

2022

Family Factors in Career Decisions to Enter Education amongst Black Urban Millennials

Christian Jacobs
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Walden University

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Christian Jacobs

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Walden University

2022

Abstract

Family Factors in Career Decisions to Enter Education amongst Black Urban Millennials

by

Christian Jacobs

MA, Kaplan University, 2015

BA, William Paterson University, 2011

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Educational Psychology

Walden University

November 2022

Abstract

The interactions a student has with a teacher help form their relationship with the educational experience. Importantly, a lack of representation can greatly impact the future impression of oneself and the world. For students of color, the balance of teachers who represent their ethnic and cultural diversity in the education field is greatly skewed toward White educators. The purpose of this quantitative correlational study, which was rooted in the self-determination theory, was to examine if and to what extent various factors, including parental, household, environmental, gender, and ethnicity impact Black millennials' decision to go into the educational field. Participant criteria included being of the African Diaspora population, being born within the years of 1981-1996, and working with students in an official capacity in which they have daily contact. Participants were asked to complete the Family Involvement Questionnaire-High School Version and the Parental Involvement Questionnaire. Logistic regression analysis was employed. While 77 of the 109 participants (71%) indicated a belief that their career choice was influenced by their parents, when analyzed there was not a significant predictor to support this assertion. The intent of this research was to help identify those key factors that can influence Black educators and ultimately, aid in strengthening the teaching population to reflect and influence Black students. Black communities may benefit from the results of this study by acknowledging 70% of respondents were influenced by their families regarding career choice. Continuing to seek motivational factors to support future Black and Brown educators will create positive social change through a more just and equal educational experience for Black and Brown students.

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Dedication

To my MOM, whom is most deserving of this honor. I always tell anyone who ask, “what made you want to get a PhD?”, my mom told me I could. I’ll never forget you telling me if anyone can have Dr. before their name, it’s you. Thank you for always speaking life into me, even long before I took breaths on my own, always being there as a source of support and motivating me to reach my highest limits and beyond. I LOVE YOU ALWAYS.

To my AUNT TONYA, if I wasn’t sure if anyone was proud of me, I know I could always count on you to be. Thank you for bragging about me every chance you get (LOL). From your social media post, to your text messages, everyone knew your nephew was soon to be Dr. Christian Jacobs. I recently saw a post where you prophesied this very feat back when I graduated with my bachelors degree. When I was trying to figure out what I wanted to do with my career, and decided to quit my job, you were the one who immediately got me an opportunity that led me on this career path of teaching. Thank you and I LOVE YOU.

To my BROTHER JAQUESE, thank you for teaching me perseverance. Even as kids, from playing video games, to sports and even us fighting and arguing with each other at times (LOL) you never let me give up. I appreciate your presence, your jokes, and your leadership. While you’re my brother by blood, you’ll always be my friend by choice. I LOVE YOU and I THANK YOU.

Although you have all transitioned at different phases of this dissertation process, and the lack of your physical presence has made it hard to continue at times. In those

moments when I just wanted to give up not only did I feel each of you around me, your words and lessons continued to push me. I remembered I needed to persevere through it all because I was not built to quit. I remembered how proud I will be when I finished and how proud you all will be. Most of all I remembered that my Mom said I can do this, and so I did it!!!

Acknowledgments

As a kid I loved reading the album credits and liner notes, one day hoping I would have the same. This is my chance, so welcome to my “album”. I would like to thank Dr. Rice for being a great source of support and direction throughout this whole process. I would also like to thank Dr. Deaton for coming in and providing assistance when most needed. Both of your contributions are highly appreciated.

To my family, thank you for always motivating and believing in me even when I didn't believe in myself at times. My loving aunts Tonya, Noel, Sue, Choo-Choo, Consuela and Kim I love you all. To my cousins, thank you for the much needed outings when I just needed a break. There's far too many of you to name but know the love for every one of you is endless. Thank you Grandma for being a space of refuge when I felt like the world got too loud for me. I always feel safe and comfortable in your presence. To my Grandmother, thank you for always reminding me to not overwork, even when I pushed myself to the limits.

To my friends who are the family I chose, thank you all for growing with me, listening to me vent and supporting me when I needed to go silent at times in order to focus. I could go on for another hundred pages of all of you who have contributed to my success, but please know that the love, and encouragement is appreciated far more than you will ever know.

To my Mom and Dad, no matter the plane of existence, I know you see your son and I am who I am because of you both. You believing in me has always made me

stronger. To my brothers, sister and niece, I love you endlessly and I hope I continue making you all proud.

Lastly, to all of my younger cousins, nieces and nephews, I hope this accomplishment serves as motivation that you can do it too. To all the future Black and Brown doctors, thank you for continuing the legacy. Your presence is needed and appreciated.

Table of Contents

List of Tables	iv
List of Figures	v
Chapter 1: Introduction to the Study.....	1
Background.....	2
Problem Statement.....	6
Purpose of the Study.....	7
Research Question(s) and Hypotheses.....	7
Theoretical Framework for the Study.....	9
Nature of the Study.....	10
Definitions.....	10
Assumptions.....	11
Scope and Delimitations.....	12
Limitations.....	13
Significance.....	13
Summary.....	14
Chapter 2: Literature Review.....	15
Literature Search Strategy.....	18
Theoretical Foundation.....	22
Conceptual Framework.....	27
Literature Review.....	29
Summary and Conclusions.....	41

Chapter 3: Research Methods	45
Research Design and Rationale	45
Methodology	47
Population	47
Sampling and Sampling Procedures	47
Procedures For Recruitment, Participation, and Data Collection	49
Instrumentation and Operationalization of Constructs	50
Parent Involvement Questionnaire.....	50
Family Involvement Questionnaire-High School Version	51
Demographics	52
Operationalization.....	53
Data Analysis Plan	53
Threats to Validity	56
Threats to External Validity	56
Threats to Internal Validity.....	56
Ethical Procedures	57
Summary	58
Chapter 4: Results	60
Data Collection	62
Results.....	72
Assumptions.....	73
Interpreting Results.....	77

Summary	84
Chapter 5: Discussion, Conclusions, and Recommendations	85
Interpretation of the Findings.....	86
Limitations of the Study.....	87
Recommendations.....	88
Implications.....	88
Positive Social Change	88
Recommendations for Actions.....	89
Conclusion	89
References.....	90
Appendix A: Family Involvement Questionnaire-High School Version.....	102
Appendix B: Parent Involvement Questionnaire	109
Appendix C: Additional Research Questions	120

List of Tables

Table 1. Descriptive Statistics.....	65
Table 2. Parental Influence on Career Choice	66
Table 3. Cronbach Alpha and Descriptive Statistics for Variables	67
Table 4. Variables in the Equation.....	75
Table 5. Coefficients Collinearity Statistics	76
Table 6. Coefficients Collinearity Statistics	76
Table 7. Coefficients Collinearity Statistics	76
Table 8. Case Processing Summary.....	78
Table 9. Classification Table	78
Table 10. Variables not in the Equation.....	79
Table 11. Hosmer and Lemeshow Test.....	79
Table 12. Classification Table	80
Table 13. Area Under the Curve.....	81
Table 14. Area Under the Curve.....	82
Table 15. Variables in the Equation.....	83

List of Figures

Figure 1. Frequency Distribution of the Parent Capabilities Section of the PIQ.....	68
Figure 2. Frequency Distribution of the Parent Willingness Section of the PIQ.....	69
Figure 3. Frequency Distribution of the Parent Responsibilities Section of the PIQ	70
Figure 4. Frequency Distribution of the Parent Involvement Questionnaire	71
Figure 5. Frequency Distribution of the Family Involvement Questionnaire.....	72
Figure 6. ROC Curve PIQ.....	81
Figure 7. ROC Curve FIQ.....	82

Chapter 1: Introduction to the Study

This study examined the relationship between support and family factors and the implications this relationship had on the future career path for Black and Brown educators born in the period from 1981- 1996, which would characterize them as millennials. Research has shown that Black and Brown students have a greater chance of flourishing in an academic setting when an educator of color (Black and Brown) is present in the educational process (Cheng, 2019). With this understanding and the disproportionate rates at which students of color are mistakenly placed in special education (Scott, 2016), understanding the factors that can lead to expanding the occurrence of people of color in the educational field can have a favorable outcome on students of color and the future as a whole.

The positive social implication associated with this study can be boundless for not only students of color, but the education field as well. Educators are agents of change. Simply being present can help change the narrative for many students who may feel disassociated with the educational process because they do not see themselves. Having the ability to be that driving factor many students of color, who are often mislabeled due to behavioral or social mannerisms by those who may not be aware, can have a lifelong impact on the future. This can also lead to more educators of color and possibly better scores and buy-in from students of color.

Throughout this chapter, topics including the background, in which literature associated with this topic will be explored, a description of the problem, as well as research questions and hypotheses related to the research questions are presented. This

chapter also includes discussions around the self-determination theory, instruments used to gather information, validity and reliability, ethical considerations, limitations, and chapter analysis. Ultimately, this chapter explains and explores the importance of investigating the necessary factors that can assist a person of the African Diaspora to venture into the field of education.

Background

Parental involvement has been shown to lead to positive outcomes in adolescent educational development. In a study conducted by Araque et al. (2017), parents of Latino descent who were newly immigrated to the United States were tracked utilizing a series of pre and post examinations. Spanning over four schools with similar demographics and 2 years of student data, which also included parents who opted out of the parent workshops, positive assumptions were affirmed. For instance, increasing parental knowledge and understanding of the educational system, as well as great parent engagement, yielded greater student success (Araque et al., 2017). While very progressive in its findings, this study is not without limitations when compared to the study topic. Focusing strictly on a Latino population restricts the implications this can have for Black people.

Nonetheless, research has shown that since the early 1960s, Black students have been enrolling in higher education institutions at a rapid rate (Crawford, 2017). However, even with this progress Black representation in college is still alarmingly low amongst the various ethnic groups. In response to this, Crawford (2017) conducted a study to address, examine and expand upon the motivational factors that influenced Black

students to pursue higher education. While several themes arose such as peer influence, support programs that promoted academic achievement, and teacher and staff encouragement, on a more personal note it was found that parental and family influence played a vital role as well (Crawford, 2017).

While both studies provided evidence of the importance of parental involvement and knowledge of the educational support resources that have assisted in greater student achievement as well as advancement into higher education, neither study explores these ethnicities in tandem, as they face many of the same barriers. Moreover, the limitations in sample size as it relates to the topic of involvement and academic success skews the data. One of the largest gaps in the research however is the result of those who choose to go into the educational field. As has been highlighted in the reviewed studies, support from educational programs and teachers can greatly aid in progression for those students of the African Diaspora.

In a qualitative study, Brown (2018) explored this topic further utilizing race theory and racial formation. The study population was comprised of six Black teachers (five females, one male), born between the years of 1993-1995 who were currently pursuing a degree/certification in the field of education while attending predominantly White universities (Brown, 2018).

Findings concluded a number of central themes all centered around race and how it impacted their outlook. My study examined this influence from the perspective of teachers of color who are already in the educational field. These themes included the continued presence of racism and race, differences in generations as it relates to race

relations, discussions related to race, and social outlets that allow for discussion and exploration on the topic (Brown, 2018). In each theme, ever present was the influence race had on the educators' own perception or the perception of others. For example, one educator shared how the lack of representation for people of color at their primarily White institution indicated signs of racism. Added to this is their recognition of how past generations dealt with much harsher forms of racism and that while it is much more systemic today, movements such as Black Lives Matter have helped to open that discussion (Brown, 2018). Nonetheless, those who are uncomfortable with those conversations will remain silent. The participants also viewed racism more as a power structure and the role of social media as a way of finding like-minded people but also a space where hateful things are said and done. One of the participants shared her personal experience of regretting becoming so aware of race and racism so late in life (Brown, 2018). The implications from this study, such as racism in social media, Black Lives Matter, and the less overt but very much existent racism in the world, support the need for Black and Brown educators.

The importance of teachers of color and their impression on students of color is emphasized in a qualitative study conducted by Battle (2017). Examining the impact outlooks and attitudes had on the perceived nature of Black middle school boys and how it impacted the classroom interactions, various simulations in which the teachers used race as the basis for punishment or unequal privilege were employed (Battle, 2017). Findings concluded that while the participants were disheartened with the vignettes in which Black students were treated in a disparaging manner, the major limitation was the

lack of insight from a student of color as to how they feel about this treatment being displayed in the vignettes (Battle, 2017). This added perception could have provided a deeper understanding for the White educators.

Moreover, those working in these urban public environments with students of color are grossly unprepared to take on the social, emotional, and cultural barriers when compared to their White and middle-class upbringings (Brown & Rodriguez, 2017). Added to this, the lack of adequate teaching programs do very little for preparing them (Brown & Rodriguez, 2017), once again putting the students at a disadvantage as it relates to cultural norms that can advance the educational experience through social and emotional connections. These disadvantages are not new and continue to add to the discrepancies in educational experiences for students of color versus their White counterparts. In an interview, educator Mr. Williams experienced racial practices in education from various vantage points (Milner IV, 2020). First as a student during segregation and later as an educator after the Brown vs. Board decision of 1954, Williams contends Black student success is greatly impacted by Black teachers and the culture cultivated by their ethnic kinship (Milner IV, 2020). This is further supported by the article “(Re)membering in the Pedagogical Work of Black and Brown Teachers: Reclaiming Stories as Culturally Sustaining Practice” (Gardner et al., 2020). The authors interviewed former teachers of color and discuss their outlook, experiences, and how they relate to today. Findings concluded the current educational system is slowly but surely leaving students and teachers helpless. As a result of this, the educational experience suffers as the culture and experiences that were once shared between teachers and

students of color are becoming invisible with the lack of teachers of color (Gardner et al., 2020).

Problem Statement

The lack of racial diversity in the educational system not only does a disservice to the field of education, but also hinders future success for the student body. Teachers of color are examples, cultural and social agents of awareness within their ethnic groups, and advocates (Childs, 2019). Addressing these issues to bring about diversity to the field of education, we must first explore the factors that can influence a teacher of color to go into the field.

As the landscape of the world changes and challenges arise, it is important that, as agents of social change, the education population should reflect this. For Black and Brown millennial teachers, race and racism are extremely prevalent and the expansion of this knowledge of past, present, and future implications and changes are needed (Brown, 2018). Ultimately, in all this research, there is one central theme, the need for more teachers of color. However, absent from much of the research within the last 5 years is the tools, processes, and factors that can help bolster this population.

Understanding this can greatly assist in having a stronger understanding of specific factors that can not only assist students of color to go into higher education, but also the education field. Thereby creating a network of Black and Brown teachers who can provide future support and motivation to the students, in turn increasing the presence of Black and Brown students in higher education. In essence, this study can have future positive implications on the impact of the minority parent and educator's contribution to

furthering engagement, understanding and pursuit of not only higher education but the field of education as well.

Purpose of the Study

The purpose of this quantitative study was to explore to which degree family characteristics, such as family size and parental marital status, as well as parental and family involvement, are observed as predictors for urban millennials to enter the education field. Research was built upon the dependent variable of career choice, as well as additional independent variables such as parental influence over behavior, extended family involvement, participants demographics, and age as well as ethnicity.

Research Questions and Hypotheses

The overall questions researched to evaluate the overall prediction model:

Research Question 1 (RQ1): To what extent are parental involvement, family involvement, participant demographics, and household factors predictors of self-reported career choice among Black and Brown urban educators?

H₀1: Parental involvement, family involvement, participant demographics, and household factors do not, when taken together, significantly predict self-reported career choice among Black and Brown urban educators.

H_a1: Parental involvement, family involvement, participant demographics, and household factors do, when taken together, significantly predict self-reported career choice among Black and Brown urban educators.

Research Question 2 (RQ2): To what extent is parental involvement a predictor of self-reported career choice among Black and Brown urban educators when controlling for participant demographics, family involvement, and household factors?

H₀2: Parental involvement is not a significant predictor of self-reported career choice when controlling for participant demographics, family involvement, and household factors.

H_a2: Parental involvement is a significant predictor of self-reported career choice when controlling for participant demographics, family involvement, and household factors.

Research Question 3 (RQ3): To what extent is family involvement a predictor of self-reported career choice among Black and Brown urban educators when controlling for participant demographics, household factors, and parental involvement?

H₀3: Family involvement is not a significant predictor of career choice when controlling for participant demographics, household factors, and parental involvement.

H_a3: Family involvement is a significant predictor of career choice when controlling for participant demographics, household factors, and parental involvement.

Research Question 4 (RQ4): To what extent are household factors a significant predictor of career choice among Black and Brown educators when controlling for participant demographics, family involvement, and parental involvement

H₀4: Household factors are not a significant predictor of career choice when controlling for participant demographics, family involvement, and parental involvement.

H_a4: Household factors are a significant predictor of career choice when controlling for participant demographics, family involvement, and parental involvement.

Research Question 5 (RQ5): To what extent are participant demographics a significant predictor of career choice among Black and Brown educators when controlling for household factors, family involvement, and parental involvement?

H₀5: Participant demographics are not a significant predictor of career choice when controlling for household factors, family involvement, and parental involvement.

H_a5: Participant demographics are a significant predictor of career choice when controlling for household factors, family involvement, and parental involvement.

Theoretical Framework for the Study

The theoretical framework on which this study is based centers on the self-determination theory (SDT), which examines autonomy support and motivation (Ryan & Deci, 2017). SDT supports the assertion that reliability is extremely impactful in a person's psychological comfort (Alivernini et al., 2019). Thus, using this theory as the basis for my framework assisted me in highlighting between parental support and self-motivation as well as supporting the idea that representation is important in the decision-making processes. For instance, the expectations for those in traditional urban

environments are bleak (Pillay, 2017). For those in these neighborhoods, particularly those of color, their decision making is influenced by numerous factors. The professional threshold for those of a lower socioeconomic background is one of a very meager outlook (Gao & Eccles, 2020). The first step to remedy this is understanding the components that influence career choice.

Nature of the Study

Employing a quantitative correlational research design allowed for the study to examine the extent a correlation exists between millennial teachers of the African diaspora and their parental involvement as it related to their career choice of education. The variables considered include the dependent variable, career choice, and independent variables of parental involvement, family involvement, household factors, and participants' demographics.

Definitions

These terms are defined as they are represented throughout the study.

Career choice: vocation or employment choice. For this study, career choice focused primarily in relation to the field of education is considered as anyone who has direct and constant interactions with students on a daily basis.

Parental involvement: refers to influence over behaviors and upbringing (Garcia, de Guzman, 2020).

Family involvement: is defined as including but not limited to the presence of an aunt, cousin, grandparent or anyone within the family structure outside of your primary parents.

Household factors: includes family size, and parental marital status in terms of a single parent household, married, widowed, separated or divorced (Garcia et al., 2020).

Participant demographics: includes the following demographic variables:

- *Age:* in terms of millennial age participants ranging from 22-37 years old.
- *Ethnicity:* referring to those of the African Diaspora including but not limited to African-American/Black, Puerto Rican, Dominican and/or of Latin descent.
- *Gender:* in terms of self-identified male, female, or nonbinary participants.
- *Socioeconomic status:* which is a part of the household factors explored are determined by the financial status of the family which then impact the environment in which they reside in (Garcia et al, 2020).

Educators: are defined as anyone who works within an educational institution providing information, support and mentorship to students (Nikendei et al., 2016).

Assumptions

Information was gathered via survey, accessible through social media groups focused primarily on educators of the African Diaspora. Therefore, due to the manner in which I gathered the information, I can safely assume that all participants meet the criteria in order to be included. I also relied on them to answer truthfully. Distributing the survey via an exclusive group for Black and Brown educators assisted in reaching a greater concentration of potential respondents. However, to increase the variability on my dependent variable of career choice, other adults within the targeted birth range

identifying as a millennial were also permitted to complete the survey. Since the participants are responding to the Family Involvement Questionnaire-High School Version as well as the Parental Involvement Questionnaire based on their own recollection, it was implied that an accurate depiction of what they believe to be true was conveyed. Furthermore, the social implication this study can have in order to further the field of education it is crucial to ensure the assumptions are valid. My overall assumption is that there would be an overwhelming majority of educators who identify with their family factors as the catalyst for going into education.

Scope and Delimitations

Focusing on the ethnicity and age range of the participants was deliberate due to the lack of data centered around the age and ethnic groups supported. Even when the focus is placed on Black and Brown educators of millennial age, there is very little emphasis on what motivating factors lead to their exploration into the field of teaching, as there is how race and race relations impacted them and continues to in education (Brown, 2018). Moreover, socioeconomic status and parental involvement have been explored in countless ethnic groups, on the basis of gender, and its impact with decision making. However, as stated previously, for career choices amongst Black and Brown people the research is sparse. Another delimitation is the incorporation of a quantitative method, contrary to qualitative. While, a mixed method study may offer a much broader outlook, due to the limited nature of said research, this allows for the framework that can follow further research.

Limitations

Limitations related to the research study could arise due to the accuracy of the participants. While utilizing an online platform to collect data is of extreme convenience to all involved, it does however run the risk of inaccuracies due to bad memory or trying to provide answers that the researcher is looking for, opposed to an accurate depiction of what is true for the respondent (Curtis et al., 2020). Additionally, the Family Involvement Questionnaire- High School Version (Grover et al., 2016) and Parent Involvement Questionnaire (Edwards, 2004) can be skewed at times, as they are being completed from the recollection of the participant and not the parent. Therefore, there may be certain household factors to which they were not privy. However, this does not limit or change the perspective felt by the participant and the impact it had on their decision to pursue a career in education. In an effort to reduce and address any limitations, participants were reminded of the truthful and honest nature needed to complete this study. An emphasis was placed on this in the welcome email, the beginning of the survey, as well as the end prior to submission. Participants were reminded that because they are not providing any identifiable information, this helped maintain their comfort and honesty due to the anonymity.

Significance

As society is globalized, it is imperative, more now than ever, that all facets of the world be represented. For Black and Brown educators of the past, those shared cultural norms that were just understood not only helped to advance the lessons, they gave students a sense of kinship and oneness (Gardner et al, 2020). For millennial teachers,

race and race relations are still ever so present and that conversation is key in order to help build a better tomorrow (Brown, 2018). In exploring the parental and family factors that influence a career in education for Black and Brown urban educators, the foundation for motivating such a career choice can begin to take shape. Thereby, addressing and diminishing many of the societal practices that have been in place for far too long. These practices have unfairly placed students of color in special education (Scott, 2016), when realistically they could have thrived in a gifted program had their cultural differences been understood and nurtured (Grissom et al., 2017).

Summary

This chapter began the discussion centered on the importance of Black and Brown educators and those key factors that can help bolster a diminishing population within this field. From providing background information as to why this is necessary, to the social implications this research can have going forward, it is vital that this topic is explored. Relying on key literature, as well as a more robust explanation of the theoretical foundation the research is built upon, Chapter 2 further develops the themes introduced here. When reviewing the variables including parental involvement, family involvement, household factors, and participant demographics including age, ethnicity and gender, it has been shown that more support is needed, especially in this current climate.

Chapter 2: Literature Review

For students of color, representation matters. Research has shown that when Black and Brown teachers are present in the educational setting, the suspension and expulsion rates are reduced. This allows for a greater presence in school and ultimately a greater concentration of learning (Cheng, 2019). Traditionally, Black and Brown students are placed in special education at an alarming rate by educators who lack the understanding of their diverse needs and cultures (Scott, 2016). However, when there is a shortage of Black and Brown teachers, it becomes increasingly difficult to properly service a population of students who are already at a disadvantage when compared to their counterparts.

In order to address this social problem, the focus must first be on the majors and careers that are placed in front of those potential teachers. College majors and eventually, career choices, are largely influenced by parental involvement (Kumar, 2016). In addition to this, parental educational achievement is also a major factor (Assari, 2018). With this understanding much of the focus is first placed on the parent before it gets to the student. For many African Americans in urban environments, primarily in Grades 3 to 6, there is a skewed experience that can greatly impact their educational experience (Warren, 2015).

Grades 3 to 6, in conjunction with their age levels, have been shown to be very formative years (Warren, 2015). Prior research has indicated a positive correlation between minority students' success when educated by minority teachers and educators and also highlights an adverse reaction when there are disproportionate rates amongst students of color to teachers of color (Edlins & Dolamore, 2018). Schools with a greater

number of educators of color have been shown to have a greater representation of students of color in gifted and talented programs (Grissom et al., 2017). Based on this, a diverse teaching population can have favorable outcomes for students of color.

Leading to closing the gap for those in a special education program, it is important to advance the general education population and lead to greater gifted programs (Billingsley et al., 2019). In order to assist the teaching community, we have to understand the steps and processes necessary to attract a diverse teaching group. Learning and choices begin at home with one's own parents (Kumar, 2016).

The purpose of this study was to examine the extent to which parental/family involvement and family characteristics (family size, parental marital status) are perceived by current urban educators who are early- and mid-career professionals to have influenced their decision to go into the educational field. Early to mid-career teachers are defined as teachers with less than 16 years' experience (Louws et al., 2017). Research on this topic is extremely limited, with much of it focusing on the importance of Black and Brown educators, as well as the lack of representation in classrooms. However, without attention centered on potential family background factors that may influence the minority teaching presence, a solution to the problem is less likely to be found.

The significance of this study is that it can help highlight the relationship of parental involvement and family characteristics to career decisions among Black and Brown early career minority urban educators, as well as factors and trends that can assist in identifying career choices for millennials of the African Diaspora. Placing a stronger focus on educators can also assist in understanding how these factors can help bolster

minority teacher representation. This can inform parents, students, and educators about critical developmental and family support factors that may come into play early to support expansion of a greater concentration of minority educators, thereby allowing Black and Brown students the opportunity to see themselves represented outside of just the student body. Being able to relate and understand the problems and experiences faced daily by students allows them to trust in supportive direction, care, and attention that is not openly seen, but rather felt (Edlins & Dolamore, 2018).

Katz et al. (2018) explored the correlation between parental support and the implications it has on future careers and decision making. The findings indicated those who viewed their parents as supportive tended to make decisions that favored their parents. However, those who experienced trauma and other adverse experiences during childhood were found to have opposing experience. A longitudinal study comprised of 4,898 children and 4,231 parents found a high level of instability in the decision making of the children as a result of the parents. However, with early care and educational support, this helped to combat the negative forces associated with many of those underlying factors such as incarceration, drug use and abuse, as well as single parent homes (Lipscomb et al., 2019).

While these factors experienced are not mutually exclusive to Black and Brown people, they are amongst some of the leading social and economic challenges they see on a daily basis and eventually impact their mental health and decision making (Barber et. al, 2016). As a result of this many Black and Brown students find themselves placed in special education classes (Scott, 2016), this then puts them at a greater disadvantage.

With this understanding representation in these classes matters even more, especially amongst special education. Reversing the negative stereotypes associated with special education as well as the behavior and cultural actions of Black and Brown students has been shown to be a large contributing factor for teachers of color. However, recruitment is still lacking (Scott et. al, 2019).

In a qualitative study which included ten students of color, who attended a primarily White institution, research showed that factors such as representation, a desire for social justice, financial barriers as well as standardized assessments highly impacted their decisions to remain or leave the program (Dinkins et. al, 2016). Nonetheless, for most families in America, regardless of color the idea of the American dream is one we all strive for (Armstrong et. al, 2019). Yet, when faced with discrimination, economic disparities, as well as the idea that you cannot become financially wealthy from a given career, this hinders one's dreams or begins to have the person search in other areas for financial attainment (Armstrong et. al, 2019).

In this chapter I will detail the literature review strategies used to highlight the gaps in literature. The focus of this literature will include parental involvement, family size, parental marital status, age, ethnicity, and its impact on career decisions. Lastly, I will discuss the theories that explain the impact family factors have on the career decisions as it relates to urban millennials entering the educational field.

Literature Search Strategy

Utilizing the Walden University library, the following research databases were accessed. The database included search engines such as, Academic Search Complete;

American Doctoral Dissertations; Annie E. Casey Foundation; eBook Collection (EBSCOhost); Education Research Complete; Education Source: ERIC; Gale Academic OneFile Select; LGBT Life with Full Text; National Academies Press; NCES Publications; Oxford Education Bibliographies; Political Science Complete & Business Source Complete Combined Search; Project Muse; ProQuest Central; PsycARTICLES; PsychINFO: Psychology Databases Combined Search; PsychiatryOnline; SAGE Journals: ScienceDirect; Social Work Abstracts; SocINDEX with Full Text; Taylor and Francis Online; Teacher Reference Center; Thoreau Multi-Database Search; UNESCO Documents Database.

The key search terms included *Career Choice*, *Ethnicity*, *Parental Involvement*, *Family Size*, *Education*, *Millennial*, *Support*, and *Parental Marital Status*. Additional combined search terms include *Career choice for Urban Millennial*, *Parental Support in College Major Decisions*, and *Education*, *Support*, and *Career*. In exploring the literature, employing peer-reviewed articles that span of time was between 2010-2020 with a greater focus on 2015-2020 so that the information was as relevant as possible. Reviewing the older articles helped to identify past research as well as aided in identifying the areas that needed greater development going forward.

The earliest research explored on the topic of parental influence as it relates to career choice was published in 1975. Focusing on the health field as a career amongst 27 eighth graders, it was revealed that parental support had the largest impact in the program's participation. Research also revealed a strong contrast to those without parental support; this included the absence of one or both parents (Crawford et. al, 1975).

In 1995 a study was conducted to examine the bearing parental influence had on adolescence development. This research focused on a number of areas including rational, school and occupational identity. Parental versus peer influence were compared, and while peer influence was leading factor as it relates to rational and identity development, with parental factors being a positive addition to the overall scope. It was found that parental influence was a greater authority over peer influence (Meeus, Dekovic, 1995).

Moreover, as it pertains to gender and race African American males are primarily educated by Caucasian female teachers who have limited exposure and understanding of their various circumstances (Warren, 2015). With this understanding limited exposure and a lack of an empathetic response can greatly impact the educational experience. From social, gender, economic and racial differences the experiences are skewed (Jupp & Patrick, 2012).

In a case study involving Black and Brown males it was found that parental support, limited exposure to authoritative figures of color in careers, family life as well as racism were all extreme factors in career decisions and development (Chung, Baskin, Case, 1999). This information comes 20 years after the initial exploration into parental factors in career decisions, while only 4 years after a more updated search. However, 6 years later this same topic is still being explored with limited research that not only addresses the importance of parental support for career decisions but more specifically the Black and Brown population that are at an even great risk.

The most current research related to parental support and career development was concluded in 2015. Comprised of 94 Italian families, research supported the assertion of

parental impact on career decision (Ginevra, Nota, Ferrari, 2015). It is important to note that these families were comprised of a two-parent household with input from both parents. Overall, the focus on the Black and Brown population is extremely reduced when compared to other ethnicities.

However, in an article that explores the social and emotional aspects of learning through a mixed design study which incorporated 2,242 students in 29 different schools, it was found that the association with a varied approach to learning that influence social and emotional aspects had a positive impact on learning, the pupils experience and behavior, as well as overall school atmosphere (Banerjee, Weare, Farr 2014). These findings of a positive environment that influences social and emotional wellbeing are in direct correlation with an article, which uses a qualitative study, found that students want to establish positive interaction with their peers and teachers. The anxieties in trying to build these connections create emotional and social instability (Hamilton, 2013).

In addition to this, student's dissatisfaction with the learning process, teacher motivation and overall learning can greatly influence their social and emotional development through their academic outcomes (Bavarian, Lewis, DuBois, Acock, Vuchinich, Silverthorn, Snyder, Day, Ji, Flay 2013). The same can also be said for programs that are not equipped to properly handle students with emotional and behavioral problems. The limitations in the program also limit their growth in these areas (Mattison, Blader 2013). However, in a study conducted it was found a school climate that influenced positive emotional and social behavior had a favorable impression on the

student even superseding learned behaviors at home that weren't as encouraging with positive development (O'Malley, Voight, Renshaw, Eklund 2015).

Ultimately, understanding the feelings and experiences of empathy incorporated with other factors can provide a snapshot into those experiences and feelings of those at a young age, which can help lead to a greater understanding of decisions later in life. Limited research on the topic in reference to the African Diaspora population ranging from the importance of educators alike, or even those of authority can present a hindrance in current literature. However, when analyzing information gathered from other ethnicities and resources, this can be used as comparable data. In the twenty-plus year gap of information from its original inception to exploring the impact parental implications have for future career decisions in African American males, an update is crucial as we move forward.

Theoretical Foundation

Self-determination theory (SDT) examines autonomy support and motivation (Ryan & Deci, 2017). SDT supports the assertion that reliability is extremely impactful in a persons' psychological comfort (Alivernini et. al, 2019). One of the earliest explorations of self-determination theory dates back as early as 1895. In investigating the question of self-determination being based on motivation or free will arises (Zur Frage, 1895). However, this theory truly emerged in the 1970s as a response to behaviorism. SDT emphasizes the continuous cycle of behavior impacting environments and vice versa (Moss, 2018).

In addition to autonomy and reliability, competency is also a major proponent of this theory. Each factor in this theory assist in reaching the overall goal of motivating the participant (Ryan et. al, 2017). Autonomy refers to the participants ability to self-govern and controls behaviors. Reliability as it relates to SDT is carried by the relationships and connections with others. Competence is when the participant tries to seek control and mastery of the desired outcome (Ng, 2019). Whether intrinsically based in which the participant gains a level of joy and excitement from the task or an extrinsic reward, in which there is a tangible benefit from it this spectrum of behaviors and responses ultimately influence a desired response (Vansteenkiste et. al, 2006).

In a research study utilizing SDT and the correlation amongst socio-cultural factors (gender, immigration status, and socioeconomic background), peer relatedness (acceptance and friendship) and positive affect at school, it was found that immigrant girls with a lower social economic status were less accepted by their peers. In addition to this, they also had fewer friends and lower levels of positive affect at school. In turn these students felt excluded by peers and less motivated. These figures support the claim made by SDT, in which relatedness is an integral part of one's psychological health (Alivernini et. al, 2019).

Motivation to achieve a goal is the overall core of SDT. This is evident in a project conducted with a medical school curriculum, in which the desired result was to raise faculty engagement. Focusing on the three components of SDT as they apply to the needs of their nursing program, competence, relatedness, and autonomy were layered in their approach (Nonailada, 2019). In order to achieve competence, they implemented

what they described as Phase 1 of the process in their weekly meetings. This involved them focusing on identifying problems, needs and resources specific to their individual coursework. This was then followed up with objectives and a clear progression of mastery (Nonaillada, 2019). By allowing the participants to explore, ask and gain knowledge that is explicitly clear to their needs and provide a map of mastery, this sets the foundation for the principles in which competence is based upon in SDT (Ng, 2019).

The next phase in this process as well as SDT is relatedness. Educators set out to nurture relationships outside of their scheduled times. In order to do this, they assigned two to three faculty members to develop curricular content fitting their course work. This allowed for members who had not previously worked together the opportunity to begin building relationships as well (Nonaillada, 2019). Building positive relationships and kinship are essential to this portion of SDT (Ng, 2019). If this is not achieved, it can lead to adverse effects (Alivernini et. al, 2019).

Lastly, in order to focus on autonomy, faculty were given the opportunity to select reading material, suggest teaching techniques, and other technological tools that could advance the course for them (Nonaillada, 2019). Autonomy relies on one's ability to feel ownership and invoke their processes and creativity (Ng, 2019). In doing this, this allowed for the faculty to ultimately become one with the project and establish a sense of possession.

The results indicated 88% of the faculty felt that they had gained a greater understanding of writing and learning objectives, while 94% of the faculty felt like that had truly connected to their colleagues. 76% of the faculty stated that they would

contribute more to academic affairs, and 69% felt that it promoted independent thinking and creativity (Nonailada, 2019). Ultimately, while the previous study with school age children addressed areas of development, this study used SDT as a tool to add to their program.

When applying SDT to a desired student outcome it allows for understanding, proprietorship, and ultimately growth. This is consistent in the findings of a study conducted in which the pedagogy of students as faculty partners was explored (Kaur & Norman, 2019). Using SDT as the framework to tie together student engagement with motivation, Kaur and Norman focus on two case studies to support their claim. In Data Set 1, the participants include 114 in-service teachers between the ages of 28-40. In collaboration with three faculty members, they are a part of a master's degree program in which they are to design, develop, implement, and evaluate an assessment. Data Set 2 was made up of 66 college age students in a master's degree program with a three-faculty member support group. Their goal was to collaborate with faculty in order to develop classroom instructions that were to be taught to their peers (Kaur et. al, 2019).

Each data set focused on the students. Data Set 1 focused on the students' opinions and outlooks as it relates to assessments, while the students in Data Set 2 investigated the delivery of instruction within the classroom. The findings showed that by allowing students in both groups to lead discussion and establish useful information that would be implemented they felt like they not only had a choice but a voice as well in the process. They were able to grow relationships and felt challenged but equipped (Kaur et. al, 2019).

SDT principles allow for roles to be shifted, with students viewing things from a teacher's perspective and vice versa (Yarwood, 2019). The ideologies associated with SDT are deeply rooted in motivating, while establishing, as well as identifying behaviors that assist or hinder progress (Jansen in de Wal et al., 2020). In order to understand why one makes the choices they do, one must first explore the driving factors in their life and the goals they are trying to reach. SDT helps to challenge and grow no matter the prior knowledge by creating a community of like-minded people through its concept of relatedness, autonomy motivates through immediate reward or internal gratification, while competency gives control to execute (Ryan et al., 2017).

In essence, SDT creates life-long learners and thinkers. Thus, by using this theory as the basis for my framework it assisted me in highlighting between parental support and self-motivation as well as supporting the idea that representation is important in decision-making processes. While in recent years there has been more inquiries in the impact SDT has on the educational field, from nursing programs to motivating teachers, there is very little research that explores the reasoning or motivating factors behind becoming a teacher in conjunction with SDT. This research is even more limited as it relates to those of the African Diaspora population.

With this understanding, in adding to the community and expanding upon SDT there are a number of areas we must explore. Researching the extent in which parental involvement, family involvement, participant demographics, and household factors are predictors for Black and Brown urban educators is vital. Motivation gives children the driving force they need to explore and take chances (Heatly et. al, 2019). The parenting

style shown and the support given all influence the child to be better (Heatly et. al, 2019). However, when compared to their White counterparts in lower-income families those of the African Diaspora pale in comparison (Wang et al., 2020). Due to the various styles of those in the African American and Hispanic culture it proved impossible to identify a motivational parental practice of mastery (Wang et al, 2019).

Conceptual Framework

While career choice is influenced by parental factors (Kumar, 2016) all parental experiences aren't the same. For those with lower socioeconomic backgrounds the aspirations are much lower (Gao & Eccles, 2020). The number of Black and Brown teachers is greatly skewed (Eddith et. al, 2018), which also limits one's exposure. In order to correct this, career choice and the factors that impact that for urban millennial Blacks must be explored.

The independent variables that are associated with this career choice include (a) parental involvement in terms of their influence over their behaviors and upbringing (b) family involvement, including but not limited to the presence of an aunt, cousin, grandparent or anyone within the family structure, (c) household factors include family size, and parental marital status in terms of a single parent household, married, widowed, separated or divorced, (d) participant demographics include age, in terms of millennial age participants ranging from 22-37 years old. Ethnicity referring to those of the African Diaspora including but not limited to African-American/Black, Puerto Rican, Dominican and/or of Latin descent, and gender in terms of self-identified male or female participants.

Influence leads to motivating, which grows into practicing and later mastery. In fostering these explorations parents are setting the stage at a young age for future expectations (Wang et. al, 2019). Confidence in your abilities, encouragement and feeling a sense of respect for the profession has been shown to support exploration into teaching (Christensen, Davies, Harris, 2019). Even those students who considered themselves average students, were more inclined to explore teaching because they had support and encouragement from parents as well as other family members (Christensen et. al, 2019).

Household experience can lead to rash decision making, as well as other maladaptive behaviors which can have extreme bearing on future expectations and beliefs (van der Gaag, van den Berg, Kunnen, van Geert, 2020). Experiencing problematic decision making and a lack of identity development can also impact a person's decision making (van der Gaag et. al, 2020). Exploration in life can assist in seeing things from a total perspective, which can lead to better decision making (van der Gaag et. al, 2020). However, when there is few and far between examples of positive decision making the likelihood of making the best decision can still be threatened.

However, support and kinship are important in changing the expectation. Relationships can strengthen self-efficacy through support and shared cultural experiences (Hong, et al.,2020). In a study conducted with 12 participants, in two focus groups, the mixed method design found that even with employment barriers psychological self-sufficiency improved economic self-sufficiency (Hong et. al, 2020). Ultimately, regardless of the circumstance when a positive influence is present it helps to increase the likelihood of future success.

While research on career choice as it relates to those of the African Diaspora is limited, 745 families were a part of a study aimed at addressing this topic in 2013. Comprised mostly of African Americans and Latinos, the focus of the study was on career and planning for the future (Purtell & McLoyd 2013). Evidence showed that parental perception of reading and educational expectations effected the outlook of future employment (Purtell & McLoyd 2013). The research emphasizes the significance of educational advancement in order to prepare for career planning and exploration (Purtell & McLoyd 2013).

Literature Review

Exposure, positive influence, and consistency have been shown to influence career choice (Maor & Cojocaru, 2018). Due to a large nurse shortage, a study was conducted to determine the elements that could bolster the growth of this profession. The overall aim of this was to identify adolescents and develop programs that would assist them in studying nursing. Interviewing 20 nursing students on their perception of nursing and what motivated them, findings concluded that above personal experience, intrinsic motivation, external factors and even nursing as a choice, family influence guided their decision to go into the nursing field (Maor et. al, 2018).

As the previous study illustrates, parental support is critical in future success for the child. However, for many low-income families the idea of college as mean of career attainment, over a job is not always supported (Mitchall & Jagger, 2018). Applying the following criteria for participant selection “Students were (a) first generation, (b) low income, (c) traditional college age of 18 to 24 years old, (d) transitioned directly from

high school to college, (e) enrolled as undergraduate students at a four-year institution, and (f) in their or second year of college, and they (g) did not participate in a precollege program and (h) attended under-resourced high schools” (Mitchall & Jagger, 2018, p. 588). In a qualitative format question related to family finance, extended family support, parental support, including push to attend as well as someone they could turn to, personal belief in abilities, an early emphasis on college, assistance in seeking information and respect of decision were all asked (Mitchall & Jagger, 2018).

While the small sample size, lack of gender and ethnic representation as well as geographical limitations, with many of the participants coming from rural areas, the results supported the assertion that encouragement to enter college was increased when parents were involved (Mitchall & Jagger, 2018). Moreover, using motivation from parental factors as a variable added to the study due to many students delaying or not feeling prepared to make this decision on their own (Mitchall & Jagger, 2018). Using social determination theory in order to gauge parental motivation, the study demonstrated student feelings towards college as a result of their parents’ encouragement or opposition (Mitchall & Jagger, 2018).

While establishing a career goal begins in high school and takes center front as the likelihood of college is on the horizon, for lower-income students the possibility varies (Purtell & McLoyd 2013). As a result of this, an intervention program investigated the parent-youth partnership as it relates to planning and career outlooks (Purtell & McLoyd, 2013). With reading performance at the forefront, parents’ perceptions interfered with the youth outlook on work. This enforced the importance of career and

educational building programs that intertwine both aspects (Purtell & McLoyd, 2013).

The same level of importance is also given to disciplinary practices and overall home life. Self-esteem, social and academic competence, and adjustment is all impacted by parental influences (Sorkhabi & Middaugh, 2018). In observing the adolescents view on their parent practices and its impact, Sorkhabi and Middaugh (2018) focused on a total of 18 areas including grades, platonic friendships, smoking, sibling fights and choice of career, which were then broken down into subgroups labeled moral, conventional, personal, prudential, and multifaceted for compounding areas. Comprised of 182 participants ranging from ages 13 to 18, with an ethnic structure of 8.2% African American, 12% European American, 15.3% Arab American, 17.5% Latino American and 37.2% Asian American and 9.8% mixed or no response. As it relates to household factors at least one parent was born outside of the United States for over 60% of the participants and 11% of the adolescents also being born outside of the United States. Educational factors were also included with 50% of fathers have some college education, compared to 32% of mothers. With regards to family structure 65% of parents were married with the remaining roughly 35% of parents being divorced, widowed, or never married (Sorkhabi & Middaugh, 2018).

Based on the results, parental marital status had a positive impact on academic competency (Sorkhabi & Middaugh, 2018). This, however, calls into question the impact for those in single parent homes. Gender also impacted the frequency in which problems were internalized, with a higher rate of males over females (Sorkhabi & Middaugh, 2018). Ethnicity was found to have positive and negative effects as a result of the area of

focus. For example, Asian Americans were found to have lower self-esteem, but it also positively impacted their social competence (Sorkhabi & Middaugh, 2018).

Middle class Latino families demonstrated a foundational influence in their children's academic life since elementary school. They attended events such as parent orientations and school wide events, assisted with homework and infused educational literature in the household but also gave space in these areas as the student begin to enter middle school (Iona, 2017). In addition to this they cultivated behavioral techniques oppose to natural growth. As a result, a high level of academic socialization occurred between parent and child (Iona, 2017).

This lends itself to the importance of a structured household and its benefit in future planning. This is a stark contrast to Latino students who are raised in disadvantage neighborhoods. A lack of support from parents leads to those disadvantaged youths seeking to find comfort and support in peers. In addition to this, the lack of family academic socialization and more focus on television, movies and radio entertainment leads to poor lifestyle habits, and a poor perception of themselves (Singh, et al., 2017). In trying to remedy these detrimental factors it was found that having participation of parents and students in a career club with support from professionals could help in raising student interest in other careers (Singh et al, 2017).

Within the Latino community evidence shows that mothers who are highly educated, which is described as having an intermediate level education, inspire their sons and daughter to enter the field of science, technology, engineering, and mathematics (Sainz & Muller, 2018). Women, however, are still underrepresented in the field of

STEM (science, technology, engineering, and mathematics). This is largely due to the notion of gender roles in the Latino community (Sainz & Muller, 2018). Males are seen as more competent in the area of mathematics, whereas females are perceived as having less interest and thereby are encouraged to have interest in literature and reading (Sainz & Muller, 2018).

Yet, when properly nurtured girls have been shown to have a strong interest in STEM. In a study highlighting four girls of various backgrounds and interest, it was shown that when given proper encouragement scholars begin to develop a greater interest in the field of STEM (Koch et al, 2019). For example, Allison, a child of Mexican immigrant parents, showed a greater interest in activism and the arts (Koch et al, 2019). Her parents provided support emotionally and materialistic, and her father also had an interest in music. Darla, an African American girl, who lived in a single parent household with her mother who worked in retail sales and has an older brother who lives outside of her household, is described as being outgoing and social. She enjoyed cheerleading and other meaningful social roles. Lastly, Leila is a product of Mexican born parents, and although she was in close and constant communication with her large family in Mexico she was described as shy and quiet. Like Darla, Leila also had a high interest in music (Koch et al, 2019). Every girl demonstrated a modest interest in parts of STEM, but nothing substantial. However, due to their strong parental support, it was found that they would benefit from applying STEM concepts with their interest to increase the already small interest they have (Koch et. al, 2019).

These implications are important when you consider the lack of career aspirations

for Black and Hispanic students when compared to their White counterparts (Gottlieb, 2018). Even when Black and Brown students have an interest in STEM the lack of relatedness and representation has discouraged them from continuing in the field (Williams et al., 2019). In an experiment conducted it was found that people attributed greater abilities in STEM to stereotypical Asian Americans and less to Black women and man (Williams et al., 2019). Thereby adding another layer of barriers and the idea of race as a continuous variable in which we must also look at how much of the particular race is visibly portrayed (Williams et al., 2019)

This systematic approach to marginalizing and discouraging people of color is even evident in fields closely related to STEM. For Black male student athletes (BMSA) their presence in sports is highly represented, but when it compares to careers in STEM that are all incorporated in sports and can lead to an easier career, they are often discouraged and not even considered (Mark, 2020). Although STEM careers can offer the same earning potential as a career in sports, with a more sustainable time frame, the educational expectation for a BMSA are set far below their counterparts (Mark, 2020). In a study conducted with two BMSA, one current college basketball student and one former, it was found that their coaches and academic counselors urged them to prioritize sports over academics. One of them remained focused on his STEM major as a result of a close relationship with his high school basketball coach, while the other felt if he had more social support, he would have maintained his STEM major (Mark, 2020). This emphasizes the importance of support in areas of interest as well as exploration of new and challenging concepts.

Isis Settles (2020) explores this struggle in her own career exploration. Detailing the barriers she was up against as a Black female feminist, she found that she had to build her own network of academics due to many being closed off to her. In doing this she also had to address many concerns as they aroused such as finding scholarships and trainings consistent with her values and work, in contrast to settling or altering to fit what was traditionally available to her (Settles, 2020). Along this road she was also met with stereotyping, and unequal treatment within the world of academia. Nonetheless, she used these experiences as a way to build bridges for graduate students and faculty members of color. Ultimately, taking on a leadership role and becoming the role model she needed for others (Settles, 2020).

For Isis creating a community in which she and those like her were represented was key in her development (Settles, 2020). However, when you are unable to or are against a system that is bigger than you it becomes increasingly frustrating and difficult. With a lack of social support and representation in advance careers such as education it becomes hard to see yourself in that career field (Goings, Bianco 2016). In a study exploring the factors that can influence or deter Black high school age males from being teachers the qualitative study led to various implications. With a sample size of 22, students were asked about their school experiences, leading to findings of negativity, low expectations, micro-aggression, racial stereotypes, and a large deterrent from entering the educational field as a result of these experiences (Goings et. al, 2016). On the contrast however, those that did have positive interactions with teachers and the opportunity to offer teaching experiences within their community did help them potential see themselves

as teachers in the future (Goings et. al, 2016).

The presence of Black and Brown males is extremely limited in education (Callender, 2018). Even with this scarce population and the understanding of the need for males of color in education and the implications it has on furthering education for young students who look just like them, the conversation is not hinged upon abilities but rather surviving in a “White patriarchal” society of norms (Callender, 2018). Participants of this study, regardless to having the proper qualifications and experience to inhabit the role, found themselves having to prove their worth. The central idea being that they are only qualified for the role because they are Black. This ultimately describes a system in which a quota is necessary contrary to actually being skilled at their job (Callender, 2018). However, even with the idea that, as a Black man in education, one has to be monitored based on others’ presumptions and beliefs, Black and Brown males are still in very high demand and are looked upon more as intimidating initially (Callender, 2018).

The need for males of color is at a high rate and continues to grow. The immediate need for this is stressed when considering the amount of Black and Brown boys that are placed in special education, and the positive impact male teachers of color can have on remedying this occurrence (Scott, Alexander, Bettini, 2019). Highlighting a need to retain Black male special education teachers, a study was comprised of recruitment and retaining strategies (Scott et. al, 2018). Interviewing 18 men of color about their personal experience as it relates to special education teacher-preparation programs (SETPPs) recruitment and retention, a number of developments were concluded (Scott et. al, 2018). Focusing on three areas of development in order to attract

teachers of color, Scott (2018) highlighted the following areas of importance, motivation to become a special education teacher, desirability of SETPPs, and funding for such programs (Scott et. al, 2018). For many of these students of color in special education, having someone who speaks their language and understands the cultural behaviors in contrast to labeling them as dysfunctional can assist in closing the gap (Scott et. al, 2018).

However, there has been an increase in males of color entering education via the alternate route (Scott, 2019). The alternate route program is described as a teaching program in which one did not take the traditional teaching courses but rather explored these courses later in conjunction with prior college majors (Scott, 2019). In the qualitative study it was found that many chose an alternate route program as a result of targeted recruitment and retention from Black faculty members (Scott, 2019).

Relatedness not only assists in creating a sense of community amongst peers but also the student body (Scott et. al, 2018). In essence, the alternate route involved a choice outside of the traditional college major and career. Males of color however are still limited but the implications brought forth in this study can assist in pushing them further (Scott, 2019).

While males of color are scarce, females of color are even more endangered in the educational arena (Farinde, LeBlanc, Otten, 2015). “Statistically, Black female teachers represent 7.7% of the United States teaching force, while White female teachers make up over 60% of the American teaching workforce (Farinde et. al, 2015, p. 32).” This alarming statistic pales in comparison to the experiences of these teachers. In a study conducted six female teachers share accounts of a lack of support from other teaching

staff as well as superiors, and utilized as a disciplinarian for ineffective teachers, with whom their salaries reflect discrepancies. However, their biggest factor for continuing is their love for the field of education as well as the children they interact with daily (Farinde et. al, 2015).

This love and ability to nurture are traits that have long been ingrained in Black and Brown women in urban environments (Nicoli, Yee, 2017). While as described as “growing up in the ‘hood” has assisted in their classroom teachings, the nuances of understanding gender, ethnicity and family dynamics is critical in educational development (Nicoli et. al, 2017). This nurturing however can cause burn out. Educational institutions are noted as self-serving over sustaining the individuals, this is why self-care is crucial (Nicoli et. al, 2017). With this understanding especially for women of color, prioritizing self-care allows for them to still support but not neglect themselves as well. These non-negotiable habits set trends for the children in which they interact with, by setting the foundation of cherishing themselves (Nicoli et. al, 2017).

One thing that is consistent regardless of gender and experience is the urgency for teachers of color. As a result of this urgency those teachers have a deeper connection and seek out ways to promote student success (Acosta, 2018). Ironically, in a study conducted three of the leading factors that surfaced were the reality of the educational system, the lack of Black representation in the educational constructs as well as the miseducation of Black and Brown children (Acosta, 2018). Relying on that nurturing spirit that seems to be synonymous with those of the African Diaspora culture (Nicoli et. al, 2017), even through the negativity, it is then used as a motivational tool.

However, research has shown that Black and Brown educators are essentially viewed as “problems and solutions” (Strachan & Davis, 2020, p. 64). While good enough to provide disciplinary action and even being sought after the respect level seems to be diminished beyond this. The relationship with Black and Brown educators and the system in which they perform in is not one that is reciprocal (Strachan et. al, 2020).

Understanding and relying on the Black experience as well the nuances of it can aid in expanding upon this relationship and bring about a greater experience. However, the perspective and story is being told from outside views (Strachan et al, 2020).

The ramifications of this lack of fundamental representation shines through in a qualitative study in which ten African American education majors at mainly White educational institution answered questions about their continuance or withdrawal from their teacher prep program. Comprised of seven females and three males, their roles included four active teachers, four participants who left the program within two years, one graduate of the program but opted not to teach and one participant who is a pre-service teacher (Dinkins, Thomas, 2016). Those who decided to go into education have middle school experience ranging from grades 4th to 8th, while the pre-service teacher has a goal of entering special education. Those who opted out of the program work in grounds keeping and continuing their education in MAT programs and other master’s fields (Dinkins et. al, 2016).

In reviewing their drive to enter the program, all cited social justice as their reason for entering and ironically also their reason for leaving (Dinkins et. al, 2016). While the role of the teacher to inspire other students of color to possibly go into the

educational field also aided in their choice to enter, barriers such as financial constraints and the presence of bias standardized exams prevented further exploration into this career (Dinkins et. al, 2016).

This problem starts prior to entering the workforce. Although representation is important, there are a number of racial and ethnic limitations in the teacher workforce. One of those problems that arose is the college major choice (Redding, Baker, 2019). Data has shown that their White counterparts are twice as likely to major in education when compared to Blacks, Latinx and other graduates of color (Redding et. al, 2019). The lack of educational exposure continues to show as the catalyst for these disparities (Redding et. al, 2019).

In establishing a teacher pipeline program, pre-collegiate programs can assist in remedying and identifying those students most likely to pursue education (Christensen, Davis, Harris, Hanks, Bowles, 2019). Highlighting a series of factors that can assist in determining student's willingness to teach as well as their beliefs on teaching. Those factors included gender, altruistic motivations, work conditions, respect, self-efficacy and personal interest, school success, encouragement from others, teachers' compensation, and teachers' lifestyle (Christensen et. al, 2019). Surveying these students and using regression to analyze the top factors included confidence in their ability, family encouragement, community support, and their own self-efficacy, even though they viewed themselves as average students. The less impactful areas included gender, pay and working conditions (Christensen et. al, 2019).

Encouragement can go a long way in promoting and preparing. However, when you do not see yourself or those who are set to prepare you are unaware of your cultural and ethnic differences this hinders progress (Leech, Haug, Bianco, 2019). In a study conducted using the Factors Influencing Teaching Choice (FIT-Choice), 86 high school students of color demonstrated an adverse reaction when determining students' motivation to go into teaching (Leech et. al, 2019). Results indicated that for high school students of color while they did show respect for the work of a teacher many were discouraged due to policies and practices witnessed in curriculum and other educational areas (Leech et. al, 2019). On the contrary, White female teachers were also given the same survey and were in favor of majority of the factors (Leech et. al, 2019). This lack of cohesiveness clearly outlines a clear disconnect between those who are teaching versus those who are receiving the lesson.

Summary and Conclusions

From ethnic to gender and geographical disparities the educational services and support received vary. Those who are more affluent have the best chance at receiving adequate support and services that can put them on the road to success. However, for lower income families the barriers they are up against can be massive at times. Single parent homes can lead to overworked parents and an adolescent searching for their own bearings. As the literature has shown, parental support is the leading factor in developing a sense of self. This support builds self-efficacy as well trust in knowing that someone will be there (Goings et. al, 2016).

While household factors and parental support aid in the development of future goals, representation is also vital. The ability to see yourself on a path is even more attainable when those before you, look like you (Redding & Baker, 2019). Black and Brown kids, however, are at a disadvantage when they look at the educational field. Teachers of color are found to be vital to the educational structure, yet they are grossly underrepresented (Dinkins et. al, 2016). Those that are in within education are seen as disciplinarians, which take away from their nurturing and cultural factors that can help in encouraging a student of color (Strachan et. al, 2020).

Moreover, gender biases are prevalent. Girls are persuaded to take interest in more art-based activities, while boys are supported in the areas of STEM (Farinde et. al, 2015). This lack of educational exploration impedes on possible future careers and continues to marginalize their abilities. Still, while still underrepresented women of color in the educational field have provided a safe haven and nurturing practices to their students that help them socially and emotionally (Nicoli et. al, 2017).

White females dominate the educational field and seem to be disconnected with the expectations of those students of color (Leech et. al, 2019). This disconnection can manifest itself in behavioral problems, a loss of interest in a particular topic and create a domino effect that starts to mirror itself as a personality flaw rather than a lack of nurturing and understanding of ethnic and cultural differences (Leech et. al, 2019).

Nonetheless, studies have presented a strong case for the importance of people of color and their vital role, while emphasizing their lack of representation. However, outside of describing these factors there has been very little examination as to what can

happen when these factors are applied. Moreover, explaining what is missing from the perspective or what has caused them to not enter the educational field, still does not answer the question of how we can increase the presence of people of color and for those who are in it, what keeps them here.

Race and ethnicity are not mutually exclusive. Black and Brown people share a color but numerous cultural differences (Sorkhabi et. al, 2018). However, the observation of race, disregards many culturally factors. There are Black teachers who have racially ambiguous features as there are White teachers that have features similar to Black and Brown people. This task needs to be developed further in order to have a greater understanding of those aspects that can help with obtaining a better understanding as to how race impacts the educational experience for the student (Williams et. al, 2019).

One theme that is consistent in all the literature is comfort. However, comfort for Black and Brown teachers is extremely inadequate (Goings, Bianco, 2016). Feeling valued and safe in a space and not just a token raises the sense of relatedness and want to be present (Goings et. al, 2016). In all data explored the comfort of the children took the forefront of the conversation. While, the comfort of the children is of the utmost importance, in order to influence future teachers, one must have people who look like them. This teacher presence begins with feeling valued and comfortable.

In my study, exploring the topic of family factors, ethnicity, gender as well as parental support as it relates to education, this combines those most important areas in one space. Having the ability to compare and contrast responses and empirical data allows for the ability to pinpoint vital areas. Unlike the previous research on this topic in

which variables were examined in isolation. While they added to the research, many gaps still needed to be filled or weren't addressed.

One of those critical pieces in my research is focusing on urban Millennials. The age span of the urban millennial from age 22-37 highlights the upcoming and current teachers that will shift the paradigm for future career seekers. With the rise of social media and the ability to access information, the factors of entering the education field have a more global outlook now. Updating the conversation and information in this field will push the discipline further and bring the research to a new focus.

Chapter 3: Research Methods

A quantitative correlational research design allowed me to examine, if and to what extent, a correlation exists between millennial teachers of the African Diaspora and their parental involvement as it relates to their choice to go into education. Research on this topic is extremely limited, with much of it focusing on the importance of Black and Brown educators, as well as the lack of representation in classrooms. However, without attention on potential family background factors that may influence the minority teaching presence, a solution to the problem is less likely.

This chapter explores the areas of research design and the rationale, methodology, as well as the overall threat to validity of the research. This is accomplished by highlighting the population in the study, the procedures and strategies used for recruitment, and data used and collected to ultimately emphasize the purpose and end goal of the study.

Research Design and Rationale

The quantitative correlational research design in this study helped to explore the relationship between millennial teachers of the African Diaspora and their parental involvement as it relates to their career choice, and more specifically those who choose to go into the field of education. Incorporating a correlational design allowed for the use of data driven assessments such as the Family Involvement Questionnaire- High School Version (Grover et al., 2016). The participants completed it from their own recollection with two additional questions asking if they currently or had ever worked within the field

of education and whether they believed their parent(s) influenced or had a direct impact on their career choice.

The independent variables were: (a) parental involvement (b) family involvement, (c) household factors, and (d) participant demographics including age, ethnicity, and gender. Implementing a quantitative methodology while using a correlational research design assisted in achieving an understanding between career choice for millennial teachers of the African Diaspora and their parental involvement as it relates to their choice to go into education.

Implementing logistic regression to analyze the data obtained from the survey helped in determining the degree to which there is a correlation between parent involvement and those who chose to enter education. The data were collected via questionnaire through an online resource called SurveyHero.com. Data were then transferred to SPSS for further analysis. Logistic regression allowed for the opportunity to identify which variables were most prevalent as it related to the decision to go into the educational field for the urban millennial. While the survey was marketed to educators, allowing for participants with other career choices who fit the criteria of being a millennial and of the African Diaspora helped to increase the reliability of the survey by providing a complete outlook on career choice for urban millennials of the African Disapora.

Based on the nature in which information was collected there were no time constraints. However, participants had up to 4 weeks to complete the survey. In addition to this, in an effort to influence completion of the survey, a donation to two charities was

made based on the number of surveys completed within the weeks. This approach allowed for the opportunity to identify and make a note of any outliers once the data were collected. This knowledge not only advances the field of psychology, it allows for better understanding of factors that can influence future teachers of color. This kinship and understanding of cultural behaviors can potentially limit the rate at which students of color are placed in special education classrooms and enhance their future chances (Scott, 2016). In essence, exploring the factors that can lead to increasing the population of teachers of the African Diaspora can also influence Black and Brown children to see themselves in the classroom.

Methodology

Population

The target population for this study is educators born between the years of 1981-1996; this represents the generation known as millennials. Participants were of the African Diaspora including but not limited to African American/Black, Puerto Rican, Dominican and/or of Latin descent, and gender in terms of self-identified male, female, or nonbinary participants. Furthermore, participants were also from a self described urban environment.

Sampling and Sampling Procedures

In order to determine the sample size necessary, a G*Power analysis was first conducted. This information was contingent upon responses consequently, the sample size increased based on averages. Using a G*Power analysis with logistic regression, two tails and an odds ratio of 5.4, the data obtained highlighted a sample size of 100

participants. With an *H1* percentage of 70% and a *H0* percentage of 30%, the belief was that 70% of the participants would demonstrate a positive correlation to the hypothesis. Similar studies focusing on career choice and development have also varied in size ranging from seven participants (Halim et al., 2018) to as large as upwards of 100 participants (Christensen et al., 2019). This minimum selection amount allowed for greater insight to the ethnic and social differences as they relate to the many ethnic backgrounds represented in the African Diaspora. Likewise, in a quantitative study involving logistic regression with a population size of 300 participants, findings indicated the lack of support for Black and Brown student as it relates to the field of STEM (Williams et al., 2019). The benefit of such a large sample size is that it allowed for further investigations into the specific causes for such a skewed reality.

This data was obtained through surveys and questionnaires delivered via social media. Utilizing social media as a vessel for communication is one of the major proponents in which the millennial age group interacts (Lee, Lee & Dopson, 2019). The surveyed used to measure were the Family Involvement Questionnaire- High School Version (Grover, Houlihan & Campana, 2016), Parent Involvement Questionnaire (Edwards, 2004) the educators completed it from their own recollection, as well as two additional questions asking direct if they work within the field of education and if they believe their parental involvement influenced their career decision.

Employing the use of Facebook groups targeted at educators of color, as well as human rights advocate, social media influencer and educator Zellie Thomas, the link was shared. Adapting to the APA format, with the expectation of personal or direct

information, questionnaire options were highlighted using a Likert scale related to the options with 1 for *poor* and 5 as *excellent*. A minimum of 100 participants were expected to complete the questionnaires, which then highlighted the categories necessary to measure the dependent variable. The dependent variable was the career choice of the participants, with an emphasis on the following categories, parental involvement, family involvement, participant demographics, and household factors. The term educators included anyone who had daily contact with the student population in an educational and/or social aspect including but not limited to teachers, deans, principal, vice-principal, and aides. Once career choice was identified, those who fit within the category deemed as an educator were reviewed to determine the impact in which parental and family involvement had on their decision to enter the field of education. Using logistic regression to examine the data acquired from the questionnaires helped in identifying the degree in which there is a correlation between parent involvement and those career choice, with attention on those who chose to enter education.

Procedures For Recruitment, Participation, and Data Collection

Sharing within the Facebook group labeled Black Educators Association, which has an average member count of 1,500 members, as well human rights activist and educator Zellie Thomas, who also has an extensive social media following as well, with approval from Walden Internal Review Board (IRB), data was collected via an online link. Both groups speak primarily to educators of color, which can ensure accuracy in terms of target population and possibly exceed the minimum participation requirement.

Prior to conducting the survey participants were informed on the purpose of the survey, estimated time length for completion, as well as a monetary donation that will be made to a program providing meals to senior citizens upon completion. Apart of these instructions included the understanding that participation in the survey implies consent to use the data obtained. Upon completion participants were notified they have reached the end of the survey. Information was collected via Survey Hero.

Instrumentation and Operationalization of Constructs

Parent Involvement Questionnaire

Research shows the development and implementation of the Parent Involvement Questionnaire as early as 2004, when Patricia Edwards used it in her book “Children’s Literacy Development: Making it Happen Through School, Family and Community Involvement”. The survey is broken down into four key parts. Part I highlights parental information, Part II emphasizes parent involvement capabilities, Part III explores the willingness to participate in child’s reading programs and lastly Part IV investigates parent responsibilities for reading instruction (Edward, 2004). Relying heavily on educational support this questionnaire is appropriate for this study because it can over direct insight to parental support and its further implications. Comprised of 20 items for Part I, 20 questions based on a Likert scale for Part II with the scale ranging from five response types including *definitely not capable*, *probably not capable*, *sure*, *not capable* and *probabably capable*, and similar Likert scale for Part III and Part IV, this questionnaire covers a total of 82 questions.

Family Involvement Questionnaire-High School Version

Updated from the original Family Involvement Questionnaire that focused on elementary, this 40-item questionnaire highlights the level of parental involvement for students in upper grades. Questions such as “I talk with my teenager about what their life will be like after they graduate high school” and “I talk to my teenager about how school has helped me” drive the focus of this assessment (Grover et. al, 2016). The Family Involvement Questionnaire places emphasis on the social aspect and how that manifest a desired reaction in other areas.

While each questionnaire designed to be answered by a parent or guardian, researched was gathered from the participants’ perspective. This approach allowed for greater insight to the overall thinking and perception of the participant as they answer questions related to their own upbringing, support, and involvement. Ultimately, each survey offers a well-rounded snapshot of the thinking as it relates to future career goals.

In a study conducting using the Parent Involvement Questionnaire parents were asked to complete the questionnaire as measure to stress the significance of parent involvement as it relates to those with Autism Spectrum Disorder (ASD) and how it can improve their choices as they develop (Solish et. al, 2015). The results yielded the understanding that there are multiple approaches to being involved for the parent and child (Solish et. al, 2015). Added to this, the reliability of the Parent Involvement Questionnaire had a Cronbach alpha rating of 0.82 (Solish et. al, 2015). This is consistent with the current study because the goal is to seek if and to what extent parental support

and involvement has on choices. Identifying those multiple entry points can assist in advancing the educational field for Black and Brown people.

The Family Involvement Questionnaire has also shown to be highly valid and important in reviewing family factors and their input. Attaining an internal consistency score 0.93, and a Cronbach alpha coefficient score of 0.89, 0.71 and 0.77 for the respected areas associated with the questionnaire. Ultimately, the high school version when compared to the elementary version were both shown to be similar and of high validity when compared (Grover et. al, 2016). This supports the findings of a study conducted to examine the validity of this questionnaire for diverse families in low-income backgrounds (Bulotsky-Shearer, Bouza, Bichay, Fernandez, Hernandez, 2016). Findings indicated consistency across all areas of support as it relates to family structure and support (Bulotsky-Shearer et. al, 2016). Added to this when utilized to examine the validity as it relates to the family structure and education in Belize, research indicated that a sizeable, much more inclusive group could aid in strengthening the responses given due to a greater focus on demographics. Nonetheless, the instrument helped provide a greater understanding of necessary interventions and practices (Garbacz et. al, 2019)

Demographics

All participants completed both surveys and the additional questions asking if their parents' involvement led them to their career choice and if they currently or have ever worked within the field of education. I anticipated it would take participants about 60 – 90 minutes to complete, and participants were made aware of the option of pausing and resuming the survey at their leisure.

Operationalization

The independent variables are: (a) parental involvement in terms of their influence over their behaviors and upbringing (b) family involvement, including but not limited to the presence of an aunt, cousin, grandparent or anyone within the family structure, (c) household factors include family size, and parental marital status in terms of a single parent household, married, widowed, separated or divorced, (d) participant demographics include age, in terms of millennial age participants ranging from 22-37 years old. Ethnicity referring to those of the African Diaspora including but not limited to African-American/Black, Puerto Rican, Dominican and/or of Latin descent, and gender in terms of self-identified male or female participants. Utilizing a quantitative correlational research design allows for the study to examine if and to what extent a correlation exists between millennial teachers of the African diaspora and their parental involvement as it relates to their choice to go into education. Using a 1-5 scale as 1 for *poor* and 5 as *excellent*. Educators, with a minimum sample size of 100 participants, completed the questionnaires, which accentuated the categories necessary to measure the dependent variable. The dependent variable, career choice of the participants, emphasized the following categories, parental involvement, family involvement, participant demographics, and household factors.

Data Analysis Plan

The overall question for this research was to evaluate the overall prediction model utilizing Logistic Regression measure the findings:

Research Question 1 (RQ1): To what extent are parental involvement, family involvement, participant demographics, and household factors predictors of self-reported career choice among Black and Brown urban educators?

H₀1: Parental involvement, family involvement, participant demographics, and household factors do not, when taken together, significantly predict self-reported career choice among Black and Brown urban educators.

H_a1: Parental involvement, family involvement, participant demographics, and household factors do, when taken together, significantly predict self-reported career choice among Black and Brown urban educators.

Research Question 2 (RQ2): To what extent is parental involvement a predictor of self-reported career choice among Black and Brown urban educators when controlling for participant demographics, family involvement, and household factors?

H₀2: Parental involvement is not a significant predictor of self-reported career choice when controlling for participant demographics, family involvement, and household factors.

H_a2: Parental involvement is a significant predictor of self-reported career choice when controlling for participant demographics, family involvement, and household factors.

Research Question 3 (RQ3): To what extent is family involvement a predictor of self-reported career choice among Black and Brown urban educators when controlling for participant demographics, household factors, and parental involvement?

H₀₃: Family involvement is not a significant predictor of career choice when controlling for participant demographics, household factors, and parental involvement.

H_{a3}: Family involvement is a significant predictor of career choice when controlling for participant demographics, household factors, and parental involvement.

Research Question 4 (RQ4): To what extent are household factors a significant predictor of career choice among Black and Brown educators when controlling for participant demographics, family involvement, and parental involvement

H₀₄: Household factors are not a significant predictor of career choice when controlling for participant demographics, family involvement, and parental involvement.

H_{a4}: Household factors are a significant predictor of career choice when controlling for participant demographics, family involvement, and parental involvement.

Research Question 5 (RQ5): To what extent are participant demographics a significant predictor of career choice among Black and Brown educators when controlling for household factors, family involvement, and parental involvement?

H₀₅: Participant demographics are not a significant predictor of career choice when controlling for household factors, family involvement, and parental involvement.

H_{a5}: Participant demographics are a significant predictor of career choice when controlling for household factors, family involvement, and parental involvement.

Threats to Validity

Threats to External Validity

This study was comprised of consenting adults who offered consent to their participation upon beginning the survey. The nature in which information was gathered may skew the data because it may not necessarily be centralized to a particular area or region outside of an urban environment. There may also be some limitations related to logistic regression and its precision on the variables and their interactions with one another. However, logistic regression can identify odds vs. risk, and can prove to be beneficial, as it can highlight reactions and changes within the variables.

Threats to Internal Validity

While it is assumed that participants will be sincere, with the hope that the anonymity of the survey allowed for a greater concentration of unfiltered honesty, thereby allowing for a clearer understanding and view of how each variable impacts the other. In an effort to illustrate the confidentiality of the reported information from the survey, it was clearly expressed that the only data from the survey that would be shared is age, gender, parental marital status, ethnic background, family involvement and career choice. Location related to an urban environment is a key factor in this research. However, directly naming a participant's location as it relates to them was not shared due to anonymity but rather explored when discussing urban environments.

Ethical Procedures

Due to the nature in which information was retrieved from participants their willingness to participate via the survey link constitutes an agreement to grant me access to the data acquired. Participants were notified of an estimate time necessary to complete the survey. In addition to this, participants were also made aware that they can pause and resume the survey at any point, as well as a consent agreement related to their willingness to participate. This is the extent of participant interaction that took place. Any agreement was based solely on the willingness of the participant, added to this no interaction between participants took place. Therefore, any additional treatment precaution outside of notification of possibly time constrains was not warranted.

Due to the minimal risk associated with this research, IRB permission that was required was an exempt review. This is rooted in the limited disclosure of participant information including area in which the participant was raised in, family involvement based on a scale, and area they teach in. In addition to this, the survey format in which answers was collected does not put participants at any civil or criminal liability. Ultimately, the identity of participants was kept highly confidential and will be essentially untraceable.

Employing social media as the driving force behind recruitment brings about certain ethical concerns related to public nature. It can allow for people outside of the intended populace to participate. To address this, participants were required to address questions such as gender, identity and race and ethnicity. This allows for the information to represent the intended group and highlight the trend across that particular group.

Some participants also withdrew before completion based on the nature of the questions. While this was a large concern, to address this, the population size was kept to a reasonable number of 100. This amount represented double the minimum indicated by the G*Power analysis. Based on the large platform in which this was shared there was an abundance of educators and other contributors that were able to participate. This assisted in offsetting any possible hindrance of those who chose to or could not finish.

Data from the survey was collected via Survey Hero. Access to this information is only granted to the research and committee as it became available. Data remained confidential from each participant. Responses only included identifying questions about gender identity and housing demographics, including parental status, household size, neighborhood, and age. At no point was there any indication of one's name or any key features that can emphatically identify them.

Summary

The purpose of the quantitative correlational research design was to explore if a connection exists between millennial teachers of the African Diaspora and their parental involvement related to their choice to go into education. The research was gathered using a correlational design, which allowed for the use of data driven assessments such as the Family Involvement Questionnaire- High School Version (Grover et. al, 2016). Participants completed the survey recollecting on their upbringing and how this motivated them to go into the educational field. Building upon this, Chapter 4 will highlight the information obtained from information in the survey. From the study to data

collection and results, Chapter 4 will organize the data to allow for a clearer picture to begin forming on how this information is impactful.

Chapter 4: Results

While the rate at which Black and Brown teachers have grown significantly since 1987, there is still a large disparity in many schools between teachers and students of color (Trawick et al., 2020). There have been numerous studies that explore the impact of Black and Brown representation within the classroom, the lack thereof, as well as the benefits. However, very few have explored the mitigating factors that can help expand the teaching population for Black and Brown educators. The purpose of this study was to examine the influence family factors have on the decision to enter education amongst Black and Brown urban millennials.

The purpose of this study was investigated through the following research questions:

Research Question 1 (RQ1): To what extent are parental involvement, family involvement, participant demographics, and household factors predictors of self-reported career choice among Black and Brown urban educators?

H₀1: Parental involvement, family involvement, participant demographics, and household factors do not, when taken together, significantly predict self-reported career choice among Black and Brown urban educators.

H_a1: Parental involvement, family involvement, participant demographics, and household factors do, when taken together, significantly predict self-reported career choice among Black and Brown urban educators.

Research Question 2 (RQ2): To what extent is parental involvement a predictor of self-reported career choice among Black and Brown urban educators when controlling for participant demographics, family involvement, and household factors?

H₀₂: Parental involvement is not a significant predictor of self-reported career choice when controlling for participant demographics, family involvement, and household factors.

H_{a2}: Parental involvement is a significant predictor of self-reported career choice when controlling for participant demographics, family involvement, and household factors.

Research Question 3 (RQ3): To what extent is family involvement a predictor of self-reported career choice among Black and Brown urban educators when controlling for participant demographics, household factors, and parental involvement?

H₀₃: Family involvement is not a significant predictor of career choice when controlling for participant demographics, household factors, and parental involvement.

H_{a3}: Family involvement is a significant predictor of career choice when controlling for participant demographics, household factors, and parental involvement.

Research Question 4 (RQ4): To what extent are household factors a significant predictor of career choice among Black and Brown educators when controlling for participant demographics, family involvement, and parental involvement

H₀₄: Household factors are not a significant predictor of career choice when controlling for participant demographics, family involvement, and parental involvement.

H_{a4}: Household factors are a significant predictor of career choice when controlling for participant demographics, family involvement, and parental involvement.

Research Question 5 (RQ5): To what extent are participant demographics a significant predictor of career choice among Black and Brown educators when controlling for household factors, family involvement, and parental involvement?

H₀₅: Participant demographics are not a significant predictor of career choice when controlling for household factors, family involvement, and parental involvement.

H_{a5}: Participant demographics are a significant predictor of career choice when controlling for household factors, family involvement, and parental involvement.

Throughout this chapter, I review the purpose, research questions and hypotheses, data collection techniques including the time frame used to gather information, resources used, and a descriptive overview of said research. Results of the data are then examined as they relate to the research questions and hypotheses, determining the validity of the data. Finally, I conclude with a summary.

Data Collection

The required sample size for my survey, based on a G*Power analysis with logistic regression, indicated a need for a total of 100 participants. As a result of this, the

complete data collection time frame lasted over a 2-week period from July 26 to August 9, 2021. The two scales of measurement employed in the survey were The Family Involvement Questionnaire-High School and The Parent Involvement Questionnaire. In addition to these two surveys, I also collected demographic information such as year of birth, whether the participant works or had worked within the field of education, and if they believed their parents influence lead them into their career.

The data was collected via social media platform Facebook as well as word of mouth through social media influencer and educator Zellie Thomas, as well as the participants. The survey was promoted to those who identified as millennials, which is characterized as being born between the years of 1981-1996. A link provided by online survey website SurveyHero.com was shared. This link consisted of the consent form which highlights the requirements for participation, including being born between 1981 – 1996, as well as being a part of the African Diaspora, which is characterized as being African-American/Black, Puerto Rican, Dominican and/or of Latin descent. Also included in the consent form was the overall purpose of this study, procedures, examples of questions, the risk, benefits, and voluntary nature of the study, contact information, privacy disclaimer, and an indication that if they chose to continue, they were consenting to their participation as well as confirming that they fit the requirements. In the 2-week span, a total of 525 people viewed the survey, while a total of 123 people accessed the survey but failed to complete the survey, and 109 people completed the survey.

While initially the belief was that it would take up to 4 weeks to garner the total amount of participants, this was completed in half of the time. One of the major points of

concern in the data collection process was if all the participants would honestly represent the required perimeters. Although there is no way to confidently assess this, based on the amount of people who accessed the survey's consent form prior to accessing the survey, versus the amount who completed it, this data lends itself to the belief that those who did not meet the requirements did not continue. Nonetheless, the method in which data was collected was on par with the expectation prior.

Due to the highly anonymous aspect of the research the only descriptive information gathered was participants' birth year, and the participants' career choice, limited to them working in or have worked within the field of education. The largest group represented in the data were those born in 1988 with a total of 14 participants. This was followed by those born in 1985 and 1986, which garnered 13 and 12 participants, respectively. The birth year of 1987 had a total of nine participants, while those born in 1994 accounted for eight participants. Participant amounts in 1995 reached seven, six in 1993, and five each for 1983, 1984, 1989, and 1990. Last, four participants represented the birth years of 1981, 1982, 1991, 1992, and 1996. Of the total 109 participant count, 57 participants represented the number who had or currently worked within the field of education, while 52 represented those who did not. This data is represented in Table 1.

Table 1*Descriptive Statistics*

Characteristic		Frequency (<i>N</i> = 109)	Percentage (%)
Year Born	1981	4	3.67
	1982	4	3.67
	1983	5	4.59
	1984	5	4.59
	1985	13	11.92
	1986	12	11
	1987	9	8.27
	1988	14	12.84
	1989	5	4.59
	1990	5	4.59
	1991	4	3.67
	1992	4	3.67
	1993	6	5.50
	1994	8	7.34
	1995	7	6.42
	1996	4	3.67
	Total	109	100.0
Worked in education	Yes	57	52.29
	No	52	47.71
	Total	109	100.0

Prior studies researching Black and Brown teachers within the field of education have had an extremely small population. For example, in Brown's (2018) research a total of 6 teachers born between 1993 and 1995 were survey based on their experience at predominantly White universities. In more recent research, research has become more streamlined in term of focusing on motivating factors for Black and Brown teachers to go into the field education. However, said research is still limited, with extremely small populations and narrowing focus (Strachan, 2020). Therefore, the research of this study involved a larger population, with a minimum of 100 participants, regardless of gender,

but rather emphasizing the ethnic representation. Added to this, amongst the desired population of urban millennials of the African Diaspora with whom completed the survey, as outlined in Table 2, it was found that 70% of the population believed their parental influence directly impacted their career choice. This information further supports the assertion that when focusing on the themes and kinship shared between those of ethnic descent there is consistency and similarities that should not go ignored.

Table 2

Parental Influence on Career Choice

	Number	Percentage
Yes	77	70.64
No	32	29.36
Total	109	100

Note. The exact question was: Do you believe your parent(s) influence has had a direct impact on your career choice?

Cronbach's alpha was performed to determine the consistency and reliability of each questionnaire. Table 3 highlights the findings indicated by the Parent Involvement Questionnaire. Comprised of a total of 62 items, the Parent Involvement Questionnaire (PIQ) was broken down into three parts, highlighting parents' involvement, willingness, and responsibility to participate in their child's educational experiences. Cronbach's Alpha yielded a rating of 0.988. This is consistent with the recommendations as presented by George and Mallery (2003) in their reference guide for SPSS, that a Cronbach Alpha above 0.90 is considered to be extremely reliable. Coincidentally, the same has been shown to be true for the Family Involvement Questionnaire (FIQ) as well. As also displayed in Table 3, although with a much smaller item pool of 40 questions, emphasizing family

involvement and preparation, Cronbach's Alpha revealed a reliability rate of 0.968. Thus, revealing high reliability amongst both the Family Involvement Questionnaire as well as the Parent Involvement Questionnaire.

Table 3

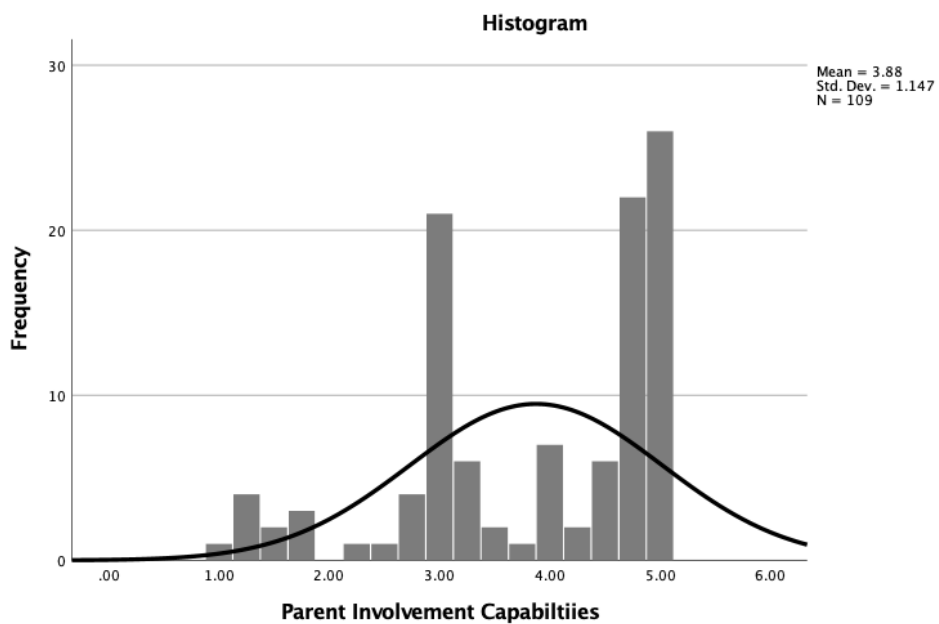
Cronbach Alpha and Descriptive Statistics for Variables

	Standard Deviation	Cronbach Alpha	Number of Items	Mean	Variance
PIQ	60.035	0.988	62	236.94	3604.227
FIQ	28.101	0.968	40	101.77	789.641

Skewness and kurtosis were examined in order to portray the distribution shape, highlighting its normalcy or abnormal standing. After the kurtosis is examined, the data exposed the tail-heaviness of the distribution. This assist in identifying any potential outliers. Figures 1 to 5 highlight the distributions of frequencies based on the variables associated with the Parent Involvement Questionnaire (PIQ) and the Family Involvement Questionnaire (FIQ).

Figure 1

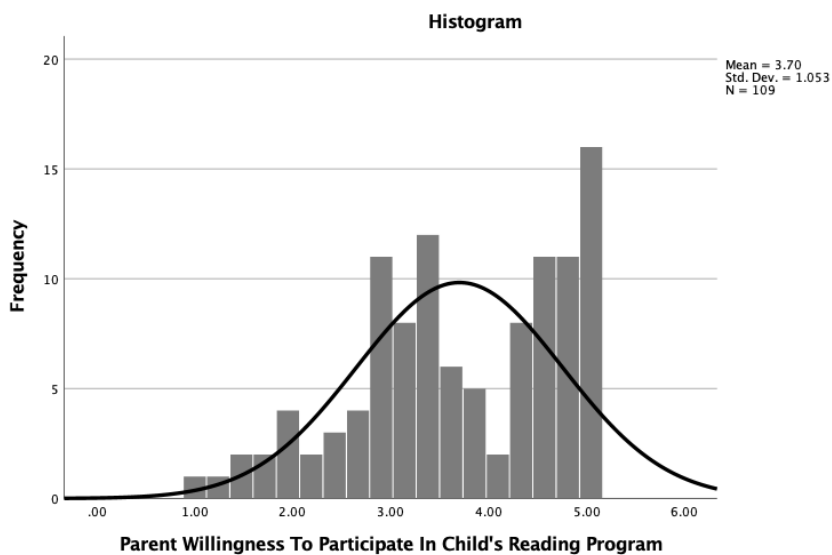
Frequency distribution of the Parent Capabilities section of the PIQ



The skewness of the parental capabilities was -0.799 . This is indicative of a negative skew since the left-hand tail is longer than the right-hand tail. Based on the displayed data the kurtosis was -0.382 .

Figure 2

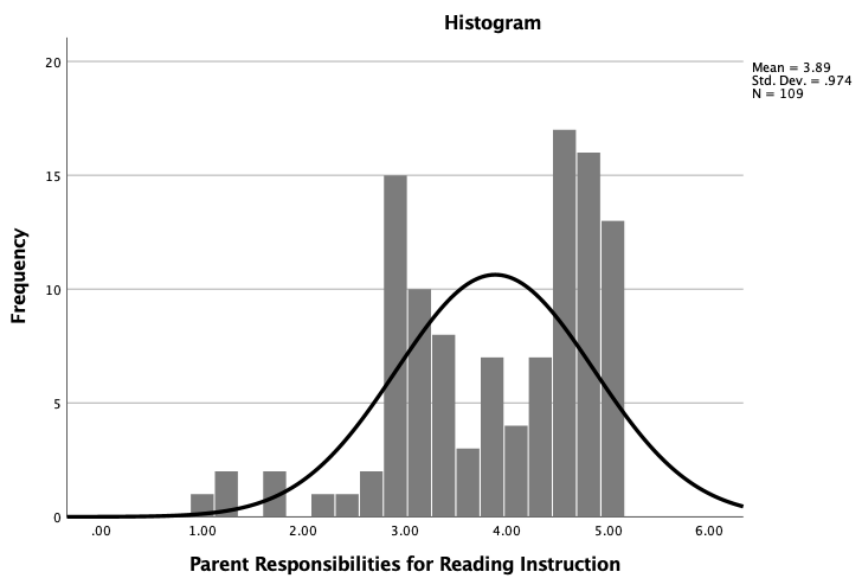
Frequency distribution of the Parent Willingness section of the PIQ



The skewness of the parental willingness to participate in child's reading program was -0.491. This is indicative of a negative skew since the left-hand tail is longer than the right-hand tail. Based on the displayed data the kurtosis was -0.630.

Figure 3

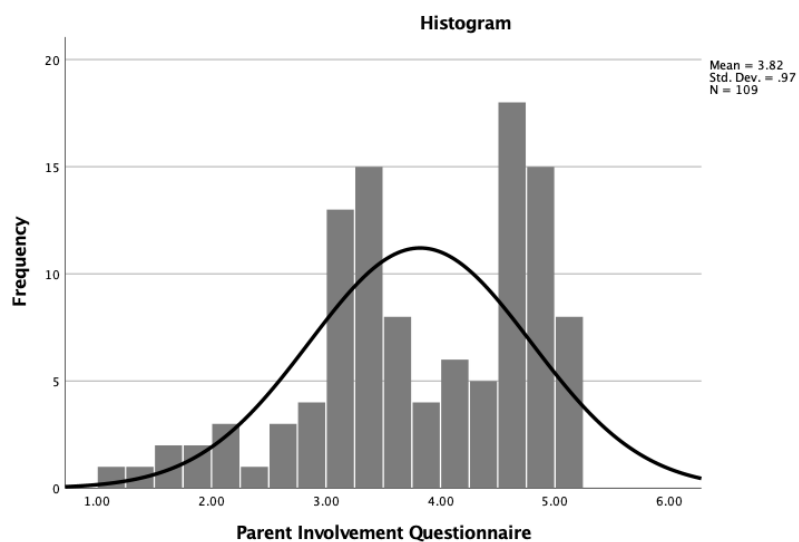
Frequency distribution of the Parent Responsibilities section of the PIQ



The skewness of the parental willingness was $-.774$. This is indicative of a negative skew since the left-hand tail is longer than the right-hand tail. Based on the displayed data the kurtosis was 0.073 . Unlike other data portions associated with this questionnaire, as a result of the kurtosis being more than 0 , the frequency distribution has a heavier tail and this particular distribution is called leptokurtic.

Figure 4

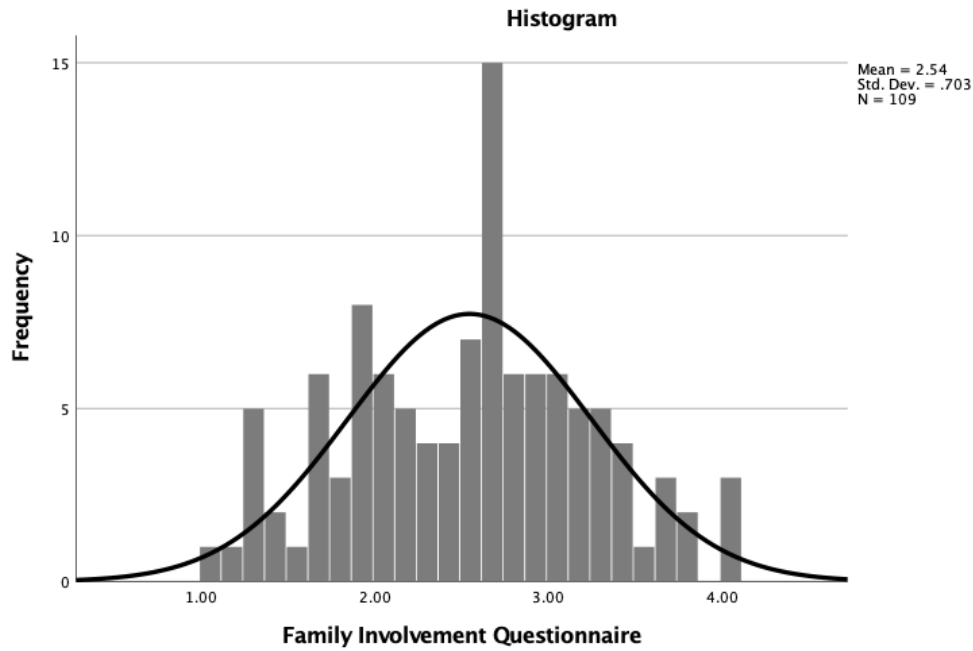
Frequency distribution of the Parent Involvement Questionnaire



When combined the skewness of the Parent Involvement Questionnaire in totality was -0.598. This is indicative of a negative skew since the left-hand tail is longer than the right-hand tail. Based on the displayed data the kurtosis was -0.389.

Figure 5

Frequency distribution of the Family Involvement Questionnaire



The skewness of the Family Involvement Questionnaire highlighted in Figure 5 was -0.036. This is indicative of a negative skew since the left-hand tail is longer than the right-hand tail. Based on the displayed data the kurtosis was -0.614.

Results

The descriptive statistics associated with this sample include the birth year of the participants, which is correlated to their age, the average response to questionnaire items, and the variability of the responses. In order to properly receive a clear understanding of the information gathered the variables were input into SPSS without the use of the stepwise process. The decision to exclude this process in my data collection was based on the possible inaccuracies it could cause when reviewing the variables. Numerous problems may arise when implementing the stepwise procedure, including the R^2 value

exhibiting signs of bias. All variables were entered together, therefore all null hypotheses could be tested together.

Assumptions

A logistic regression analysis was conducted to determine the impact of the dependent variable career choice and how it is supported by the independent variables of parental involvement, family involvement, household factors and participant demographics. A number of assumptions have to first be addressed, while completing the regression. The initial assumption related to the dependent variable is met, due to the sole dependent variable being career choice. This was addressed by the additional question incorporated into the research in which participants were asked directly if they worked or have ever worked within the field of education. As of result of this research, I used this information to conduct the logistic regression using this as my dependent variable.

The next assumption was addressed because the study incorporated more than two independent variables. The first independent variable parental involvement, followed by family involvement, participant demographics and lastly, household factors. All data was measured based on the Likert Scale in nominal values ranging from 1 to 4 for some areas and 1 to 5 for others. While participants did incorporate birth year in their responses, and this is an ordinal measure it is added to participant demographics.

The third assumption is centered on the independence of observation. Due to the dichotomous nature of the independent variable, career choice, in which participants have either worked in the field of education or not, the participants can only fit into one category. Added to this the independent variables associated with the Family

Involvement Questionnaire, as well as the Parent Involvement Questionnaire including parent involvement. Family involvement, participant demographics and household factors are also ordinal in nature due to their responses being based on a Likert Scale. In essence, there is only one category for participants to be able to fall into so this assumption is valid. Moreover, due to the participant size of 100 participants, as well as the overall participant response of 109 participants this well exceeds the minimum cases per variable. As a result of this participation size this satisfies the requirements outline by assumption four.

Assumption five focuses on the linear relationship between the independent and dependent variables. Using a Box-Tidwell approach linearity was tested and observed. Ignoring the ordinal independent variable of birth year, all other independent variables as measured by the Parent Involvement Questionnaire and the Family Involvement Questionnaire were tested. While the questionnaires are based on a Likert Scale, they can also operate as a continuous variable. As demonstrated in Table 4 below, linearity was demonstrated because the Sig. score is greater than 0.01, $p > 0.01$. This is measured by changing the alpha level to 0.01, after adjusting it from its original level of 0.05 which was divided by 5, which reflects the number of terms represented in the model.

Table 4*Variables in the Equation*

	B	S.E.	Wald	df	Sig.	Exp(B)
Family Involvement Questionnaire	-4.569	4.047	1.275	1	.259	.010
Parent Involvement Questionnaire	.785	3.050	.066	1	.797	2.192
Family Involvement Questionnaire by In_FIQ	2.125	2.071	1.053	1	.305	8.370
In_PIQ by Parent Involvement Questionnaire	-.167	1.337	.016	1	.901	.847
Constant	4.148	4.636	.801	1	.371	63.333

Assumption six searches for the absence of multicollinearity amongst the independent variables. This is detected through an inspection of the correlation coefficients and VIF values of the independent values amongst each other. A VIF value of above 3 indicates multicollinearity, which hinders an understanding in how the independent variables contribute to the change across the dependent variable. As indicated in Tables 5 – 7 below, the presence of multicollinearity across the independent variables represented by the Parent Involvement Questionnaire, Family Involvement Questionnaire and age, represented by the participants birth year, range from as low as 1.003 to as high as 1.483. Nonetheless, the data is well below 3, so this demonstrates a lack of extreme presence as it relates to multicollinearity.

Table 5*Coefficients Collinearity Statistics*

Model	Tolerance	VIF
What year were you born in?	.997	1.003
FIQ	.997	1.003

Note. ^a Dependent Variable: PIQ.

Table 6*Coefficients Collinearity Statistics*

Model	Tolerance	VIF
What year were you born in?	.980	1.020
PIQ	.980	1.020

Note. ^a Dependent Variable: FIQ.

Table 7*Coefficients Collinearity Statistics*

Model	Tolerance	VIF
FIQ	.674	1.483
PIQ	.674	1.483

Note. ^a Dependent Variable: Year Born.

Finally, assumption seven sets out to address any outliers or significant points within the study. Implementing casewise diagnostics, we searched for any discrepancies. The results illustrated standardized residuals less than ± 3 . This signifies the absence of any outliers and thereby freeing the data of any potential observed errors and miscalculations.

The frequency distribution for the Family Involvement Questionnaire and Parent Involvement Questionnaire produced results that were platykurtic. This was determined as a result of the kurtosis being less than 0, the frequency distribution having a much thinner tail, and the skewness of this distribution in which the left-hand tail is negative. While the platykurtic distribution indicates a moderate level of skewness as shown by the kurtosis level of the Parent Involvement Questionnaire at -0.389 and the Family Involvement Questionnaire at -0.614, linearity was proven thereby demonstrating a proportional relationship. Added to this, the presence of multicollinearity was low which can measure the presence of the independent variable across the dependent variable. In addition to this, as stated prior, there was no presence of outliers or significant discrepancies in the research. Therefore, while the moderate skewness is a cause of concern, all other test and indications show a lack of interference with the research and make it feasible to continue with the regression analysis (Alkhalaf et. al, 2017).

Interpreting Results

A number of steps and process were conducted to ensure the accuracy of the results. As shown in Tables 8-11 the variables were input in the manner intended to produce the desired results and indicate a baseline analysis. Table 8 highlights the total amount is participants in the study, with no missing cases. Table 9 shows that in the absence of the independent variables, participants have the likelihood of going into education 52.3% of the time. While Table 10 indicates the independent variables left out of this portion of the research. Employing the Hosmer and Lemeshow goodness of fit test, it was determined that the results are not statistically significant due to its Sig. values

being more than 0.05, as indicated by Table 11. As a result of this, the model utilized is not a poor fit.

Table 8

Case Processing Summary

Unweighted Cases ^a		<i>N</i>	Percent
Selected Cases	Included in Analysis	109	100.0
	Missing Cases	0	0
	Total	109	100
Unselected Cases		0	0
Total		109	100.0

Table 9

Classification Table

		Predicted		
		Do you currently or have you ever worked within the field of education?		
Observed		Yes	No	Percentage Correct
Do you currently or have you ever worked within the field of education?	Yes	57	0	100.0
	No	52	0	.0
Overall Percentage				52.3

a. Constant is included in the model.

b. The cut value is .500

Table 10*Variables not in the Equation*

			Score	df	Sig.
Step 0	Variables	Family Involvement Questionnaire	.519	1	.471
		Parent Involvement Questionnaire	.425	1	.514
Overall Statistics			2.190	2	.335

Table 11*Hosmer and Lemeshow Test*

Step	Chi-square	df	Sig.
1	6.930	8	.544

Binomial logistic regression approximates the likelihood of an occurrence. When the probability of such occurrence is equal to or greater than 0.5, there is a possibility of the event occurring. Table 12 highlights a number of predictive results. Starting with the cut value of .500, this means that if the chance of a case being categorized in the “yes” category is greater than .500, then the case will be put into the “yes” category. This is the same for those that fit within the “no” category. Unlike the prior results shown in Table 9, in which no independent variables were included but yielded a rate of 52.3%. When independent variables were included, this value rose to 59.6%. As a result of this, the inclusion of the independent variables helped to improve the prediction on the dependent variable.

Table 12*Classification Table*

		Predicted		
		Do you currently or have you ever worked within the field of education?		
Observed		Yes	No	Percentage Correct
Do you currently or have you ever worked within the field of education?	Yes	38	19	66.7
	No	25	27	51.9
Overall Percentage				59.6

a. The cut value is .500

A Receiver Operating Characteristic (ROC) curve was performed in order to assess the cut off points for all variables included. This is measured by the change in specificity and sensitivity. A higher cut-off point, which is determined by an area under the curve that is greater than 0.5, will increase specificity but lower sensitivity. The ROC test was conducted on the Parent Involvement Questionnaire, as well as the Family Involvement Questionnaire. Figure 6 represents the results of the ROC curve related to the Parent Involvement Questionnaire, while Table 13, highlights the statistical data. As shown in Figure 6, the blue line fluctuates but is ultimately, below the solid green line. This indicates a poor discrimination. This is further illustrated by the data shown in Table 13 in which the area under the curve is less than 0.5, more specifically it is 0.463. There is a difference when the data of the ROC curve is presented in the Family Involvement

Questionnaire. As shown in Figure 7, the blue line is above the solid green line, and

Table 14 indicates an area above the curve which is listed at 0.554.

Figure 6

ROC Curve PIQ

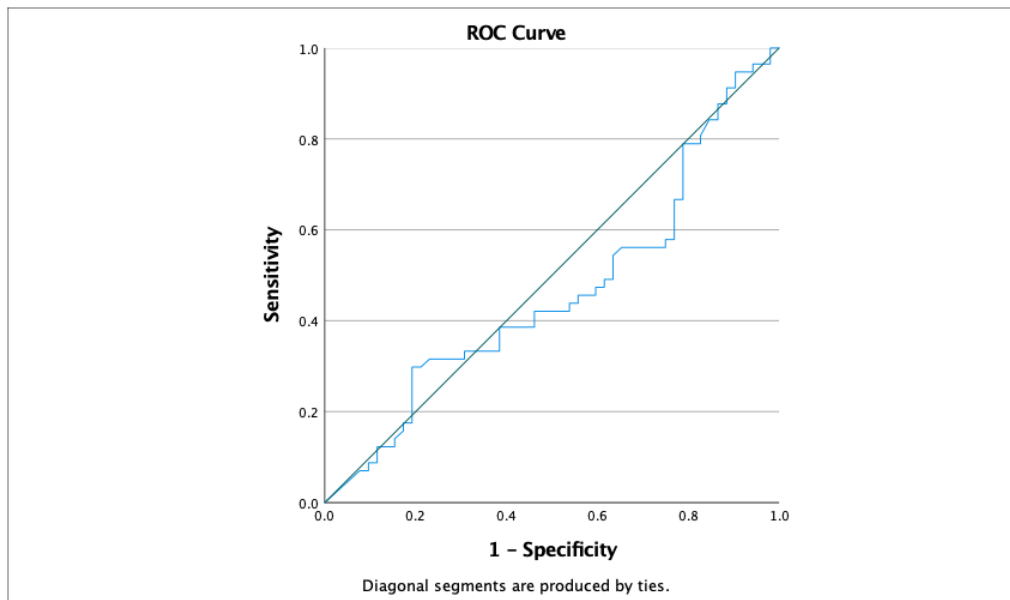


Table 13

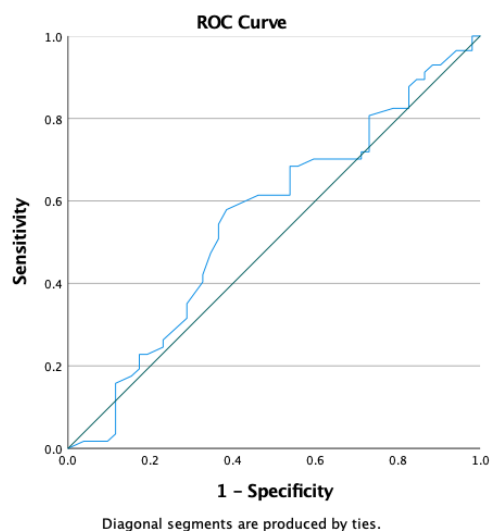
Area Under the Curve

Test Result Variable(s): Parent Involvement Questionnaire

Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
			Lower Bound	Upper Bound
.463	.056	.505	.353	.573

Note. ^a Under the nonparametric assumption.

^b Null hypothesis: true area = 0.5.

Figure 7*ROC Curve FIQ***Table 14***Area Under the Curve*

Test Result Variable(s): Family Involvement Questionnaire

Area	Std. Error ^a	Asymptotic Sig. ^b	Asymptotic 95% Confidence Interval	
			Lower Bound	Upper Bound
.554	.056	.327	.445	.664

Note. ^a Under the nonparametric assumption.^b Null hypothesis: true area = 0.5.

Table 15 represents the variables in the equation and its statistical significance. The statistical significance of each variable is highlighted in the p section, starting with the Family Involvement Questionnaire that has a p of .188, followed by the Parent Involvement Questionnaire with a p level of .197. A binomial logistic regression was performed to determine the effects parental involvement, family involvement, household

factors and participants demographics, as measured by the Parental Involvement Questionnaire and the Family Involvement Questionnaire, have on the possibility of participants entering the field of education. As illustrated in Table 12 the logistic regression model was statistically significant $X^2(2) = 2.22, p < .001$. The model explained 2.7% (Nagelkerke R^2) of those who work within the education field and correctly classified 59.6% of cases. Sensitivity was 51.9%, specificity was 66.7%, positive predictive value was 58.7% and negative predictive value was 60.3%. As shown in table 15, the Family Involvement Questionnaire as well as the Parent Involvement Questionnaire, support the independent variables of parental involvement, family involvement, household factors and participants' demographics were shown to not be statistically significant. This is due to the p -value being greater than .001.

Table 15

Variables in the Equation

		B	S.E.	Wald	df	p	Odds Ratio	95% C.I. for Odds Ratio	
								Lower	Upper
Step 1 ^a	Family Involvement Questionnaire	-.456	.346	1.736	1	.188	.634	.322	1.249
	Parent Involvement Questionnaire	.320	.248	1.663	1	.197	1.377	.847	2.241
	Constant	-.159	.853	.035	1	.852	.853		

Summary

In this chapter, I unpacked the analysis of my data. A logistic regression analysis was conducted to examine the extent in which a correlation exists between millennial teachers of the African Diaspora. In conducting this research, the Parent Involvement Questionnaire as well as the Family Involvement Questionnaire were reviewed in conjunction with each other in order to observe the impact the dependent variable of career choice is affected by the independent variables of parental involvement, family involvement, household factors and participants' demographics. Each questionnaire provided insight to each independent variable and when analyzed together and independently, significant statistical implications were recorded. This supported the research questions discussed.

In the final chapter, I will review the overall purpose of this research placing emphasis on the findings. These findings will be compared to prior research discussed in the literature review section, as well as the conceptual and theoretical framework. Added to that, limitations and recommendations will also be explored in order to continue to expand upon the research made.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this study was to examine the degree in which parental and family involvement, as well as family characteristics, are predictors for millennials amongst the African Diaspora to enter the field of education. My inquiry was centered around the independent variables of household factors, participant demographics, parental influence, as well as extended family involvement. The dependent variable of career choice was supported by those who work or had worked within the education field.

Utilizing a quantitative research design, this study was conducted in order to address the underrepresentation of racial diversity within the educational system. Added to this, there has been a large gap of research devoted to boosting or at least researching causes and remedies to address this issue. Although limited, research has shown that when Black and Brown educators are a part of the educational process, it has had positive implications for students of color (Cheng, 2019). Ultimately, as the world changes and becomes more diverse, this should be reflected in all we do and witness.

The Family Involvement Questionnaire and the Parent Involvement Questionnaire were utilized to determine the impact in which the independent variables of parental involvement, family involvement, household factors, and participants' demographics had on the dependent variable of career choice. When asked directly whether participants believed their parents influence had a direct impact on their career choice, 70.64% of the population surveyed believed it to be true. While the likelihood of parental influence was shown to be high when considering the Hosmer and Lemeshow Test, with a 59.6% percentage, the p -value was larger than the supported rate of $p < .001$. Considering this

information, while a clear indication is shown for parental support, directly and indirectly, the independent variables do not have a large statistical significance.

Interpretation of the Findings

The parallels between parental support and the decision to go into the educational field demonstrated a connection when asked directly. However, when all components associated with the Family Involvement Questionnaire and Parent Involvement Questionnaire were analyzed, a significant association was not present. Prior research, although limited, supports the assertion that parental support is directly correlated to future success (Katz et. al, 2018). Research on this direct topic for Black and Brown urban millennials is extremely limited but research on support, self-efficacy, Black and Brown educators, and home life have found connections. Therefore, this research helps to extend the foundation set.

The theoretical framework of this study is based upon the self-determination theory (SDT). This theory assesses autonomy support and motivation (Ryan & Deci, 2017). SDT was implemented to highlight the distinction between parental support and self-motivation. As indicated by the research, when self-reporting, 57 participants were found to work within the field of education compared to the 52 participants who did not. This figure is compounded by the 77 participants of the same group who indicated they believe that their parental influence had a direct impact on their career choice. These findings, in conjunction with SDT, illustrate that while a little over half of the population surveyed went into or has worked within the field of education, more than half of said

population see their career choice as being directly influenced by their external support system.

Furthermore, the conceptual framework is centered upon the exploration into career choice and the factors that impact urban millennial Blacks. As stated prior, 70% of the surveyed population self-identified as being influenced by parental guidance into choose a career path. However, when computed, no significant correlation was determined due to the p -value being greater than .001.

Limitations of the Study

The Family Involvement Questionnaire, as well as the Parent Involvement Questionnaire yielded high results relating to the reliability and validity of each survey. However, when calculated, the statistical significance was much higher than the intended p -value of .001. However, relying solely on the p -value for validity or significance has been called into question (Horgan, 2021). The lack of statistical significance associated with the research can highlight a limitation with the sample size. When asked directly if the participants believed their parental support influenced their career path, 77 of the 109 participants selected *yes*. This demonstrates that, at the minimum, over two thirds of the participants believe their career paths were persuaded by their parents.

Relying solely on the anonymity of participants, their ability to remain truthful was assumed throughout the survey process due to their lack of identifiable characteristics. However, with any survey of this nature, it is difficult to gauge the level of truthfulness depicted. Moreover, recalling responses and events from the standpoint of the parent can hinder the understanding of the intent.

Recommendations

Allowing for participants to self-report their own outlook based on their precipitation of their parents' efforts offered direct insight. However, a mixed method design may have been more beneficial because those direct questions added to a greater understanding that was not as identifiable with the questionnaires. For example, those that identified as working in education, inquiring their subject field or grade level can assist in recognizing key areas that Black and Brown millennials focus on. This can also build upon prior literature on the subject related to education and gender bias. In addition to this, understanding why those that did not go into education can help in understanding strategies to alter this.

Implications

Positive Social Change

Positive social change should reflect proper representation of those within society. Teachers of color provide an example of support and ethnic kinship for students of color (Childs, 2019). Therefore, this research can help lead to a greater influx of Black and Brown teachers within the field. My original thoughts when exploring this topic was the number of Black and Brown students who rarely have a teacher that looks like them. Whether it is a movie or out on the street, seeing someone who shares a common thread amongst you empowers you to become a stakeholder in the experience. Additionally, with the debate on such racial and educational areas like Critical Race Theory, it is favorable to employ educators that can teach the historical context from an empathetic point of view, while understanding the advancements made prior (Watson, 2017).

Recommendations for Actions

Understanding that Black and Brown students are at a disadvantage when it comes to seeing themselves represented in authoritative roles within education, it is imperative that this begins to change. Race and the repercussions it has had on past, present, and future achievement is well documented. Therefore, learning and encouraging Black and Brown scholars to follow a path of education can help to avoid difficulties that have been reviewed.

Conclusion

Educators are the only working field that is responsible for all other working fields. Without the ability to read, write, count and countless other social, emotional, and educational tasks learned and explored during the educational experience many of us would be unaware of how to function within society. Just as society is much more diverse, our educational system should reflect this. This starts with understanding the motivating factors that push Black and Brown students to go into the field. While the research did not demonstrate a significant connection between the dependent variable of career choice and the independent variables of parent involvement, family involvement, participant demographics, and household factors, this study did find that 70% of the participants believe their parental guidance factored in their career decision. There are empathetic responses and social cues that are understood amongst ethnic and racial groups. When these are not understood or ignored the relationship with the scholar suffers. We cannot continue to move to a more global world view, while still not properly representing our current and future population.

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Appendix A: Family Involvement Questionnaire-High School Version

Directions:

For each item, please select how often (*Rarely, Sometimes, Often, or Always*) you perform the activity. Please select ONLY ONE response for each item

PLEASE NOTE:

This survey is answered from the perspective of your parents involvement as you were growing up

	Rarely	Sometimes	Often	Always
I attend conferences with teachers to talk about my teenager's learning or behavior	1	2	3	4
I contact my teenager's school to get information	1	2	3	4
I limit my teenager's TV watching or computer time at home	1	2	3	4
I make sure my teenager completes their homework.	1	2	3	4
I suggest activities or school trips to teachers.	1	2	3	4
I attend parent workshops or trainings offered by my teenager's school.	1	2	3	4

I talk to school staff about school and classroom rules.	1	2	3	4
I make sure that my teenager has a way to get to school in the morning.	1	2	3	4
I share stories with my teenager about when I was in school.	1	2	3	4
I ensure that my teenager has resources available to research post-secondary opportunities (e.g., colleges, careers).	1	2	3	4
I communicate with school staff if I am concerned about things that my teenager tells me about school.	1	2	3	4
I talk to school staff about preparing my teenager for life after high school.	1	2	3	4
I ensure that my teenager has a quiet place at home where they can complete schoolwork.	1	2	3	4

I volunteer at my teenager's school.	1	2	3	4
I participate in fundraising activities at my teenager's school.	1	2	3	4
I talk to the teachers about my teenager's accomplishments.	1	2	3	4
I bring home learning or post-secondary materials for my teenager (e.g., books, videos, magazines, brochures).	1	2	3	4
I participate in community and family social activities at my teenager's school (e.g., sports games, plays, carnivals).	1	2	3	4
I maintain clear rules at home that my teenager should obey.	1	2	3	4
I talk to school staff when my teenager has	1	2	3	4

difficulties at
school.

I ask my teenager how his/her day was at school.	1	2	3	4
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I encourage my teenager to invite their friends to our home.	1	2	3	4
---	---	---	---	---

I talk with other parents about school meetings and events.	1	2	3	4
--	---	---	---	---

I make sure that my teenager has a way to get to home from school in the afternoon.	1	2	3	4
--	---	---	---	---

I talk with people at my teenager's school about training or career development opportunities for myself.	1	2	3	4
---	---	---	---	---

I talk with school staff about schoolwork my teenager is expected to complete at home.	1	2	3	4
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I talk with school staff about our personal and family matters if it affects my teenager's work at school.	1	2	3	4
I talk with my teenager about what their life will be like after they graduate high school.	1	2	3	4
My teenager has chores to do at home.	1	2	3	4
I teach my teenager how to perform home-living skills (e.g., laundry, dishes, car maintenance).	1	2	3	4
I feel that teachers and the principal encourage parents to be involved at school.	1	2	3	4
I feel that parents in my teenager's school support one another.	1	2	3	4
I help my teenager with academic skills they are struggling with.	1	2	3	4

I talk with my teenager about possible careers they are interested in.	1	2	3	4
I attend organized family-school associations at my teenager's school (e.g., parent-teacher association meetings).	1	2	3	4
I talk with school staff about disciplinary procedures and problems.	1	2	3	4
I provide assistance or check-in with my teenager when they are completing homework.	1	2	3	4
I talk with my teenager's teachers on the telephone or through email.	1	2	3	4
I talk about how my teenager is doing in school to family and friends.	1	2	3	4

I talk to my
teenager about
how school has
helped me.

1

2

3

4

Appendix B: Parent Involvement Questionnaire

Directions:

For each item, please select how capable your parent(s) is of completing the described task or question by using a scale from 1-5 with 1 being the least likely and 5 being most likely
Please select ONLY ONE response for each item

Some teachers assume all parents are willing to support their child's reading both at home and at school. How willing were your parent(s) to participate in the following activities? Select the number of your answer.

PLEASE NOTE:

This survey is answered from the perspective of your parents involvement as you were growing up

PART II: Parent Involvement Capabilities

Activities	Definitely Not Capable	Probably Not Capable	Sure	Not Capable	Probably Capable
Reading to child	1	2	3	4	5
Helping child with words in stories	1	2	3	4	5
Listening to and talking about stories with my child	1	2	3	4	5
Talking about pictures modeling how to study in storybooks	1	2	3	4	5
Talking about the main idea in a story or book	1	2	3	4	5

Helping the child write a story	1	2	3	4	5
Writing stories based on family experiences	1	2	3	4	5
Helping a child to identify words and in different places (e.g. on cereal boxes or in dictionaries)	1	2	3	4	5
Teaching about story characteristics (plot, theme, setting, characters)	1	2	3	4	5
Finding out about child's reading progress	1	2	3	4	5
Teaching child how to use resources (encyclopedias, dictionaries, almanacs, atlas)	1	2	3	4	5

Helping child with reading homework assignments	1	2	3	4	5
Providing books and magazines for the child to read	1	2	3	4	5
Showing a positive attitude toward reading	1	2	3	4	5
Providing experience for child that is reading	1	2	3	4	5
Helping child learn what words mean	1	2	3	4	5
Controlling amount of television child watches	1	2	3	4	5
Working in the school as an aide, parent	1	2	3	4	5

tutor, parent
volunteer,
assistant
teacher,
assistant
librarian, or
other such jobs

Helping to reinforce what child's teacher has taught	1	2	3	4	5
---	---	---	---	---	---

Setting standards for speech in the home	1	2	3	4	5
---	---	---	---	---	---

Some teachers assume all parents are willing to support their child's reading both at home and at school. How willing were your parent(s) to participate in the following activities? Select the number of your answer.

PLEASE NOTE:

This survey is answered from the perspective of your parents involvement as you were growing up

PART III: Willingness to Participate in Child's Reading Program

Activities	Definitely Not Capable	Probably Not Capable	Sure	Not Capable	Probably Capable
Attend workshops to help me understand my child's individual style of learning	1	2	3	4	5
Provide a quiet place for my	1	2	3	4	5

child to rest,
think, and work
alone

Let child participate in community and school reading programs that offer rewards such as certificates or books	1	2	3	4	5
---	---	---	---	---	---

Control the amount of time my child spends watching TV and the types of programs	1	2	3	4	5
--	---	---	---	---	---

Read aloud to child every day	1	2	3	4	5
-------------------------------	---	---	---	---	---

Attend parent-teacher association (PTA) meetings and parent-teacher conferences regularly	1	2	3	4	5
---	---	---	---	---	---

Help child at home with reading assignments or other school work	1	2	3	4	5
--	---	---	---	---	---

Work in the school as an aide, parent tutor, parent volunteer, assistant teacher, assistant librarian or other such jobs	1	2	3	4	5
Broaden child's back- ground of experiences, (take child on field trips, vacations, public library or bookmobile)	1	2	3	4	5
Buy books and other educational materials for child to use at home	1	2	3	4	5
Find out about child's reading progress	1	2	3	4	5
Attend parent reading workshops	1	2	3	4	5
Take university courses to prepare myself to help child	1	2	3	4	5

with reading assignments

Set standards for speech in the home that will enable my child to communicate easily outside the home	1	2	3	4	5
---	---	---	---	---	---

Provide children with a collection of books selected with their interests in mind	1	2	3	4	5
---	---	---	---	---	---

Provide my child with membership in book clubs	1	2	3	4	5
--	---	---	---	---	---

Subscribe to children's periodicals	1	2	3	4	5
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Use reference books; for example, dictionaries, encyclopedias, almanacs, and so on	1	2	3	4	5
--	---	---	---	---	---

Provide outside tutorial	1	2	3	4	5
--------------------------	---	---	---	---	---

assistance for
my child if
necessary

Work to reinforce what the teacher has taught	1	2	3	4	5
--	---	---	---	---	---

Let my child read to me at home	1	2	3	4	5
---------------------------------------	---	---	---	---	---

Directions:

For each item, please select how responsible your parent(s) is in completing the described task or question by using a scale from 1-5 with 1 being the least likely and 5 being most likely Please select ONLY ONE response for each item

Which of these activities do you feel parents should accept responsibility for in the school's reading program? Circle the number of your answer.

PLEASE NOTE:

This survey is answered from the perspective of your parents involvement as you were growing up

PART IV: Parent Responsibilities For Reading Instruction

Activities	Definitely Not Capable	Probably Not Capable	Sure	Not Capable	Probably Capable
Helping the child with homework	1	2	3	4	5
Working in the school as an aide, parent tutor, parent volunteer, assistant teacher, assistant librarian, or other such jobs	1	2	3	4	5
Arranging conferences with my child's teacher about reading progress	1	2	3	4	5

Going to workshops or other such educational activities for parents at school	1	2	3	4	5
Taking part in PTA meetings	1	2	3	4	5
Helping child learn through the use of educational materials at home (games, magazines, books, newspapers)	1	2	3	4	5
Taking children to places of educational interest; for example, museums, libraries, art galleries	1	2	3	4	5
Controlling the amount of time child spends watching TV and the types of programs	1	2	3	4	5
Reading aloud to child everyday	1	2	3	4	5

Letting child see me reading each day	1	2	3	4	5
Helping child add words to his/her speaking vocabulary	1	2	3	4	5
Setting standards for speech in the home that will enable child to communicate easily outside the home	1	2	3	4	5
Encouraging conversation in the home	1	2	3	4	5
Providing child with a collection of books selected with his/her interests in mind	1	2	3	4	5
Writing stories based on family experiences	1	2	3	4	5
Monitoring child's reading progress	1	2	3	4	5
Encouraging child to read every day	1	2	3	4	5
Encouraging child to write every day	1	2	3	4	5
Working to reinforce what	1	2	3	4	5

the teacher has taught					
Letting my child read to me at home	1	2	3	4	5
Helping child with reference books (i.e., dictionaries, encyclopedias, almanacs, atlas, and so on)	1	2	3	4	5

Appendix C: Additional Research Questions

Do you currently or have you ever worked within the field of education?

This is defined as having or has had direct and constant interactions with students on a daily basis.

1. Yes
2. No

Do you believe your parent(s) influence has had a direct impact on your career choice?

1. Yes
2. No

What year were you born in?
