parallels in pointing out the oppression of this group. Despite the distinctions among them, it is important to note that the processes proposed by these theories are not necessarily incompatible, and may have complementary roles to play in creating relief to the oppressed, in this case immigrants.

**Definition of Terms**

There are several terms that are familiar or unfamiliar. These are defined below:

*Attitudes.* Attitudes are measures of like and dislike that can be changed through persuasion (Rouse, Wilkinson, & Garand, 2010).

*Cultural Competency.* (Taken from the word competent and combined with cultural) having the capacity to function or develop in a particular way; specifically: having the capacity to respond to different cultures (Merriam-Webster, 2010).

*Discrimination.* The behavior or action of individuals and groups that treats groups of different cultural background with negative attitudes by denying them equality (Potocky-Tripodi, 2002).
**Environment.** The aggregate of social and cultural conditions that influence the life of an individual or community (Merriam-Webster, 2010).

**Intercultural Learning.** An understanding of different cultures, with their differences and similarities that includes a theoretical and academic framework (Neito, & Booth, 2010).

**Latinos.** People who have ancestry origins in Latin America or Spain (Martinez, 2010).

**Stereotype.** An oversimplified category or a typecast or label of a person or thing (Bermudez, Kilpatrick, Hecker, & Torres-Robles, 2010).

**Undocumented Immigrants.** People or persons who enter a country illegally or legally, but overstay the number of days permitted on their visa or violate the terms of their permanent resident card or refugee permit (Salamon, Abrams, Bruder, Crow, & Miller, 2010).

**Welfare Benefits.** A form of assistance given by the government to assist low to no earned income wage earners with help from food stamps, cash aid and medical services (Thaden, Jacobs-Priebe, & Evans, 2010).

**Western Christian Beliefs.** Is composed of, but not limited to five major branches of Churches: Roman Catholic, Eastern Orthodox, Oriental Orthodox, Anglican, and Protestant. The Assyrian Church of the East is also a distinct Christian body. (Century Marks, 2010).

**Assumptions**

This study explores the attitudes of social work students in the Master of Social
Work I and II programs at California State University, Sacramento towards undocumented Latino immigrants receiving social welfare benefits. The following assumptions are made in the interpretation of this study.

1. This study assumes that social work students take the position that due to the current state of our economy, many will hold a negative view on undocumented Latino immigrants receiving social welfare benefits.

2. This study assumes that social work students’ negative or neutral attitudes toward undocumented immigrants is due to the lack of information about this population in the MSW curriculum.

3. This study takes the position that social work students would be more inclined to learn more about this population if information was provided in the MSW curriculum.

4. This study takes the position that social work students with less contact with Latinos will be less accepting of undocumented Latino’s receiving social welfare benefits than students with more contact with Latino’s.

The assumption that social work students will hold a negative view on undocumented Latino immigrants receiving social welfare benefits is due to the current state of our economy is suggested because much of the literature review suggests that people associate immigrants to the downfall of the economy. If this holds true, it would be assumed that negative attitudes would be recorded from the research of this project towards undocumented Latino immigrants receiving social welfare benefits. Findings of such attitudes are observed in the findings of Espenshade & Hempstead (1996) who state
that the “intensity of feelings toward immigrants is closely linked to economic conditions and suggested that racial prejudice is stimulated in economic recessions” (p. 539).

The second assumption that social work students’ attitudes toward undocumented immigrants hold negative to no attitude on this population could be due to the lack of information about this population. The MSW curriculum at California State University, Sacramento shows no specific class in its catalog of classes on immigration or related topics. Unfortunately the topic of immigration rarely is touched upon in this program. It has also been the experience of the researchers of this thesis during their MSW course work at California State University, Sacramento. As stated in this thesis it is believed that when there is lack of information negative feelings can be attached to someone or something because of fear of the unknown. A neutral attitude can be assumed due to no opinion because of lack of information or no association to the topic of immigration.

The third assumption that this study takes on the position that social work students would be more inclined to learn more about this population if information was provided in the MSW curriculum is suggested because fellow classmates, including the authors of this thesis, have suggested interest in immigration and related issues.

For the last assumption in which this study takes the position that social work students with less contact with Latino’s well be less accepting of undocumented Latino’s receiving social welfare benefits than students with more contact with Latino’s is suggested from course work. Professors at California State University, Sacramento have suggested in lectures that social workers with more contact, experience, education, and information about a population have more empathy. This suggests that practice and
education create acceptance.

Justification

The researchers in this study will be examining attitudes students have toward a minority population. It is hoped that the results will justify positive attitudes and highlight if more cultural competency training is needed. Awareness about this topic is necessary since it has become a hot-button topic with Arizona passing SB1070. As time is passing, the unemployment rates are staggering and the country’s budget crisis worsens. Today this topic is important as our economy finds itself in an economic recession. Within this time, many are to blame, including undocumented Latino immigrants. It is important to explore attitudes of those in the social work profession towards this population. More specifically, an individual social worker’s perception about undocumented Latino immigrants, as it may influence the manner in which services should be provided to people of this population.

The study is important and necessary because it could provide data on California State University, Sacramento social work students’ knowledge and training in immigration and related issues. We are assuming students will show a lack of knowledge about immigration and related issues, and their attitude towards this population will be negative.

Limitations

Due to the limited amount of research done on the topic of social work student’s attitudes towards undocumented Latino immigrants receiving social welfare benefits, the researchers of this thesis are going to explore the following:
1. Are there attitudes towards undocumented Latino immigrants who receive social welfare benefits?

2. Are these attitudes negative?

3. Why is it important to understand why attitudes affect the work of social workers.

4. What are some of the possible causes of these attitudes?

5. Is there more education and training needed?

To explore these questions the suggested method to find answers is through a survey that will be conducted on a purposive sample of MSW students from California State University, Sacramento. Due to the type of sample and method used, the limitations the researchers are trying to overcome are listed below.

1. No prior studies have been conducted. So research is limited for our literature review.

2. There may be lack of participation from students.

3. No interviews are being conducted within the demographic.

4. Our samples may be skewed.

5. This only applies to social work students’ perspectives and not a general perspective of social “professionals” in the community.

6. This study will have limited sample size that is non-representative subset of a larger population.

Another limitation that the researchers may encounter will be the method used to collect data. By using the likert scale, it is understood that the collection of data may be subject to misrepresentation for several reasons.
1. Respondents may avoid using extreme response categories.
2. Agree with statements as presented.
3. Try to portray themselves in a more favorable light.
4. Maybe afraid to answer the question in the way they truly feel.

Due to these possible limitations, the researchers understand that when presenting the survey, it is necessary to present with a disclaimer. The disclaimer is asking of the participants to report in their survey with the most honest opinion possible.

Summary

This study explores the attitudes of graduate level social work students toward undocumented Latino immigrants receiving social welfare benefits. The opinions individuals have about immigrants decide the method in which they believe services should be delivered to people in this demographic. Due to the growing amount of undocumented Latino immigrants arriving to the United States our personal attitudes, as social workers, should stay neutral but as human beings this is not always the case. Therefore, it is essential to explore if social work students at California State University, Sacramento acquire the cultural competency to assist this population without allowing their attitudes to negatively impact the way services are delivered. Furthermore, the following chapters are comprised of a literature review in Chapter 2 that explores the history of immigration in the U.S, the history of social welfare benefits in the U.S., social welfare benefits and Latino immigrants, welfare reform in the U.S, attitudes towards immigration, and the social workers role. Chapter 3 describes the methodology used in
the study. Chapter 4 presents the results of the study and Chapter 5 explain the findings and implications for further deliberation.
Chapter 2

LITERATURE REVIEW

Introduction

The United States today is shaped by a unique wave of immigrants from all over the world that do not only include the neighboring countries surrounding the U.S, (Latin America and Canada). Today it is estimated that 38.5 million are foreign-born, representing roughly 12.25% of the total U.S. population (U.S. Census Bureau, 2009). Of these immigrants, 21% reported entry into the U.S. prior to 1980 and 32% reported entry between 1980 and 2000 (U.S. Census Bureau, 2009). “Over half (59%) of foreign-born population entered the United States during the last two decades” (U.S. Census Bureau, 2009).

In 1996 it was recorded that nearly one in ten U.S. residents was born in another country, that's twice as many as in 1970. Though the current influx doesn't match the 1910 peak, when about one in seven residents were foreign-born, there's a crucial difference: back then, the overwhelming majority of immigrants were white-skinned Europeans. The latest statistics show that the top sources of newcomers are from Latin America at 53.3%, Asia at 25%, Europe at 13.7% and 8% all other nations. “One-third of the foreign-born population is Latin; one-fifth is Asian, and one-twelfth is black, according to the Census Bureau (2003). If that pattern holds true, by the middle of the next century, the United States will be the first fully racially mixed nation in the First World. Are social workers prepared to work in a diverse population?
Many fail to accept that immigration will not stop and that it continues to be part of our society’s norm, as it has become part of the American dream to come to America. Immigrants that left their country in search of a better world founded America. Why would this change today? With immigration at its current pace, according to the U.S. Census Bureau (2009), it will have created a shift in population demographics where minorities will be the majority for some states. By the time today’s toddlers reach middle age, every American will be a member of a minority group. This swift transformation is challenging long-held assumptions about what it means to be American, and the centuries-old conflict between blacks and whites now includes immigrants, making this topic more complicated. In a sense our government at times closes doors for newcomers, deport some recent arrivals, and take back benefits once offered to immigrants as it has been observed through senate bill 1070 and the personal responsibility and work opportunity act legislation. All which have been enacted over the last 15 years in aims to control the amount of social service benefits provided to undocumented Latino immigrants. Immigration is no new topic, but one that many should be familiar with to help create change for this population.

For social workers, courses that teach about diversity are crucial for a social worker’s exposure of other populations. It is assumed these courses will teach social workers about immigration and related issues. Information and experience in working with a diverse population is very important for a social worker. The topic of immigration is a hot topic now, especially during times of crises. In this current recession, immigrants
are taking blame and social workers need to be prepared and able to take action to reduce the stress for this population.

Educating social workers on how to work effectively in a diverse environment helps prevent discrimination and promote inclusiveness. It can enhance the social workers’ responsiveness to an increasingly diverse world of clients, improve relations with the surrounding community, increase the social worker’s ability to cope with change, and expand the creativity of the social worker when dealing with complicated cases, possibly in immigration.

Mixed feelings can be expressed about immigration and admitting to minimal knowledge is acceptable. It is the hope of this study to reveal that attitudes toward undocumented Latino immigrants receiving social welfare benefits are positive. If there are negative attitudes, it is hoped that they are the effects of either having no knowledge or some knowledge about this population. This small sample of people can present the case that knowledge of immigration is key to the attitudes held about immigration. For some the word immigration can raise fears, while for others it may demonstrate zero to positive feelings about immigration.

This thesis will explore what attitudes the social work students in the masters program at California State University, Sacramento may have towards undocumented Latino immigrants receiving social welfare benefits. There will be a brief overview of the history of immigration, history of social welfare benefits in the United States and the welfare reform. This project will also provide facts on how much social welfare benefits are being used by Latino immigrants. Attitudes can influence services provided to
clients by social workers. Understanding what attitudes these social workers have is key in presenting a case that more training may be needed of this topic in the curriculum of the California State University, Sacramento to understand immigration and related issues.

**History of Immigration in the United States**

From as far back as the Treaty of Guadalupe Hidalgo in 1848, which ended the Mexican War and established a peace treaty between United States and Mexico, the two countries have had a contentious relationship that is still relevant in today’s society. The Treaty required the United States to honor civil liberties and rights of the Mexican population and the U.S. received rights to own California, New Mexico, Nevada, Utah and parts of Arizona, New Mexico, Colorado, and Wyoming (Guadalupe Hidalgo Treaty of, 2010). As anti-immigration sentiments grew, many more bills and immigration acts evolved trying to resolve issues Americans had toward Latinos and other racial denominations arriving to the United States.

In an ironic twist of events during the Mexican revolution of 1910, women’s groups along with religious groups, felt a form of sympathy towards Mexicans dealing with the harsh realities of war and the struggles of inadequate housing, employment, and health care. The revolution allowed for many more immigrants of Mexican decent to arrive into the United States. Toward the end of the Revolution in 1917 the Asiatic Barred Zone Act or what is commonly referred to as the Immigration Act of 1917 was passed “which gave a free hand to implement all the racist and eugenicist exclusion laws they desired, most notably the 1921 and 1924 Quota laws” (Ly & Weil, 2010). Some of these notable restrictions were enforced by literacy tests. Mentally or physically
defective individuals and people in the eastern area of Asia and the Pacific Islands were all banned from entering the United States (Ly & Weil, 2010). However, the United States gave preference to Mexican laborers to bypass any literacy test during the Immigration Act of 1917 when there was a need for a workforce to continue in the agricultural sector (Spotts, 2002).

Despite being given the opportunity to work in the United States, the opportunities were limited after employment. Low wages, lack of educational opportunities, resources to buy homes and advance in the workforce, resulted in the harsh conditions that found many Mexicans living in make shift homes struggling to make needs met (Jansson, 2005). As the increase of all nationalities started to migrate into the United States, the Johnson-Reed Act better known as the Immigration Act of 1924 was established. This act tried to limit the annual number of immigrants to 2 percent of the number of people from the same country who were already living in the United States. The law’s primary aim was to drastically reduce the large flow of Southern and Eastern Europeans, who were deemed inferior “breeds” (Molina, 2010). However, the U.S. government placed immigration restrictions in an attempt to control immigration by creating a “temporary” contract labor program. The word “temporary” identified the sentiment that the laborers were needed, but not wanted as permanent residents in the United States (Gilbert, 2009). This word in today’s society also symbolizes that Latinos are not supposed to be here on a long-term basis.

Fast forward to 1952 when the McCarran-Walter Act better known as the Immigration and Nationality Act brought all existing immigration laws into one. This act
attempted to lump together prior acts between 1875 and 1952 that aimed to restrict immigration based on moral behavior, criminal records or prearranged employment. Both right and left wing politicians for different reasons established the McCarran-Walter Act. For the left it removed race and sex discrimination as a standard to immigration, and amended the national quota system for the right wings it gave special preferences to immigrants with specialized skills (Porter, 2006). The emergence of the border patrol developed within the act, deporting 300,000 immigrants between 1952 and 1954 (Spotts, 2002).

Some thirteen years later in 1965, the Immigration Act of 1965 was enacted to abolish the old system of immigration especially that of the 1924 Immigration Act that had strict limitations on new immigrants arriving to the States. In a radical departure from the past, the 1965 Immigration Act scrapped the nation origins approach (favoring European immigrants) for a new immigration system that welcomed those from non-European countries (Thomson, 2009). In effect, the 1965 migration law opened the floodgates to immigration from all nations. The results were stunning and unexpected: from 1965-2007, the U.S. accepted more than 40,000,000 immigrants, mostly from struggling Third World countries (Thomson, 2009). This one single Act enacted a melting pot that made the gateway to immigration through Ellis Island seem like a small amount in today’s terms.

According to the Department of Homeland Security, by 2008 there were 11.6 million illegal immigrants living in the United States, 61 percent from Mexico thus labeling this invasion a “Mexican invasion” (Massey, 2009). With the reclassification of
Mexicans as illegal, it helped shape American’s sense of immigrants as criminals before engaging in any illegal activity supporting efforts that would limit Mexican immigration and put a halt on legal citizenship. By 1986, the net inflow of new undocumented migrants had skyrocketed, rising to around 230,000 per year; where as three decades earlier there had been none (Douglas, 2009). With an increase of Mexicans arriving in the United States for employment opportunities, negative sentiment took a militarization tone in the U.S.-Mexican border (Douglas, 2009). This led to the United States passage of the 1986 Immigration Reform and Control Act to combat unauthorized immigration into the United States (Potocky-Tripodi, 2002). IRCA also created harsh penalties to employers for hiring undocumented immigrants and added additional funding for border enforcement to control the flow of undocumented immigrants (Gilbert, 2009).

As the beginning of the millennium brought new changes with elected officials, more notably our nation’s first black president, many Americans started to feel a deep dissatisfaction towards our immigration policy or lack of. State governments started to take control of their own immigration concerns. Particularly Arizona with the passage of Senate Bill 1070 which aims to reduce the number of illegal immigrants, by mainly enforcing federal laws which local politicians accuse the federal government of neglecting (Arizona Rogue State, 2010). As the debate lingered many opponents of the bill viewed its objective as a racially motive bill aimed at targeting Latino’s civil rights. Included in the bill was a provision requiring law enforcement officials to check the immigration status of anyone during a routine stop whenever police had reasonable suspicion that the individual was an illegal immigrant (Richey, 2010). Proponents viewed
the bill as a way of enacting federal laws that were passively being ignored and a way to complement federal government guidelines (Richey, 2010).

**History of Social Welfare Benefits in the United States**

When immigrants first began arriving in the United States, they took whatever jobs they were able to find. However, there were not many options for low skilled uneducated immigrants that did not speak (or spoke very limited) English. Still there was work to be done in factories during the Industrial Revolution, and the immigrants took the jobs they could obtain. The factories did not pay well and the families required all members to work in order to make ends meet. Unfortunately they were still unable to make enough money to support themselves. Families took in as many people as their living quarters could handle. Even then, they sometimes took in more people so they could charge rent and put the remaining money into a collective ‘pot’ to help each other out in an altruistic manor.

On Black Tuesday, October 29, 1929 the stock market crashed. Major cities across the Nation had laid off most workers, and the Dust Bowl set in over the Great Plains in the 1930’s-1940’s. This caused agriculture to come to a screeching halt. There was little to no movement in any sector as far as employment was concerned. The nation had become poor overnight. At the time people invested and saved the money they earned to pay for their means of life for the present moment as well as the future. There was not yet a retirement system established and many worked until they were simply unable to do so any longer. The elderly (if not rich enough to hire help) moved in with their children, and were taken care of from that point forward.
As the Great Depression happened the working age children were unable to provide for themselves, much less a ‘useless’ senior, who for all intent and purposes was just another mouth to feed. This was the first time the government was required (by the sheer number of those in need) to help individual families with Social Welfare. Prior to the crash of the market and the dire straights the nation was experiencing, American philosophy was to avoid government involvement in personal life and finances. Their laissez faire sentiment was due to a history of fear of a large tyrannical government they had left behind in England.

President Franklin Delano Roosevelt (1933 - 1945) within his "First Hundred Days" unveiled his New Deal, which through the establishment of many government programs and policies was able to get the country back on financial track (Kennedy, 2010). Thereafter the government built in forms of social services for those Americans in need. One of the programs created under The New Deal, and still in place today, is the 1935 Social Security Act. The preamble gives the best description of the Social Security Acts which states: “An act to provide for the general welfare by establishing a system of Federal old-age benefits, and by enabling the several States to make more adequate provision for aged persons, blind persons, dependent and crippled children, maternal and child welfare, public health, and the administration of their unemployment compensation laws; to establish a Social Security Board; to raise revenue; and for other purposes” (The Social Security Act (Act of August 14, 1935) [H. R. 7260]). While the nation got back on its feet after The Great Depression and the end of World War II, many of the programs
started by the New Deal went by the way side. However, the Social Security Act remained and was later expanded upon.

The Public Housing Act of 1937, also known as the Wagner–Stegall Act, provided a subsidy to be paid to local agencies to provide housing for low-income families (Kennedy, 2010). This act was later amended by the Housing Act of 1949, which set uniform criteria for decent living conditions to prevent low-income families from being forced into unsafe living conditions (Social Security Administration, 2010).

The 1946 National School Lunch Program provided funding for food preparation, service facilities, and meals. The act also allowed a budget to provide education regarding nutrition to school children between the ages of 5 and 17 that could prove a need for assistance (Guthrie, Newman, & Ralston, 2009).

U.S. Government was taking care of those who were physically able to work, but had left out a whole section of the population; the children, disabled, and elders of the nation. The disabled population was growing immensely due to the veterans returning home from war. They needed services fast. In 1950 the “Aid to Permanently and Totally Disabled” act was enacted (Social Security Administration, 2010). This act was later expanded and amended in 1972 by the Supplemental Security Income program (SSI) (Social Security Administration, 2010).

As American men returned home from the numerous wars in the first half of the twentieth century, the realization of a need for healthcare was highlighted. This need was not for immediate treatment of disabled veterans, but more so for their parents and grandparents who were forced to drop out of school and were not college material when they
returned home. This was going to be continued medical treatment for those who were unable to start lucrative businesses that would provide for them in their ‘golden years.’ This was the need of most seniors in the nation (Adult Assistance Program highlights, 1994).

In 1960 Medical Assistance for the Aged was enacted as part of the Social Security Amendments of 1960 to cover the cost of healthcare. The act provided federal grant money to the states for aid to cover the cost towards vendor medical bills. These benefits were expanded with the Social Security Act of 1965, as part of President Johnson’s Great Society program. From this the new medical assistance program was dubbed “Medicaid” (Social Security Administration, 2010).

During President Lyndon B. Johnson’s term, (1963-1969), he began the “Great Society program.” This was the beginning of the Medicaid program and his stance on anti-poverty, which led to the creation of the 1964 Food Stamp program (Social Security Administration, 2010). The food stamp program was designed to “permit low income households to receive a greater share of the nation’s food abundance” (The Food Stamp Act, P.L. 88-525). Eligible families would be permitted a nutritional diet by issuance of coupons, issued at face value, to be spent at food stores that had been previously approved by the program (Social Security Administration, 2010).

Social Welfare Benefits and Immigrants

Welfare statistics in the United States seem to be misleading and more confusing when the general public puts a stigma on welfare and its recipients. It has been assumed that recipients are illegal immigrants, people who have substance abuse problems or lazy
people who do not want to do anything more than to collect a free check every month. Overall, immigrants have slightly higher welfare use rates than natives (6.6 versus 4.9 percent) (Fix, Passel, & Zimmermann, 1996).

According to Fix, Passel and Zimmermann (1996), welfare use among immigrants is concentrated among refugees and elderly immigrants who use welfare at rates disproportionate to their numbers. These two groups make up 21 percent of the immigrant population but 40 percent of welfare users (Fix, Passel & Zimmermann, 1996). Non-refugee working-age immigrants use welfare at about the same rate as natives. Compared with native-born families, immigrant families are more likely to be poor and thus income-eligible for means-tested public assistance programs, such as Temporary Assistance for Needy Families (TANF) and the Supplemental Nutrition Assistance Program (SNAP) (Vericker, Fortuny, Finegold, & Ozdemir, 2010). Two of the largest federal food assistance programs, the Special Supplemental Nutrition program for Women, Infants, and Children (WIC) and the National School Lunch Program (NSLP) have no eligibility restrictions for either unauthorized or authorized immigrants. These two programs experienced rising participation from the mid-1990s to 2006 (Vericker, Fortuny, Finegold & Ozdemir, 2010).

As waves of undocumented immigrants started arriving in the United States in the 1980’s and 1990’s, public sentiment was negative, and their legislators were sensitive to the problem. Voters in California passed proposition 187, also known as the Save Our State initiative. The bill aimed to eliminate social services for undocumented immigrants, including nonemergency health care and public education, and also required public
officials to report suspected undocumented immigrants to then U.S. Immigration and Naturalization Service (INS) now Immigration and Customs Enforcement (ICE) (Michelson, 2010). Proposition 187 also required all service providers to report suspected illegal aliens to California’s Attorney General and to then U.S. Immigration and Naturalization Service (INS) now Immigration and Customs Enforcement (ICE) (Martin, 1995). This included teachers, school clerks, social workers, nurses, emergency response workers and police officers. Proposition 187-debated key social service benefits that everyday citizens take for granted and it nearly came to fruition. These benefits included barring illegal aliens from California’s public education systems from kindergarten through university levels. Secondly, the proposition required all providers of publicly paid, non-emergency health care services to verify the legal status of persons seeking services in order to be reimbursed by the State of California (Martin, 1995). Third, proposition 187 required that all persons seeking cash assistance and other benefits to verify their legal status before receiving such benefits (Martin, 1995). According to Governor Wilson, denying public services to unauthorized aliens would discourage them from coming to the United States and encourage some who are here to leave (Martin, 1995). The early days of proposition 187 brought more fear than actual retaliation to undocumented immigrants. Many were reluctant to seek services for fear of deportation. Activism from local communities with large undocumented immigrant populations encouraged Latinos to come back to seek the services they were used to receiving. Federal injunctions prevented proposition 187 from ever being implemented as a tool to help combat the illegal immigration issue and to bring back fiscal responsibility to the
state of California. However, this was not going to be the last government attack on the immigration or attempting to prevent welfare use from illegal aliens. “Aftershocks are still being recorded as more than a dozen other states are contemplating introducing similar measures” (Espenshade & Hempstead, 1996).

**Welfare Reform in the United States**

No more than a few years after proposition 187 the federal government took part in establishing a countrywide restructuring of its welfare programs. This was known as the Personal Responsibility and Work Opportunity Act of 1996 (PRWORA). The 1996 federal PRWORA legislation prevented newly arriving illegal immigrants from accessing federally funded assistance programs for their first five years in the U.S. (Cohen, 2003). Along with preventing aid to illegal immigrants the PWRORA had four more key objectives. The first was to end welfare as an entitlement program; meaning that because you were a citizen in need of aid you would no longer automatically be eligible for welfare assistance. Second, it required recipients to be working after two years of receiving benefits. Third, it placed a lifetime limit of five years on benefits paid by federal funds. Fourth, it encouraged two-parent families and discouraged out-of-wedlock birth, inline with its discouragement of out-of-wedlock births, PRWORA enhanced enforcement of child support (Marchevsky & Theoharis 2010). These new stricter guidelines put illegal immigrants in a bind with very little exceptions. In an attempt to put people to work as opposed to collecting welfare benefits PWRORA may have actually made matters worse for people living below poverty lines. These new mandates have put people specifically Latina’s in a vulnerable position. This fact is correlated to greater
welfare fraud in comparison to the general population.

In a random sample study, information gathered from the San Diego Public Defender Office’s welfare fraud case files from 2001 and then followed-up in 2005 revealed similar characteristics that mirrored San Diego County’s welfare caseload. Those characteristics were that women of color whose average age was 35.5 years old committed most welfare fraud. About half of them had a high school degree or less, only 17% had vocational training, and none of them had a college degree. They had, on average, two children, and they all received little to no child support (Swan, R., Shaw, L., Cullity, S., Roche, M., Halpern, J, 2008). For the majority, the fraud conviction was their first offence, and the mean amount of the overpayment was less than $5,000. With 64% receiving no child support, most cases involved interpersonal violence or external control over recipients’ lives by significant other (Swan, R., Shaw, L., Cullity, S., Roche, M., Halpern, J, 2008). Despite the targeted demographic of people committing welfare fraud the study concluded that, women often commit fraud unknowingly, and when they do commit fraud intentionally, it is because they simply cannot make ends meet. This study had major repercussions for immigrants, possibly discouraging eligible immigrants from obtaining the type of benefits that would encourage health, nutrition and other benefits for healthy living.

Attitudes Towards Immigration

Attitudes toward immigrants and immigration create stereotypes, some positive while others negative. This may be a result of false or misleading information. Take for example a perceived stereotype of how immigrants currently in the United States are
receiving welfare benefits, while at the same time the government is cutting funding for other programs. This can create the negative attitudes expressed by U.S. citizens. In this perception, it is evident that there is a threat of competition for economic and power resources. This could strongly influences current attitudes about immigration, just like lack of or misleading information, or those perspectives obtained from the environment. Ha (2010) points out that little information has been obtained on what creates attitudes towards immigrants and states that “a vast majority of research on public attitudes toward immigration has focused on individual-level psychological and socio-economic factors without any detailed consideration of environmental determinants” (Ha, 2010).

Let’s expand on the above example. In this competition for economic resources, immigrants are potentially taking resources. The word immigrant side by side to U.S. citizen can illustrate status of entitlement, which can lead to group competition. We suggest that perceived group competition has both cognitive and affective basis. The perception associated with group competition involve beliefs that the more one group obtains, the less is available for other groups. There is a perception that any gains that the other group might make must be at the expense of the other. The emotions accompanying these beliefs may include anxiety and fear thus leading to an acquired attitude about immigration. Misleading information in this case creates anxiety and fear. At the same time to not know the facts also creates fear and anxiety.

Let’s change this statement into a fact now by changing some words. Legal immigrants currently in the United States are eligible to receive welfare benefits, while at the same time funding for other programs are being cut by the government, affecting
them and U.S. citizens. Did this make you feel different? The perceived attitude is not negative. In the above statement the changed words are underlined so that you can see what was different. This statement shows no competition for economic resources. In reality a few studies have already examined the post-1996 trends in welfare use by immigrant households. Borjas (2002) show that “the rate of welfare participation among immigrant households declined sharply- relative to the decline experienced by native households-after the welfare reform legislation was enacted in 1996” (Borjas, 2002).

The above was just an illustrated example of how attitudes can come to be. There are various ways and reasons why we hold the beliefs or attitudes. In a study by Ha (2010) at Yale University, it was found that racial surroundings correspond to public attitudes on immigration in the United States. “The findings suggested that significance of racial integration alleviated interethnic tension about immigration” (Ha, 2002). From this finding it is evident that our environment also affects our attitudes. The environment for everyone is different which can consist of many external factors that influence the individual, (i.e., school, work, friends, media, family, religion, a significant other, race, culture, etc.). For the purpose of this thesis; California State University, Sacramento is considered a part of the environment that may affect the attitudes of the MSW students in this research sample. Included in this survey are questions that ask if information about immigration was provided in their curriculum course work. These questions are necessary to evaluate if California State University, Sacramento is a part of the environmental factor that attributes to the attitude the MSW student has towards this population.
It is hoped this survey will make the students aware of their attitudes. A research study pointed out that expanding minority groups creates attitudes of hostility and other forms of prejudice (Alba, Rumbaut & Marotz, 2005). Alba, Rumbaut and Marotz (2005) also found studies that suggest that prejudice against immigrants varies in accordance with the size of an immigrant population. There have been articles with aims to evaluate contemporary America Attitudes towards immigration and other countries have done similar evaluations about their immigration numbers, but no articles suggest the evaluation of social workers’ attitudes towards immigrants (legal or illegal) receiving social welfare benefits. The most recent evaluation was in 1993 by Espenshade and Calhoun, who analyzed data from a southern California survey in 1983 about the impacts of undocumented and illegal immigrants. They found that “there has not been a follow-up study that evaluates more recent evidence to see how residents throughout the United States feel about overall levels of immigration (legal and undocumented)” (Espenshade & Hempstead, 1996, p.535). This research was one of few studies that used adequate statistical methods.

Espenshade & Hempstead (1996) also found that it was evident that American attitudes towards immigration are negative. They were surprised on how little empirical work has been done to examine the bases of these attitudes even though there is a large literature on attitudes towards immigration studied in different disciplines about American public attitudes. No studies survey the attitudes of social workers who have completed a MSW graduate program. Espenshade & Hempstead (1996) also point out that the
hypotheses tested in these evaluations have not been examined using adequate statistical methodologies and have generally been an analysis of media opinion.

Opinions matter because they influence others attitudes. At times when people think of an immigrant they attach it to a negative aspect like; they come to America illegally. Or, immigrants are all on welfare. Unfortunately most do not come to think about all the positive things that immigrants contribute to our economy. Immigrants are important to our country because of the work power they posses and the determination that they have that citizens just may not posses. There are so many reasons why immigrants should stay in this country and yet instead of embracing them we just find more ways of trying to push them away.

How many jobs do we really lose when an undocumented worker works in the United States? The American economy is in the worst shape in years yet for some reason immigrants are to blame. This statement also creates perceived attitudes. A Newsweek poll found that 52% of Americans are more likely to agree that "immigrants are a burden on our country because they take jobs, housing, and health care." Some research suggests that "immigrants today strengthen our country because of their hard work and talents (Adler & Waldman, 1995)."

Attitudes toward immigrants and immigration are important for several reasons. First, if facts are not stated correctly, people will be misinformed. This creates stereotypes and myths about a group of people or thing. Second, being misinformed can influence your attitude. Lastly, your attitude can have a negative or positive effect causing you to make a misinformed judgment call. It is imperative that social workers
are trained and educated properly so that they are aware of how to deal with a situation presented to them. It is also crucial that they are aware of the current events in their community so that may have facts when practicing social work. National Association of Social Worker’s code of ethics standard requires that social workers have cultural competence. Their standard states that social workers should have the following:

1. Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

2. Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

3. Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability. (NASW, 2010)

In all this, the social worker’s role is to help people overcome problems and make their lives better. They might work with people who have all sorts of backgrounds and influence or touch their lives in various ways. Whether it is by helping people find resources, giving counseling, helping solve problems or in making plans, educating, etc., the goal is to provide service without any attitudes and to treat everyone equally.

Evaluating the attitudes of these future social workers is accomplished through a survey that asks questions about attitudes towards immigrants and immigrant issues. Students will also have the opportunity to affirm if the California State University,
Sacramento provides enough information about immigration in their course work and will also assess any interests about this population. It is hoped that the students see this as a chance to become more aware about immigration and their attitude toward this population.

**Conclusion**

History of immigration is long and continuous. It is important that the readers understand the history of immigration and what role Latinos play in it. The history of social welfare benefits in the United States has changed, especially with the welfare reform act of 1996, which impacted the Latino immigrants of this nation. Understanding the history is important because it can create the foundation of how attitudes in America have come to be towards this population.

This thesis seeks to answer if the social workers graduating from the Masters of Social work program at California State University, Sacramento, are leaving school with preconceived attitudes about Latino immigrants being recipients of social welfare benefits. Our future social workers need to be evaluated to determine if they may or may not be ready to help offer services to this growing number of undocumented Latino immigrants. If there are any attitudes that may be negative towards this population found in this study, it is hoped that students see this as an opportunity to become more cultural competent to avoid those negative attitudes. As this population grows, understanding them is crucial for the social worker to serve this population.

Chapter 2 illustrates the importance immigration has played on the prosperity of the United States and how immigration has become a double edge sword at the same
time. The United States was revolutionized as a melting pot that created economic
opportunity, but once when economic affluence is low immigrants tend to become
targets. Overtime immigrants become stigmatized as taking unfair advantage of social
welfare benefits. Criticism has been especially harsh recently in the last 25 years as seen
in Senate Bill 1070 and the Personal Rights and Workers Responsibility Act. This has
been evident in the literature review as so that Latinos will become the largest immigrant
minority in the United States. This populations’ first point of contact maybe with a social
worker and finding if any attitude can affect services to this population is an important
topic to research. Chapter 3 will introduce methods of research to explore possible
attitudes towards this population by California State University, Sacramento social
worker students of the spring 2011 semester. These researchers will then analyze and
decipher data collected in the data analysis section of Chapter 4. Chapter 5 will include a
summary of the findings, conclusions and recommendations.
Chapter 3

METHODOLOGY

Design

In this chapter the authors are going to explain how they will explore if there are any attitudes towards undocumented Latino immigrants receiving social welfare benefits among social work students in the graduate program at California State University, Sacramento. To explore this question the authors will use a 5-point Likert scale questionnaire that will ask a series of questions and statements, some hypothetical, to a purposive sample of first and second year Masters of Social Work students from California State University, Sacramento. The questionnaire will contain questions and statements that hope to explore the subject’s attitudes, probable attitude influences, knowledge of immigration, experience in working with undocumented Latino immigrants, and opinions about the availability of information of immigration issue in the California State University, Sacramento Masters of Social Work curriculum.

In the survey, the subjects will be asked questions which rate a level of agreement or disagreement (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree), per statement or through a yes or no per question. Through the Likert scaling, a positive (acceptance) or negative (rejection) response to a statement will be measured.

The first step in the design of this method was creating the survey. It was agreed that demographic questions were necessary to determine if there were differences among the groups of gender, age, ethnicity, nationality status, and grade level in masters of
social work program. Next a serious of general yes or no questions was created to expose how much knowledge, experience, or exposure the subjects have with immigrants or immigrant issues. Some of the questions were asked so that we could determine if these factors contributed to the sensitivity of immigrants and immigrant issues. The last step was to create the Likert items for the Likert scale. The researchers of this study defined the focus to three simple topics for measurement; 1) factors that may influence attitudes, 2) representation of negative attitudes and 3) representation of positive attitudes.

Once the focus was designed the authors created the set of potential scale items. These scale items were determined that they would be rated 1-to-5 disagree-agree response scale (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree). These items were created based on the questions asked throughout the thesis and the research gathered in the literature review. In the development of the Likert items there was a brainstorming session that created 80 items. The most desirable scaling items were narrowed and at the end the authors of this thesis found 10 questions suitable to measure attitudes towards immigrants.

1. The MSW program at California State University, Sacramento provides information about immigration with regards to undocumented Latino’s to make me feel knowledgeable about the topic.

2. Government policy influences the way I feel about undocumented Latino immigrants.

3. Undocumented Latino immigrants are taking advantage of the resources in the United States.
4. The news media shows too much concern and is biased towards undocumented Latino immigrants.

5. Undocumented Latino immigrants are the cause of this recession because they are taking jobs away from U.S. citizens.

6. The MSW program at California State University, Sacramento educates and trains students well enough to work with undocumented Latino immigrants.

7. Undocumented Latino immigrants only come to the U.S. to receive social welfare benefits.

8. Undocumented Latino immigrant should have less priority then a documented person for welfare benefits.

9. The news media influences the way I feel about undocumented Latino immigrants.

Questions 1, 4, 6, 8 and 9 are determined to be measurements of attitudes that participants may have towards undocumented Latino immigrants receiving social welfare benefits. Questions 2 and 7 evaluate the masters of social work program of California State University, Sacramento. Question 3 is determined to be measurements of the representation of government influence on attitudes towards undocumented Latino immigrants receiving social welfare benefits. Questions 5 and 10 are determined to be measurements of the representation of media influence on attitudes towards undocumented Latino immigrants receiving social welfare benefits.

The last item in the design of this survey was to test the length of time it would take a student to complete the survey process. Ten bachelors of social work students
from California State University, Sacramento volunteered to take the survey, read consent form, fold and stuff in envelope and drop in a box. This convenience sample was also selected because they will not participate in the actual study since the study focuses on Masters of Social Work students from California State University, Sacramento. From the 10 participants it was averaged that it took 12.26 minutes. The following were the times of completion for each volunteer; 8.3, 10, 15, 18, 16.2, 9.2, 11.2, 9.4, 13.2 and 12.1. From these results it is determined that we will suggest to participants that the survey will take about 15 minutes of their time. Statistical information will be provided to answer if there are any correlations or variances among groups and attitudes.

**Subjects**

The survey will be conducted on a purposive sample of Masters of Social Work students from California State University, Sacramento from the practice classes B and D. Students must meet the following criteria: they must be a considered MSW I or MSW II. A nonrandom sampling method is used. The researchers will ask practice instructors permission to recruit participants from their classes. The arrangement will be made 30 days in advance, so that the instructors with have the opportunity to schedule the time into their course work. There will be 12 practice sections in which we will host classes for 210 students between the MSW I and MSW II students in the spring semester of 2011. Currently there are a total of 220 students currently enrolled in the fall semester of 2010 for the MSW program.
The faculty will be encouraged to have their class participate as they will receive the results of the study, which could help them see if a need for immigration issues needs to be addressed as practice to provide a diverse knowledge of population and methods.

**Instrumentation**

All students willing to participate who fit the required criteria to participate in the study will receive a copy of consent form (see Appendix A) and will be orientated as to the purpose of study. They will be informed that they can also obtain results of the findings via electronic mail. No incentives will be offered to participants. It is completely optional to participate. It is estimated that 35% of the total population asked will participate. It is also understood that not all faculty may want to allow participation of their class due to time constrains.

The first part consisted of participants completing a demographic questionnaire asking them for their age, gender, ethnicity, type of social work program currently enrolled in, and whether or not they are immigrants themselves. The next part of the questionnaire will ask a series of general yes or no questions created to expose how much knowledge, experience, or exposure the subjects have with immigrants or immigrant issues. The second and last part of the questionnaire consists of reading short statements which are Likert items that can be scaled; 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree.

The scale includes statements that are associated with immigrant issues. The Likert items focus on three topics for measurement; 1) factors that may influence attitudes, 2) representation of negative attitudes and 3) representation of positive
attitudes. Questions about their opinion on the curriculum offered in the MSW program at California State University, Sacramento will also be asked so that feedback can state whether this program trains students about immigration.

**Data Gathering Procedure**

The researchers will contact professors in mid January of 2011 to request permission to recruit participants for the study from among the social work practice classes. Upon receiving permission, the researchers will meet with each class and present the purpose of the study to the MSW students enrolled in the practice classes. Those who fit the criteria, and volunteer to participate, will then be instructed to fill out a survey. All data collection will be conducted in the spring semester of 2011. The researchers will explain the nature of the study and review the consent forms with the students in each class. The researchers will not conduct data collection in any courses they are associated with. This is necessary so that the data will not be contaminated by any means.

Every student will be given a consent form and survey. They will be orientated about the survey and procedures. They will also be assured that their information and answers will be kept anonymous and they will remind students that participation is voluntary. The authors of this thesis are interested in the answers of the survey, not the identity of the participant. Those who wish to participate will be asked to put their consent form in one locked box and the survey in another. Those who wish not to participate will be asked to leave the items next to the boxes. The consent forms and questionnaires will be kept separate and stored in the researcher’s home in a locked compartment.
Analysis of Data

After all the data has been gathered the next step is to take a quantitative approach and compute the correlations between all items based on the ratings from the participants, as well as to find the sums to measure the central tendency. The limitation is that the information the participants will provide may be subjective. Readers need to understand that the reports and analysis of data is based on what the participants have provided.

After the questionnaire is completed, each item will be analyzed separately and summarized to create a score for the group of items. Each question will be considered a variable that will be measured. Some will present the mode, median and or the mean. Bar charts will also be available to present the central tendencies for questions that present demographics. Each Likert rating will be collapsed into three categories to create a value for each to use in the chi-square test for measurement. Below are the values that rate each answer in questions asked in part two of the questionnaire survey:

1. Strongly disagree = strongly reject the concept
2. Disagree = rejection of the concept
3. Neither agree or disagree = neutral
4. Agree = acceptance of the concept
5. Strongly agree = strongly accept the concept

Next, for each Likert item the analysis of variances will be tested. The data will be reduced to the nominal level by combining all agree and disagree responses into two categories of “accept” and “reject”. Once assigned to these categories a chi-square analysis will be conducted to find any correlation between Likert items and either
demographics, knowledge, experience, or exposure the participants may have with undocumented Latino immigrants or immigrant issues.

**Protection of Human Subjects**

A Human Subject application was submitted to the Human Subjects Committee in the Division of Social Work at California State University, Sacramento for conduction of research. Once approved, it is assumed the research method is deemed ethical and protection of the human subjects is evident in this research.

All information submitted by participants is anonymous and voluntary. If the participant decides to decline, they must decline before dropping the survey in the locked box. Once survey is submitted in locked box, a participant will not be able to withdraw or ask for the survey back. This is not possible, as the conductors of this survey will not know which survey belongs to the participant. Each survey is submitted anonymously without reference information to which survey belongs to which participant.

There is no known risk for participants nor are there any costs for participating. This study is considered to have “minimal risk” of psychological discomfort because the nature of the questions asks about attitudes towards undocumented immigrants. It is suggested that if the participants feel any discomfort they should stop at any time during their participation. If they experience any distress at any time after completing this survey, they are directed to contact CSUS psychological services center at (916) 278-6416. The student health center offers free psychological services to enrolled students.

The surveys will be kept in a locked box and will be destroyed at the conclusion of the research study. This research is being conducted under the supervision of Dr.
Santos Torres, associate professor in the division of social work at California State University, Sacramento. He can be reached at (916) 278-7064.

Summary

The quantitative approach using a survey creates the best fit for this research to answer the questions the authors are looking for. Statistics can provide the answers to whether respondents are in favor of a position and if there is any relation by determining a correlation. As suggested earlier, if students hold to the statement that they are answering as honestly as possible, and understand the question asked, clear results can be obtained. It is possible that level of significance can show relationships, to some degree, that may exist for the variables measured. It is evident that a found correlation does not imply causation due to the limitations of this study. Overall, associations may be examined between any combination of continuous and categorical variables using methods of statistics.
Chapter 4

DATA ANALYSIS

In the subsequent chapter the authors share the results of the exploration of attitudes of social work students in the spring semester 2011 graduate program of California State University, Sacramento towards undocumented Latino immigrants receiving social welfare benefits State University. To explore this question the researchers used a 5-point Likert scale questionnaire that asked a series of questions and statements, some hypothetical, to a purposive sample of first and second year Masters of Social Work students from California State University, Sacramento. In this study the researchers were able to collect data from 115 (N=115) students willing to participate. There was a 100% participation rate of those students who were asked to participate.

Demographics

Demographics were asked because it was necessary to determine if there were differences among the groups of gender, age, ethnicity, nationality status, and graduate level in Masters of Social Work program. The findings were the following. Of the 115 Masters of Social Work students from California State University, Sacramento, 55 are first year graduate students (MSW I) and 60 are second year graduate students (MSW II). Males surveyed within the program accounted for 14.8% for a total of 17 male participants. Females surveyed within the program accounted for 84.3% for a total of 97 female participants. One participant recorded their gender as fluid, which stated to identify as both female and male. This participant accounted for 0.9% of total population surveyed. Of these participants 50.4% are Caucasian, 7% African American, 19.1%
Latino/Hispanic, 10.4% Asian and 13% identified as other. Other included multi-racial or identity to another race or ethnicity not represented in the survey. Of these participants 81.7% where born in the United States and 16.5% immigrated to the United States. Of these participants, 39.1% speak more than one language. Of these participants 48.7% stated they consider having Western Christian beliefs and 47% stated not having these beliefs. Five participants decided not to answer this question, accounting for the remaining 4.3%. Of these participants 66.1% stated that they have never received welfare benefits, as 33.9% have received welfare benefits. The ages of the participants ranged from 23 to 61 years (M= 32.86). The mode or most frequent age was 25 years of age with 12 participants (see Figure 4.1).

Figure 4.1. Age of total participants of this study.
Reported Experience in Social Work

From the 115 participants in this survey, 114 reported work experience in social work. Figure 4.2 illustrates that these students ranged from zero to 22 years of work experience (M= 5.4). The mode or most frequent amount of social work experience was 3 years with 26 participants (see Figure 4.2).

*Figure 4.2 Years of experience in working in social work.*
Reported Experience or Knowledge of Undocumented Latino Immigrants

From the 115 participants in this survey, 110 reported experience working with Latino immigrants, both documented and undocumented. Figure 4.3 illustrates that the students work experience with this population ranged from zero to 32 years (M= 3.8). The mode or most frequent age was zero years of work experience with working with this population with 47 participants (see Figure 4.3).

Figure 4.3. Years of experience working with undocumented Latino immigrants.

One hundred percent of total surveyed have taken a course in diversity or culturally competency class in the Masters of Social Work program at California State
University, Sacramento. It is a degree requirement in the professional foundation section of the program. In that section course SWRK 202 titled *Social Work with Diverse Populations* is offered and required of the students to advance into candidacy for graduation of the Masters of Social Work program at California State University, Sacramento. Participants were asked in the survey if the diversity or culturally competency class taken discuss the topic of immigration. Of the 115 participants 73% stated yes, that the class did discuss the topic of immigration and 27% stated the class did not. Of the 73% that stated the class did discuss the topic of immigration, 47% stated the impact was positive with less than 1% who stated to have a negative impact.

**Findings of Questionnaires**

The questionnaire sought to explore the subject’s attitudes, probable attitude influences, immigration knowledge, experience in working with immigration population, and opinions about the availability of information of immigration in the California State University, Sacramento Masters of Social Work curriculum. In the survey, the subject were asked statements in which they evaluated by rating a level of agreement or disagreement (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree). In survey research, a Likert scale is an approach to response categories that measures the extent of a person’s satisfaction or agreement with a set of statements or questions. This type of response category makes it easy to quantify survey responses, simplifying data analysis. To analyze this Likert scale data the chi square test was used to compare respondents’ responses. Chi square assesses the statistical significance. By using a significance level of .05, meaning that there is only a 5 percent
chance that the statistical significance, resulted from random chance. Chi-square indicates whether a statistically significant relationship exists but does not reveal information about the strength of that relationship.

The word “significant” in statistics means probably true. Significance levels show you how likely a result is due to chance. The most common level, used to mean something is good enough to be believed, is .05. A finding that has a five percent (.05) chance of not being true, which is the converse of a 95% chance of being true.

The 5-point Likert scales were broken into the categories of neutral, acceptance or rejection of the statement to explore meaning and differences for each category. The categories explored where age, ethnicity, immigration status, languages spoken, religious belief, experience in working with undocumented Latino immigrants, experience in social work, exposure to being a welfare recipient, and exposure to a class in diversity or culturally competency that discussed immigration. The gender of the participants was not compared because majority of the participants were females. The Chi-Square Test results are also presented for each statement.

**Questionnaire statement 1: People should receive social welfare benefits regardless of their legal status in the United States.**

In analyzing the frequencies of responses for each Likert category of response for the sample as a whole, showed that 51.3% accepted or agreed, 17.4% were neutral or neither agreed or disagreed, and 31.3% rejected or disagreed (see Table 4.1). There were a total of 115 participants. The analysis indicated that there was no significant relationship between participants’ age ($p = 66.530$, $df = 62$, $x^2 = 76.194$, $N = 114$),
immigration status ($p = 3.928$, $df = 4$, $x^2 = 4.114$, $N = 115$), MSW graduate level ($p = .207$, $df = 2$, $x^2 = .207$, $N = 115$), those who speak a second language ($p = 2.841$, $df = 2$, $x^2 = 2.920$, $N = 115$), those who have Western Christian beliefs ($p = 6.129$, $df = 4$, $x^2 = 6.126$, $N = 115$), participants who know of undocumented Latino immigrants ($p = 2.586$, $df = 4$, $x^2 = 2.720$, $N = 115$), experience in working with undocumented Latino immigrants ($p = 52.460$, $df = 48$, $x^2 = 52.714$, $N = 110$), and participants who have received welfare benefits ($p = .216$, $df = 2$, $x^2 = .219$, $N = 115$). However there was a significant relationship between participants’ ethnicity ($p = 15.930$, $df = 8$, $x^2 = 17.678$, $N = 115$), participants who have taken a diversity or culturally competency class that discussed immigration ($p = 6.530$, $df = 2$, $x^2 = 5.960$, $N = 115$), and experience in working in social work ($p = 58.271$, $df = 44$, $x^2 = 65.149$, $N = 114$). African Americans had higher rejection rate at 67.3% then other ethnicities. Caucasians was the only ethnicity that had 50% on both rejection and acceptance of the statement. Those who have taken a diversity or culturally competency class that discussed immigration had a higher rate of acceptance to this statement. It was observed that the more years of experience in working in social work, the more likely the participants would accept this statement.
Table 4.1

People should receive social welfare benefits regardless of their legal status in the U.S.

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<td>60</td>
</tr>
<tr>
<td>% within MSW Level</td>
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<td>30.0%</td>
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<td>51.3%</td>
<td>31.3%</td>
<td>17.4%</td>
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</tr>
</tbody>
</table>

Questionnaire statement 2: The MSW program at California State University, Sacramento provides information about immigration with regards to undocumented Latino’s to make me feel knowledgeable about the topic.

In analyzing the frequencies of responses for this question as a whole, responses showed that 20% accepted or agreed, 26.1% were neutral or neither agreed or disagreed, and 53.9% rejected or disagreed (see Table 4.2). There were a total of 115 participants. The analysis indicated that there was no significant relationship between participants’ age ($p = 58.859, df = 62, x^2 = 66.620, N = 114$), ethnicity ($p = 11.675, df = 8, x^2 = 14.077, N = 115$), immigration status ($p = 6.418, df = 4, x^2 = 6.135, N = 115$), those who speak a second language ($p = 2.395, df = 2, x^2 = 2.475, N = 115$), those who have Western Christian beliefs ($p = 7.123, df = 4, x^2 = 9.014, N = 115$), participants who know of undocumented Latino immigrants ($p = 2.076, df = 4, x^2 = 2.413, N = 115$), experience in working with undocumented Latino immigrants ($p = 59.369, df = 48, x^2 = 64.234, N$
=110), and participants who have received welfare benefits ($p = 1.050$, $df = 2$, $x^2 = 1.073$, $N = 115$). However there was a significant relationship between participants’ MSW graduate level ($p = 6.588$, $df = 2$, $x^2 = 6.658$, $N = 115$). Both MSW graduate levels showed high percentage rates in rejecting this statement. Significant relationship was also observed between participants’ who have taken diversity or culturally competency class that discussed immigration ($p = 19.020$, $df = 2$, $x^2 = 21.403$, $N =115$), and experience in working in social work ($p = 57.706$, $df = 44$, $x^2 = 56.741$, $N =114$). Participants with more work experience in social work demonstrated higher rejection rates of this statement.

Table 4.2
The MSW program at CSUS, provides information about immigration with regards to undocumented Latino’s to make me feel knowledgeable about the topic.

<table>
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<td>53.9%</td>
<td>26.1%</td>
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</table>

Questionnaire statement 3: Government policy influences the way I feel about undocumented Latino immigrants.

In analyzing the frequencies of responses for this question as a whole, responses showed that 18.3% accepted or agreed, 23.5% were neutral or neither agreed or
disagreed, and 58.3% rejected or disagreed (see Table 4.3). There were a total of 115 participants. The analysis indicated that there was no significant relationship between participants’ age ($p = 56.451$, $df = 62$, $x^2 = 66.121$, $N = 114$), immigration status ($p = 2.661$, $df = 4$, $x^2 = 3.434$, $N = 115$), MSW graduate level ($p = .981$, $df = 2$, $x^2 = .982$, $N = 115$), those who speak a second language ($p = 3.977$, $df = 2$, $x^2 = 3.927$, $N = 115$), those who have Western Christian beliefs ($p = 1.829$, $df = 4$, $x^2 = 1.540$, $N = 115$), participants who know of undocumented Latino immigrants ($p = 1.906$, $df = 4$, $x^2 = 2.245$, $N = 115$), experience in working with undocumented Latino immigrants ($p = 34.318$, $df = 48$, $x^2 = 36.717$, $N = 110$), participants who have received welfare benefits ($p = .762$, $df = 2$, $x^2 = .749$, $N = 115$), those who have taken a diversity or culturally competency class that discussed immigration ($p = 2.300$, $df = 2$, $x^2 = 2.288$, $N = 115$), and experience in working in social work ($p = 47.874$, $df = 44$, $x^2 = 53.916$, $N = 114$). However there was a significant relationship between participants’ ethnicity ($p = 16.476$, $df = 8$, $x^2 = 20.659$, $N = 115$). All ethnicities showed higher rejection rates of this statement.

Table 4.3  
*Government policy influences the way I feel about undocumented Latino Immigrants.*

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</table>
Questionnaire statement 4: Undocumented Latino immigrants are taking advantage of the resources in the United States.

In analyzing the frequencies of responses for this question as a whole, responses showed that 13.9% accepted or agreed, 29.6% were neutral or neither agreed or disagreed, and 56.5% rejected or disagreed (see Table 4.4). There were a total of 115 participants. The analysis indicated that there was no significant relationship between participants’ age ($p = 53.676$, $df = 62$, $x^2 = 60.293$, $N = 114$), ethnicity ($p = 3.893$, $df = 8$, $x^2 = 4.363$, $N = 115$), immigration status ($p = 9.216$, $df = 4$, $x^2 = 9.701$, $N = 115$), MSW graduate level ($p = 3.263$, $df = 2$, $x^2 = 3.315$, $N = 115$), those who speak a second language ($p = .587$, $df = 2$, $x^2 = .598$, $N = 115$), those who have Western Christian beliefs ($p = 3.594$, $df = 4$, $x^2 = 3.626$, $N = 115$), experience in working with undocumented Latino immigrants ($p = 39.174$, $df = 48$, $x^2 = 44.316$, $N = 110$), participants who have received welfare benefits ($p = .851$, $df = 2$, $x^2 = .875$, $N = 115$), those who have taken a diversity or culturally competency class that discussed immigration ($p = 4.076$, $df = 2$, $x^2 = 4.210$, $N = 115$), and experience in working in social work ($p = 45.363$, $df = 44$, $x^2 = 46.575$, $N = 114$). However there was a significant relationship between participants who know of undocumented Latino immigrants ($p = 9.818$, $df = 4$, $x^2 = 7.428$, $N = 115$). There were 84 participants who know of undocumented Latino immigrants in which also showed to have higher rejection rates of this statement.
Table 4.4

*Undocumented Latino immigrants are taking advantage of the resources in the U.S.*

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*Questionnaire statement 5: The news media shows too much concern and is biased towards undocumented Latino immigrants.*

In analyzing the frequencies of responses for this question as a whole, responses showed that 58.3% accepted or agreed, 20.9% were neutral or neither agreed or disagreed, and 20% rejected or disagreed (see Table 4.5). There were a total of 115 participants. The analysis indicated that there was no significant relationship between participants’ age \((p = 76.624, df = 93, x^2 = 70.047, N = 114)\), immigration status \((p = 5.872, df = 6, x^2 = 6.945, N = 115)\), MSW graduate level \((p = 6.027, df = 3, x^2 = 6.469, N = 115)\), those who speak a second language \((p = 2.128, df = 3, x^2 = 2.513, N = 115)\), those who have Western Christian beliefs \((p = 4.132, df = 6, x^2 = 5.498, N = 115)\), those who know of undocumented Latino immigrants \((p = 8.734, df = 6, x^2 = 7.992, N = 115)\), participants who have received welfare benefits \((p = 3.084, df = 3, x^2 = 2.519, N = 115)\), and those who have taken a diversity or culturally competency class that discussed
immigration \( (p = 2.290, df = 3, x^2 = 2.519, N = 115) \). However there was a significant relationship between participants’ ethnicity \( (p = 23.011, df = 12, x^2 = 23.702, N = 115) \), those who have experience in working with undocumented Latino immigrants \( (p = 147.051, df = 72, x^2 = 52.261, N = 110) \), and experience in working in social work \( (p = 88.986, df = 66, x^2 = 46.202, N = 114) \). Twenty-two participants were not clear on how to answer the statement and wrote comments on the side as to asking if the bias was negative or positive. The numbers show the degree of freedom being very different from the other statements’ results. The authors have recognized that this statement was not properly formulated to create credible results. For the purpose of this study these significant levels will be dismissed from this study.

Table 4.5

*The news media shows too much concern and is biased towards undocumented Latino immigrants.*

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<td>% within MSW</td>
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<td>100.0%</td>
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<td></td>
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<td>24</td>
<td>23</td>
<td>115</td>
</tr>
<tr>
<td>% within MSW</td>
<td>.9%</td>
<td>58.3%</td>
<td>20.9%</td>
<td>20.0%</td>
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</tbody>
</table>
Questionnaire statement 6: Undocumented Latino immigrants are the cause of this recession because they are taking jobs away from U.S. citizens.

In analyzing the frequencies of responses for this question as a whole, responses showed that 1.7% accepted or agreed, 7.8% were neutral or neither agreed or disagreed, and 90.4% rejected or disagreed (see Table 4.6). There were a total of 115 participants. The analysis indicated that there was no significant relationship between participants’ age ($p = 51.510$, $df = 62$, $x^2 = 34.592$, $N = 114$), ethnicity ($p = 7.392$, $df = 8$, $x^2 = 6.609$, $N = 115$), immigration status ($p = 3.720$, $df = 4$, $x^2 = 4.931$, $N = 115$), MSW graduate level ($p = .823$, $df = 2$, $x^2 = .840$, $N = 115$), those who speak a second language ($p = .225$, $df = 2$, $x^2 = .222$, $N = 115$), those who have Western Christian beliefs ($p = 1.820$, $df = 4$, $x^2 = 2.265$, $N = 115$), those who know of undocumented Latino immigrants ($p = 2.451$, $df = 4$, $x^2 = 2.304$, $N = 115$), participants who have received welfare benefits ($p = 4.564$, $df = 2$, $x^2 = 4.977$, $N = 115$), those who have taken a diversity or culturally competency class that discussed immigration ($p = 2.188$, $df = 2$, $x^2 = 2.573$, $N = 115$), and experience in working in social work ($p = 50.117$, $df = 44$, $x^2 = 25.127$, $N = 114$). However there was a significant relationship between participants who have experience in working with undocumented Latino immigrants ($p = 71.051$, $df = 48$, $x^2 = 25.363$, $N = 110$). All but two participants who have work experience in working with undocumented Latino immigrants rejected this statement including 45 of the 47 participants who do not have experience in working with this population.
Table 4.6

Undocumented Latino Immigrants are the cause of this recession because they are taking jobs away from U.S. citizens

<table>
<thead>
<tr>
<th></th>
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<td>60</td>
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<td>% within MSW Level</td>
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<td>88.3%</td>
<td>10.0%</td>
<td>100%</td>
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<tr>
<td>TOTAL</td>
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<td>104</td>
<td>9</td>
<td>115</td>
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<tr>
<td>% within MSW Level</td>
<td>1.7%</td>
<td>90.4%</td>
<td>7.8%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Questionnaire statement 7: The MSW program at California State University, Sacramento educates and trains students well enough to work with undocumented Latino immigrants.

In analyzing the frequencies of responses for this question as a whole, responses showed that 7% accepted or agreed, 20% were neutral or neither agreed or disagreed, and 73% rejected or disagreed (see Table 4.7). There were a total of 115 participants. The analysis indicated that there was no significant relationship between participants’ age ($p = 71.724, df = 62, x^2 = 58.858, N = 114$), ethnicity ($p = 11.102, df = 8, x^2 = 14.490, N = 115$), immigration status ($p = 1.383, df = 4, x^2 = 1.867, N = 115$), MSW graduate level ($p = 2.593, df = 2, x^2 = 2.682, N = 115$), those who speak a second language ($p = 5.633, df = 2, x^2 = 8.428, N = 115$), those who have Western Christian beliefs ($p = 3.447, df = 4, x^2 = 4.707, N = 115$), those who know of undocumented Latino immigrants ($p = 1.306, df = 4, x^2 = 1.520, N = 115$), those who have experience in working with undocumented Latino
immigrants ($p = 47.869$, $df = 48$, $x^2 = 37.586$, $N = 110$), and participants who have received welfare benefits ($p = 2.599$, $df = 2$, $x^2 = 2.522$, $N = 115$). However there was a significant relationship between participants who have taken a diversity or culturally competency class that discussed immigration ($p = 9.290$, $df = 2$, $x^2 = 12.192$, $N = 115$), and experience in working in social work ($p = 65.881$, $df = 44$, $x^2 = 51.688$, $N = 114$).

Seventy three percent of all participants stated that The MSW program at California State University, Sacramento does not educate and train students well enough to work with undocumented Latino immigrants even though 65.5% of this group had taken diversity or culturally competency class that discussed immigration. Participants who have work experience in social work also feel the same with a 72.8% rejection rate.

Table 4.7
*The MSW program at CSUS educates and trains student’s well enough to work with undocumented Latino Immigrants.*

<table>
<thead>
<tr>
<th></th>
<th>Accept</th>
<th>Reject</th>
<th>Neutral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>MSW 1</td>
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<td>55</td>
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<td>% within MSW Level</td>
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<td>69.1%</td>
<td>20.0%</td>
<td>100.0%</td>
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<tr>
<td>MSW 2</td>
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<td>46</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>% within MSW Level</td>
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<td>76.7%</td>
<td>20.0%</td>
<td>100%</td>
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<td>TOTAL</td>
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<td>23</td>
<td>115</td>
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<tr>
<td>% within MSW Level</td>
<td>7.0%</td>
<td>73.0%</td>
<td>7.8%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Questionnaire statement 8: Undocumented Latino immigrants only come to the U.S. to receive social welfare benefits.

In analyzing the frequencies of responses for this question as a whole, responses showed that 2.6% accepted or agreed, 5.2% were neutral or neither agreed or disagreed, 91.3% rejected or disagreed, and .9% did not answer (see Table 4.8). There were a total of 115 participants. The analysis indicated that there was no significant relationship between participants’ ethnicity ($p = 12.098$, $df = 12$, $x^2 = 12.369$, $N = 115$), immigration status ($p = 7.112$, $df = 6$, $x^2 = 7.279$, $N = 115$), MSW graduate level ($p = 2.025$, $df = 3$, $x^2 = 2.426$, $N = 115$), those who have Western Christian beliefs ($p = 5.395$, $df = 6$, $x^2 = 5.368$, $N = 115$), those who have experience in working with undocumented Latino immigrants ($p = 38.632$, $df = 72$, $x^2 = 21.453$, $N = 110$), participants who have received welfare benefits ($p = 2.752$, $df = 3$, $x^2 = 2.930$, $N = 115$), and those who have taken a diversity or culturally competency class that discussed immigration ($p = 5.517$, $df = 3$, $x^2 = 5.114$, $N = 115$). However there was a significant relationship between participants’ age ($p = 119.359$, $df = 93$, $x^2 = 48.351$, $N = 114$), those who speak a second language ($p = 6.401$, $df = 3$, $x^2 = 8.794$, $N = 115$), those who know of undocumented Latino immigrants ($p = 21.355$, $df = 6$, $x^2 = 9.391$, $N = 115$), and have experience in working in social work ($p = 109.443$, $df = 66$, $x^2 = 51.688$, $N = 114$). It was observed that regardless of age, 91.2% or 104 participants out of 114 who participated in the survey reject this statement. It was observed that was also observed that regardless of speaking a second language, 91.3% or 105 participants out of 115 who participated in the survey, reject this statement too. This exact same outcome was observed in those participants who know of
undocumented Latino immigrants. Similar results was observed for those participant who have experience in working in social work at 91.2% or 105 participants out of 114 who participated in the survey.

Table 4.8
Undocumented Latino immigrants only come to the U.S. to receive social welfare benefits.

<table>
<thead>
<tr>
<th></th>
<th>No Answer</th>
<th>Accept</th>
<th>Reject</th>
<th>Neutral</th>
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</tr>
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<td>% within MSW Level</td>
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<td>7.3%</td>
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<tr>
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<tr>
<td>% within MSW Level</td>
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<td>3.3%</td>
<td>91.7%</td>
<td>3.3%</td>
<td>100.0%</td>
</tr>
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<td>% within MSW Level</td>
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<td>2.6%</td>
<td>91.3%</td>
<td>5.2%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Questionnaire statement 9:** Undocumented Latino immigrant should have less priority then a documented person for welfare benefits.

In analyzing the frequencies of responses for this question as a whole, responses showed that 31.3% accepted or agreed, 31.3% were neutral or neither agreed or disagreed, 36.5% rejected or disagreed, and .9% did not answer (see Table 4.3). There were a total of 115 participants. The analysis indicated that there was no significant relationship between participants’ age ($p = 90.906$, $df = 93$, $x^2 = 89.494$, $N = 114$), ethnicity ($p = 15.121$, $df = 12$, $x^2 = 15.748$, $N = 115$), MSW graduate level ($p = 2.327$, $df$
= 3, \(x^2 = 2.714, N = 115\)), those who speak a second language \((p = 2.859, df = 3, x^2 = 3.182, N = 115\)), those who have Western Christian beliefs \((p = 7.047, df = 6, x^2 = 7.496, N = 115\)), participants who know of undocumented Latino immigrants \((p = 3.123, df = 6, x^2 = 3.499, N = 115\)), experience in working with undocumented Latino immigrants \((p = 60.776, df = 72, x^2 = 60.766, N = 110\)), participants who have received welfare benefits \((p = 4.037, df = 3, x^2 = 4.297, N = 115\)), those who have taken a diversity or culturally competency class that discussed immigration \((p = 7.420, df = 3, x^2 = 7.692, N = 115\)), and experience in working in social work \((p = 68.241, df = 66, x^2 = 64.304, N = 114\)). However there was a significant relationship between participants’ immigration status \((p = 14.532, df = 6, x^2 = 13.373, N = 115\)). All those who immigrated to the United States showed a much higher rejection rate of this statement, as where those born in the United States had a 50% ratio in both rejection and acceptance to the statement.

Table 4.9

<table>
<thead>
<tr>
<th>Undocumented Latino Immigrants should have less priority then a documented person for welfare benefits.</th>
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<tbody>
<tr>
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<tr>
<td>% within MSW Level</td>
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<td>MSW 2</td>
</tr>
<tr>
<td>% within MSW Level</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>% within MSW Level</td>
</tr>
</tbody>
</table>
**Questionnaire statement 10: The news media influences the way I feel about undocumented Latino immigrants.**

In analyzing the frequencies of responses for this question as a whole, responses showed that 8.7% accepted or agreed, 24.3% were neutral or neither agreed or disagreed, and 67% rejected or disagreed (see Table 4.10). There were a total of 115 participants. The analysis indicated that there was no significant relationship between participants’ age ($p = 51.715, df = 62, x^2 = 60.060, N = 114$), immigration status ($p = 1.369, df = 4, x^2 = 1.464, N = 115$), MSW graduate level ($p = .651, df = 2, x^2 = .653, N = 115$), those who speak a second language ($p = 2.526, df = 2, x^2 = 2.474, N = 115$), those who have Western Christian beliefs ($p = 4.296, df = 4, x^2 = 4.043, N = 115$), participants who know of undocumented Latino immigrants ($p = 4.992, df = 4, x^2 = 4.956, N = 115$), experience in working with undocumented Latino immigrants ($p = 35.260, df = 48, x^2 = 34.852, N = 110$), participants who have received welfare benefits ($p = .205, df = 2, x^2 = .201, N = 115$), those who have taken a diversity or culturally competency class that discussed immigration ($p = 1.639, df = 2, x^2 = 1.591, N = 115$), and experience in working in social work ($p = 34.099, df = 44, x^2 = 37.263, N = 114$). However there was a significant relationship between participants’ ethnicity ($p = 16.440, df = 8, x^2 = 15.713, N = 115$). All ethnicities showed higher rejection rates of this statement.
Table 4.10
*The news media influences the way I feel about undocumented Latino immigrants.*

<table>
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<th>Reject</th>
<th>Neutral</th>
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<td>65.5%</td>
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</tr>
<tr>
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<td>60</td>
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<tr>
<td>% within MSW Level</td>
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<td>25.0%</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>77</td>
<td>28</td>
<td>115</td>
</tr>
<tr>
<td>% within MSW Level</td>
<td>8.7%</td>
<td>67.0%</td>
<td>24.3%</td>
<td>100.0%</td>
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</tbody>
</table>

**Summary**

Overall, the study showed that participants hold positive attitudes toward undocumented Latino immigrants. Backgrounds and demographics illustrate that environment play a large role on person’s attitude along with information and knowledge about a topic or person. The only significant differences were found between participants’ demographics and backgrounds. The study also exemplified the lack of information and training about undocumented Latino immigrants in the Masters of Social Work program at California State University, Sacramento. In the following chapter, conclusions of the results are discussed.
Chapter 5

SUMMARY

The purpose of the study was to explore social work students’ attitudes towards undocumented Latino immigrants receiving social welfare benefits. This research contributes to the understanding, concerning attitudes toward undocumented immigrants receiving social welfare benefits. The study of attitudes is crucial for the assessment of social work students since often times a social worker will be the first point of contact an undocumented Latino immigrant will encounter to receive welfare benefits.

This paper presents a history of the growth of the undocumented Latinos in the United States over the last hundred years. The paper addresses the background of immigration when settlers were colonizing the United States through present day, and the current legislation from Arizona’s senate bill 1070. As current treads have indicated, through census data, this population has only grown larger each decade indicating an urgent need to build an understanding of the needs and services undocumented Latino immigrants require.

At the beginning of this paper it was presented through the literature review that there are many reasons for our society’s financial crisis and the issues around undocumented Latino immigrants receiving welfare benefits. Public surveys and research suggested negative attitudes towards this population are created during times of financial crises. Espenshade & Hempstead (1996) provide findings that the “intensity of feelings toward immigrants is closely linked to economic conditions.” (p. 539). The assumption of this study was that social work students will hold a negative view on
undocumented immigrants receiving social welfare benefits and that the current state of our recession would create more negative attitudes towards this population. The results show that participants overall had positive attitudes towards undocumented Latino immigrants and rejected any statement that saw undocumented Latino immigrants as the cause of this recession or as only social welfare recipients (a rejection rate of 90.9% of 115 participants surveyed.)

It was also found not true that social work students with less contact with Latino’s would be less accepting of undocumented Latino’s receiving social welfare benefits than students with more contact with undocumented Latino’s. As mentioned earlier, overall participants of this study showed to have a positive attitude towards this population. The analysis indicated that there was no significant relationship between participants who know of undocumented Latino immigrants or have experience in working with undocumented Latino immigrants. This means that less or more contact does not influence the way a participant feels about undocumented Latino immigrants.

Prior to beginning this study it was assumed that students would be less accepting of undocumented Latino immigrants due to the generalization that was made on the student body enrolled in the MSW program at California State University, Sacramento. Generalizations made were that majority of the student body in this program are at least second-generation U.S. citizens who are fluent in the English language, have traditional Christian beliefs, and have graduate level educations with no experience in the social work field. It was assumed that students would not be able relate to undocumented Latino immigrants because of separation or lack of empathy due to not having similar
backgrounds in culture or upbringing. Further into the study, the student body appeared to show that the average student was a middle-aged-Caucasian Female. A preconceived stereotype that was assumed at the beginning of this study was that people with these characteristics are less tolerant of undocumented Latino immigrants, as it has been portrayed in the environments of the researchers. However, it was learned that this demographic was very open-minded and held positive attitudes towards undocumented Latino immigrants, more so than other ethnicities.

More interesting, was the finding that there was higher frequency rates for negative attitudes in some statements answered among minority ethnicities and those who immigrated to the United States. The frequency rate was slightly higher, nothing causing for an overall opinion of the statement.

A major limitation of this study was that majority of the participants surveyed were females and that over 50% of the participants were Caucasian which limits the generalization of the results to all social work students. The study did have a good sample size that consisted of 55% of total MSW students enrolled in the spring semester of 2011 of California State University, Sacramento. Based on the data accumulated from the participants the student predominant in the MSW program at California State University, Sacramento is a middle age Caucasian woman.

Another limitation was that question 5 in part two of the survey demonstrated difficulty in participant response. After the review of 22 comments, it was evident that the statement did not clarify if it was asking for a negative or positive view from the participants. For the purpose of this study, the question was dismissed but data was still
presented so that reader could see how skewed and different the results were when presenting the levels of significance equated by the application of the chi-square test.

Other intentions of this study were to record the potential views and factors possibly affecting any attitudes, and opinions related to undocumented Latino immigrants receiving social welfare benefits by media and politics. Major stereotypes have suggested by media. Such as that many undocumented immigrants are free loaders; taking advantage of our social welfare system, public education and health care systems. Currently, undocumented immigrants from Latin America are a subject heavily scrutinized by media and politicians. The concern that immigrants may become “public charges” has always been a central component of the debate over immigration policy in the United States.” (Borjas, G, J. 2002). Recent discussion over the potential link between the rise of immigration and welfare use has been debated in Senate Bill 1070 (Brock, 2010).

This study concluded that media and politics do not affect the attitudes towards undocumented Latino immigrants receiving social welfare benefits from the social work students in the masters program at California State University, Sacramento. A limitation of this study is that not enough questions were asked to create a solid conclusion of how media and politics affect the attitudes of the MSW students.

Another limitation is that statistical significance numbers also does not directly tell us exactly what we want to know. They tell us how likely we would be to get differences between groups in our sample, and if there were no differences between the corresponding groups in the population represented by our sample. In other words, these
numbers tell us how likely is our data, given the assumption that there are no differences in the population and their opinions.

**Summary**

Is it safe to say that these future social workers (participants) will effectively play a crucial role in helping those immigrants they may come across? From the study it has been observed that these participants have positive attitudes towards undocumented Latino immigrants but may be leaving with lack of information and training of this population from the Masters of Social Work program at California State University, Sacramento. Earlier it was presented that 73% of all participants stated that The MSW program at California State University, Sacramento does not educate and train students well enough to work with undocumented Latino immigrants from the 65.5% of 115 who stated they had taken a diversity or culturally competency class that discussed immigration. It is recommended that the program reevaluates and adds more information about immigration and related issues as it is foreseen that this population continues to grow exponentially in California.

Educating social workers on how to work effectively in a diverse environment helps prevent discrimination and promote inclusiveness. It can enhance the social worker’s responsiveness to an increasingly diverse world of clients, improve relations with the surrounding community, increase the social worker’s ability to cope with change, and expand the creativity of the social worker when dealing with complicated cases. This study was very much needed to provide evidence that constant evaluation of social workers needs to be conducted periodically to evaluate and measure if social work
college programs are adequately training students on emerging trends and populations.

Even though there is a large literature on attitudes towards immigration studied in different disciplines about American public attitude, no studies survey the attitudes of social workers who have completed or are enrolled in a MSW graduate program. Espenshade & Hempstead (1996) also point out that the hypothesis tested in evaluations, have not been examined using adequate statistical methodologies and have generally been media analyses of opinions of immigration discussion.

Our future social workers need to be evaluated to determine if they may or may not be ready to help offer services to this growing number of undocumented Latino immigrants. For the purpose of this study faculty should be encouraged to have more information about immigration and related issues to provide a diverse knowledge of this population and methods to social work students.

In addition to offering culturally competency courses or curriculum in graduate courses more research should be done to help further this study and others like it. Additional investigation should be offered to seek whether our data is correct on a large scale, possibly surveying all CSU social worker programs and eligibility workers in every county of California. The urgency is to make social workers more adept in handling cases with undocumented immigrants is high since in California the population of this specific demographic is continuing to grow exponentially.

Overall, the results from the participants illustrated that environment and training are associated with how they respond to any influences on their attitudes, including media and political views on undocumented Latino immigrants. This study showed that
participants hold positive attitudes toward undocumented Latino immigrants. Backgrounds and demographics illustrate that environment play a large role on person’s attitude as so do having information and knowledge about a topic or person.

For the purpose of this study, social work students attending the spring 2011 semester have positive attitudes towards undocumented Latino immigrants receiving social welfare benefits!
Dear Participant,

You are being invited to participate in a research project, conducted by Manuel J. Ayon and Gricelda Ocegueda, social work students at California State University Sacramento (CSUS). This study will investigate the level of knowledge of this population and personal opinions and attitudes of undocumented Latino immigrants in the United States receiving social welfare benefits. The objective of this research project is to survey graduate level social work students at California State University Sacramento, in order to understand their current attitudes towards undocumented Latino immigrants receiving social welfare benefits.

The information collected will assist us in better understanding the level of knowledge that the graduate level social work students at California State University Sacramento have of this population. Although, the information gathered might not benefit you directly, what is learned from this study could benefit future social workers in helping them become more aware of their attitudes. There is no known risk if you decide to participate in this research study, nor are there any costs for participating. This study is considered to have “minimal risk” of psychological discomfort because the nature of the questions asked about attitudes towards undocumented immigrants. You may stop at any time if you experience any psychological discomfort during the research. If you experience any distress at any time after completing this survey, please contact CSUS psychological services center at (916) 278-6416. The student health center offers free
psychological services to enrolled students. You can also contact Sacramento County Mental Health at (916) 875-1005. They offer services free through their county medical indigent service program if applicable.

I understand that my participation in this research is entirely voluntary. I may decline to participate now. Once survey is submitted I may not discontinue my participation as the conductors of this survey will not know which survey belongs to me. My survey is submitted anonymously without reference information to which survey belongs to me. I understand that I will not receive any compensation for participate in this study.

If you choose to participate, please place the survey in an envelope provided. You are not required to answer questions that make you feel uncomfortable. The surveys will be kept in a locked box, in a locked filing cabinet, in a locked room in researcher Ayon’s home. All surveys will be destroyed at the conclusion of the research study. If you have any questions, comments or concerns about completing the survey or about being in this study, you may contact us at (916) 420-4941 or at mannyayon@yahoo.com. This research is being conducted under the supervision of Dr. Santos Torres, Professor in the division of social work at California State University, Sacramento. He can be reached at (916) 278-7064.

_________________________________________/________
Participant Signature          Date

_________________________________________/________
Researcher’s Signature        Date
APPENDIX B

Survey Questions

Survey Questions: Part I

DEMOGRAPHIC QUESTIONS:

Age: _________  Gender: _________

Ethnicity:

☐ Caucasian  ☐ Asian
☐ African American  ☐ Native American
☐ Latino/Hispanic  ☐ Other (Specify) _______________

CIRCLE ONE

Immigration: I immigrated in the U.S. / I was born in the U.S

School Status: MSW I / MSW II

GENERAL QUESTIONS:

1. Do you speak more than one language?   YES / NO
2. Do you consider yourself having Western Christian beliefs?  YES / NO
3. Do you know any undocumented Latino’s:  YES / NO
4. Years of experience working with Latino immigrants (undocumented): _________
5. Years of experience working in social work: _________
6. Have you ever received welfare benefits?:  YES / NO
   (For Example: Cash, Food Stamp Aid or Medical)
7. Have you taken a diversity or culturally competency class: YES / NO
8. If so did the class discuss the topic of immigration: YES / NO
9. If it did discuss immigration how has this impact your view of the topic? Negative / Positive / No Impact
Part II:

This part of the questionnaire consists of reading the questions below and responding 1 to 5 to the statements below. In answering these questions, I agree to answer them as honest as possible and understand that some of these statements maybe hypothetical.

<table>
<thead>
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<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither agree or disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

**QUESTIONS**

1. People should receive social welfare benefits regardless of their legal status in the United States.
2. The MSW program at California State University, Sacramento provides information about immigration with regards to undocumented Latino’s to make me feel knowledgeable about the topic.
4. Undocumented Latino immigrants are taking advantage of the resources in the United States.
5. The news media shows too much concern and is biased towards undocumented

**ANSWERS**

1. 
2. 
3. 
4. 
5. 
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<tr>
<td>6.</td>
<td>Undocumented Latino immigrants are the cause of this recession because they are taking jobs away from U.S. citizens.</td>
<td>6. ______</td>
</tr>
<tr>
<td>7.</td>
<td>The MSW program at California State University, Sacramento educates and trains students well enough to work with undocumented Latino immigrants.</td>
<td>7. ______</td>
</tr>
<tr>
<td>8.</td>
<td>Undocumented Latino immigrants only come to the U.S. to receive social welfare benefits.</td>
<td>8. ______</td>
</tr>
<tr>
<td>9.</td>
<td>Undocumented Latino immigrant should have less priority than a documented person for welfare benefits.</td>
<td>9. ______</td>
</tr>
<tr>
<td>10.</td>
<td>The news media influences the way I feel about Undocumented Latino immigrants.</td>
<td>10. ______</td>
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APPENDIX C

Consent Letter to Professors to Administer Research Survey

Date

Professor’s name
California State University Sacramento
6000 J Street
Sacramento, CA 95819

Re: Permission to administration a survey in your practice class.

Dear Professor:

This letter is to request permission and set a tentative date and time to conduct a survey in your practice class. The purpose of this survey is to explore attitudes towards undocumented Latino immigrants receiving social welfare benefits among social work students in the graduate MSW program at California State University, Sacramento. To explore this question we will use a 5-point Likert scale questionnaire that will ask a serious of questions and statements, some hypothetical, to your students. The questionnaire will contain questions and statements that explore their attitudes towards undocumented Latino immigrants, probable attitude influences, immigration knowledge, experience in working with immigration population, and opinions about the availability of information of immigration issue in the California State University, Sacramento Masters of Social Work curriculum.
We encourage your participation. Your involvement will help uncover if there is lack of knowledge and information about immigrant issues. All results will be available to you through an electronic email upon request.

Enclosed please find a second page to grant permission. Please sign and date. Also please fill in a tentative time and date in which we can administer this survey in your class within the first two weeks of the spring 2011 semester. You can return the second page of this letter in the enclosed stamped envelope provided or you can drop it in our student mailbox before January 3, 2011.

If you have any questions please contacts us. Thank you in advance for your prompt attention to this matter.

Sincerely,

Gricelda Ocegueda     Manuel Ayon
griceldax@yahoo.com mannyayon@yahoo.com

By signing below I grant permission to Gricelda Ocegueda and Manuel Ayon to administer a survey in my class to my students. Below is also a tentative date and time in which I would like to reserve. I can change at a later time if necessary, upon agreement with Gricelda and Manuel.

Print Name
Signature                     Date
For survey administration:

Classroom number:________________________________________

Tentative Date:______________ Tentative Time:___________
REFERENCES


Legal Arizona Workers Act (2007)


