2022

The Effect of Parental Socialization on the Postsecondary Plans of Latino/Hispanic Students

Nilda Ivette Rosario
Walden University

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Nilda Rosario

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Arcella Trimble, Committee Chairperson, Psychology Faculty
Dr. Craig Marker, Committee Member, Psychology Faculty
Dr. Brent Robbins, University Reviewer, Psychology Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2022

Abstract

The Effect of Parental Socialization on the Postsecondary Plans of Latino/Hispanic Students

by

Nilda Ivette Rosario

MPhil, Walden University, 2019

MS, Capella University, 2006

BLS, Barry University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

February 2023

Abstract

Latino/Hispanics are one of the largest ethnic minority groups in the United States, yet they are underrepresented in higher education. Grounded on the social cognitive theory and the Hoover-Dempsey and Sandler model, the purpose of this study was to examine the relationship between parental expectations, parental involvement, parental self-efficacy, and postsecondary planning of Latino/Hispanic students. The research questions were formulated to determine whether parental factors among Latino/Hispanic parents can predict postsecondary educational outcomes among Latino/Hispanic students. A quantitative correlational research study design was used. The target population was Latino/Hispanic parents residing in the United States with at least one child in their junior or senior year of high school. A purposive sampling procedure was used to select 96 participants for an online survey. Ordinal logistic regression was used to determine whether parental expectations, involvement, and self-efficacy were predictors of postsecondary education plans among Latino/Hispanic students. Increased odds of postsecondary education plans had a statistically significant association with increased parental expectations but not with parental involvement and self-efficacy. The study findings indicated that parental socialization factors predicted postsecondary educational outcomes among Latinos/Hispanics. Using the study findings, educators may be able to promote positive social change by developing curriculum activities that assist parents in influencing their children's postsecondary education outcomes.

The Effect of Parental Socialization on the Postsecondary Plans of Latino/Hispanic Students

by

Nilda Ivette Rosario

MPhil, Walden University, 2019

MS, Capella University, 2006

BLS, Barry University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

February 2023

Dedication

This dissertation is dedicated to my beloved husband, my best friend Luis Rosario Jr., who has been a constant support throughout graduate school and life challenges. I am thankful for having you in my life. This dissertation is also dedicated to my dear children, William, Angel, Kathelene, Edwin, and Genesis, granddaughters Jarelis and Jasmine, and great-grandson Jeremiah, Jr., who have inspired me to pursue my dreams of achieving a doctoral degree. Special gratitude goes to my mother, Nilda Nieves, and my father, Angel Luis Cruz, who set an example for me of perseverance and hard work.

I also dedicate this dissertation to my stepchildren Lewis Giovanny, Louis Jonathan, Nicholas, and step-grandchildren Nykalie, Nicholas Carmelo, and Amaia, who have a special place in my heart. A special sentiment of appreciation also goes to my siblings Ruth, Vivian, and José, who have always been there for me.

Acknowledgments

I want to acknowledge my dear husband and best friend, Luis Rosario. His love, encouragement, and support have helped me give my best to finish this process.

In addition, I want to express my deepest appreciation to my chair, Dr. Arcella Trimble, who guided me with patience and compassion. Although my dream of pursuing a doctoral degree appeared difficult to achieve after suffering from an injury, she helped me gain the confidence to achieve it. I will be forever grateful.

I also want to express my sincere appreciation to my second committee member, Dr. Craig Marker, for his guidance and support throughout this process. I want to extend my gratitude to my university research reviewer, Dr. Brent D. Robbins, and editor, Dr. Tara Kachgal, for their guidance.

Last, I extend special gratitude to Dr. Carl Valdez, my first chair, who guided me through the prospectus phase.

Table of Contents

List of Tables

Chapter 1: Introduction to the Study

The Latino/Hispanic population in the United States has been increasing for decades and is currently the second-largest ethnic minority group in the nation (Noe-Bustamante et al., 2020). Latinos/Hispanics will account for 24% of the U.S. population by 2065, according to forecasts (Cohn, 2015). Despite Latinos/Hispanics' growth in the United States, their representation in higher education has not increased (Flores, 2017; Noe-Bustamante et al., 2020).

Although educational leaders have made efforts to attract Latino/Hispanic students to join their programs, Latino/Hispanic students continue to enroll in 2-year programs without considering pursuing bachelor's, master's, and doctorate degrees (Cantu, 2019; Fry & Taylor, 2013; Mora, 2022; National Center for Education Statistics, 2019; Office of Planning, Evaluation, and Policy Development Office of the Under Secretary, 2016). Only 20% of Latino/Hispanic students, on average, pursue bachelor's degrees (Excelencia in Education, 2019). Eleven percent of Latino/Hispanic students pursue graduate degrees (Newsome, 2019). More insight is needed on the factors that account for the underrepresentation of Latinos/Hispanics in higher education. Parental socialization may be a key factor, research shows (Isik et al., 2018). Although researchers have examined Latino/Hispanic students' perspectives of how parental factors influence their postsecondary education plans (Maxwell, 2013), they have not explored Latino/Hispanic parents' perspectives, based on my review of the literature. This insight may help educators to develop curriculum activities that allow Latino/Hispanic parents to

develop the expectations, involvement, and self-efficacy necessary to effectively influence their children's postsecondary education.

In Chapter 1, I provide an overview of the relevant literature on the underrepresentation of Latinos/Hispanics in U.S. higher education. The chapter includes background for the study, which clarifies gaps in the literature on the study topic. The study's purpose, research questions (RQs) and hypotheses, theoretical framework, operational definitions, assumptions, scope and delimitations, limitations, and significance are also addressed.

Background

Although Latinos/Hispanics are the second fastest-growing minority in the United States, they continue to be underrepresented in the nation's higher education (Noe-Bustamante et al., 2020). Most Latino/Hispanic students enroll in 2-year programs; only a small number complete bachelor's and graduate degrees (Mora, 2022). Consequently, most Latinos/Hispanics do not possess the necessary skills to hold higher paying jobs that would allow them to take advantage of the benefits of having higher incomes (U.S. Bureau of Labor Statistics, 2021). Also, Latinos/Hispanics often do not have the opportunity to develop skills that come with being a college student, such as critical thinking and epistemic thinking (Schneider et al., 2006). Numerous factors, such as environmental and experiential aspects, account for Latino/Hispanics' underrepresentation in higher education (Winterer et al., 2020). One factor that may impact the planning process of postsecondary education among Latinos/Hispanics is parental influence.

Research suggests that the learning behaviors associated with academic success are highly influenced by parents' expectations of their children (Briley et al., 2014; Chen, 2020; Loughlin-Presnal & Bierman, 2017). Parents' involvement in their children's education is influenced by the beliefs and expectations they hold about becoming involved in their children's education (Roy & Giraldo-García, 2018). Parental convictions and expectations affect students' decisions about their future careers (Metheny & McWhriter, 2013). Even if they recognize the importance of postsecondary education, Latino/Hispanic parents may have expectations for their children that impede their children's academic success. For example, Latino/Hispanic parents expect their children to continue living at home after graduating from high school and to carry out family duties while attending college, even if it conflicts with their education (Lincoln, 2021; Salis-Reyes & Nora, 2012; Sy & Romero, 2008). If parents have not received a formal education themselves or are not aware of what is necessary to pursue a college degree, they may have different expectations for their children as college students. When parents have conflicting expectations about their children's academic success, they may be inhibited in their ability to effectively involve themselves in their children's education (Alphonse, 2016).

Parental academic support has been linked to academic motivation, cognitive competence, and academic performance (Mamta & Giraldo-Garcia, 2018; Tarraga Garcia et al., 2018; Topor et al., 2010). Parental academic support and involvement are crucial for students to develop persistence, resiliency, and academic self-efficacy (Cavazos et al., 2010; Garza et al., 2014; Ramirez et al., 2014). Self-efficacy is a positive predictor of

higher academic attendance and achievement (Talsma et al., 2017). Self-efficacy is an essential factor in students' decision-making when selecting a career path (Bandura, 1994). Self-efficacy has been identified as a critical factor in academic achievement among Latino/Hispanic students (Niehaus et al., 2012; Robinson Kurpius et al., 2008). The higher the level of self-efficacy Latino/Hispanic students experience, the more vocational options they consider.

However, parents of Latino/Hispanic students are less involved in their children's education than parents from other ethnicities, research shows (Araque et al., 2017; Crosnoe, 2010; Kao & Thompson, 2003; Office of Planning, Evaluation and Policy Development and Office of the Under Secretary, 2016), even when they expect their children to earn a postsecondary education (Espino, 2016). Latino/Hispanic parents' lack of involvement in their children's education may be due to the lack of self-efficacy they experience (Mendez et al., 2012), which affects their perception of their parenting capabilities (Ardelt & Ecles, 2001; Bandura, 1977; Coleman & Karraker, 1998). Lack of parental self-efficacy affects the patterns of behaviors that parents transmit to their children (Bandura, 1997). Previous researchers have pointed out an association between students' self-efficacy and their parents' self-efficacy (Bandura, 1997; Fan & Williams, 2009; Yuan et al., 2016).

Varied factors are observed in the literature as barriers for Latino/Hispanic students wishing to pursue a college degree (Gonzalez, 2015). However, the literature is incomplete in explaining parental influence on postsecondary education plans among Latino/Hispanic students. In this study, I sought to clarify the influence of parental

expectations, parental involvement, and parental self-efficacy on Latino/Hispanic students' decision-making process when considering the postsecondary paths available to them.

Problem Statement

Despite Latinos/Hispanics being the second-largest minority in the United States, they are underrepresented in the country's higher education system (Flores, 2017; Noe-Bustamante et al., 2020). Different factors account for the underrepresentation of Latino/Hispanic students in higher education (Gonzalez, 2015). Parental factors may play a role in Latino/Hispanic students' academic performance (Bully et al., 2019). Research suggests a relationship between family support transmitted through academic expectations and career decisions, one of the most critical influences on students' career development in all cultures (Koshy et al., 2019). Many Latino/Hispanic parents highly value higher education and aspire for their children to earn college degrees (Espino, 2016; Martinez, 2018). However, research indicates that Latino/Hispanic parents' interest in their children's education contradicts the amount of involvement they dedicate to their children's educational pursuits (Araque et al., 2017; Crosnoe, 2010).

Parental expectations influence parents' involvement in their children's academic pursuits (Zou et al., 2013). Parental involvement is essential because it is linked to academic success (Mamta & Giraldo-Garcia, 2018; Tarraga Garcia et al., 2018; Topor et al., 2010), and it is a critical factor for higher academic self-efficacy (Ramirez et al., 2014). Researchers have identified an association between adolescents' self-efficacy beliefs and their parents' beliefs (Di Giunta et al., 2018; Schunk & Pajares, 2002). Self-

efficacy beliefs acquired through socialization most likely influence how individuals regulate their behavior in distinct roles, including academic achievement (Bandura, 1982). Academic self-efficacy is a positive predictor of higher academic performance (Nasir & Iqbal, 2019), which has been observed among those Latino/Hispanic students reporting high academic achievement and academic attendance (Niehaus et al., 2012).

Latino/Hispanic students may be at a disadvantage in terms of their higher education outcomes because they may not observe at home the efficacy needed to pursue a college degree if their parents have not been college students themselves (Maxwell, 2013). Low self-efficacy can influence Latino/Hispanic parents' involvement in their children's postsecondary education planning, which can in turn shape their children's academic self-efficacy to achieve a postsecondary education (Cuevas, 2020). Despite higher education institutions' efforts to attract Latino/Hispanic students to join their programs, Latino/Hispanic students continue to enroll at a greater number in 2-year programs than in 4-year or graduate programs (Cantu, 2019; Fry & Taylor, 2013; Mora, 2022; National Center for Education Statistics, 2019; Office of Planning, Evaluation, and Policy Development Office of the Under Secretary, 2016). The literature does not provide a complete understanding of parental influences on postsecondary education planning among Latino/Hispanic students. To address this gap, I analyzed the combined impact of parental expectations, involvement, and self-efficacy in predicting Latino/Hispanic students' postsecondary education planning. The study furthers understanding of the factors affecting Latino/Hispanic students' postsecondary decisions.

Purpose of the Study

The purpose of this correlational study was to examine the relationships between parental expectations, parental involvement, parental self-efficacy, and postsecondary plans of Latino/Hispanic high school students. Specifically, the evidence collected from the study suggests a model that can predict the probabilities of Latino/Hispanic students' planning for different postsecondary outcomes influenced by levels of expectations, involvement, and self-efficacy in their parents.

Research Questions and Hypotheses

RQ1: What is the relationship between parental expectations on Latino/Hispanic high school students' postsecondary education plans?

$H_0$1: There is no relationship between parental expectations in Latino/Hispanic high school students' postsecondary education plans.

$H_1$1: There is a relationship between parental expectations in Latino/Hispanic high school students' postsecondary education plans.

RQ2: What is the relationship between parental involvement in Latino/Hispanic high school students' postsecondary education plans?

$H_0$2: There is no relationship between parental involvement in Latino/Hispanic high school students' postsecondary education plans.

$H_1$2: There is a relationship between parental involvement in Latino/Hispanic high school students' postsecondary education plans.

RQ3: What is the relationship between parental self-efficacy on Latino/Hispanic high school students' postsecondary education plans?

$H_0$3: There is no relationship between parental self-efficacy on Latino/Hispanic high school students' postsecondary education plans.

$H_1$3: There is a relationship between parental self-efficacy on Latino/Hispanic high school students' postsecondary education plans.

RQ4: How does the relationship between parental expectations, parental involvement, and parental self-efficacy predict Latino/Hispanic high school students' postsecondary education plans?

$H_0$4: The relationship between parental expectations, parental involvement, and parental self-efficacy does not predict Latino/Hispanic high school students' postsecondary education plans.

$H_1$4: The relationship between parental expectations, parental involvement, and parental self-efficacy predicts Latino/Hispanic high school students' postsecondary education plans.

Theoretical Framework

The social cognitive theory (Bandura, 1977) was adequate to study the influence of parental expectations, involvement, and self-efficacy on postsecondary planning among Latino/Hispanic students. Bandura (1997) proposed that learning in an individual is influenced by socialization, observation, imitation, and modeling. Parents teach their children the expected behaviors through socialization and modeling, which their children learn through observation and modeling (Bandura, 1971). Through those processes, students form perceptions of their capabilities that affect their academic motivation to achieve challenging educational goals (Yuan et al., 2016). Through socialization, parents

transmit their expectations to their children, motivating them to succeed academically (Tatlah et al., 2019). Through their expectations and involvement in their children's academic activities, parents reinforce the importance of exerting the necessary efforts to succeed academically, allowing their children to develop higher academic self-efficacy (Cross et al., 2019; Mamta & Giraldo-Garcia, 2018; Ramirez et al., 2014). Evidence suggests a relationship between student self-efficacy and parental personal sense of efficacy (Di Giunta et al., 2018; Schunk & Pajares, 2002). Parents who have developed a sense of self-efficacy influence their children to believe in their abilities to achieve their academic goals (Durisic & Bunijevac, 2017; Garcia et al., 2015). Parents with high self-efficacy influence their children's teachers' self-efficacy and dedicate time to instructing Latino/Hispanic students.

The Hoover-Dempsey and Sandler model (1995, 1997) was an adequate framework to study the relationships between parental expectations, involvement, and self-efficacy and postsecondary planning among Latino/Hispanic students. The model consists of five levels that outline parents' process when reflecting on becoming involved in their children's education and potentially contributing to their children's academic achievement (Hoover-Dempsey & Sandler, 1995, 1997; Walker et al., 2005). The theory asserts that a combination of influences triggers parents to become involved in their children's education. The process starts with the expectations parents set for themselves when constructing their role in their children's education and how efficacious they feel to do it based on personal motivators, perceptions of invitations to get involved, and factors related to life context. Parents then exercise their involvement in their children's

education by encouraging, modeling, reinforcing, and instructing their children not only through the values, expectations, and aspirations they communicate to their children; but also through the activities they choose to get involved in (Hoover-Dempsey & Sandler, 1995, 1997). The impact of parents' involvement in their children's education is the attributes students develop through the process, such as academic self-efficacy, intrinsic motivation to learn, self-regulatory behaviorial control, and social self-efficacy to relate to their teachers, which leads to academic achievement. Students who observe their parents becoming involved through their behaviors and expectations are more willing to explore educational opportunities and reach higher education levels (Jeynes, 2017).

Nature of the Study

I used a correlational design to analyze whether parental expectations, parental involvement, and parental self-efficacy can significantly predict Latino/Hispanic children's postsecondary education plans. Data were collected among Latinos/Hispanics residing in the United States who were parents of junior and senior high school students. I analyzed relationships between the parental level of expectations, parental involvement, parental self-efficacy, and their children's postsecondary planning process. The study consisted of an online survey with questions organized on a Likert scale.

I investigated the relationships between three independent variables over one dependent variable. The independent variables were arranged as categorical variables in the research and evaluated through the use of three questionnaires. Parental expectation was assessed with the Expectations of Filial Piety Scale—Spanish Version (Kao & Travis, 2005), parental involvement was evaluated with the Family Involvement

Questionnaire—High School Version (Grover, 2016), and parental self-efficacy was assessed with My Children's Future Scale (Esen; 2020; Nota et al., 2012). The dependent variable, the amount of education Latino/Hispanic students pursue after graduating from high school, was arranged as an ordinal variable. To assess it, I used Item 81 from the Parent Questionnaire used in the Education Longitudinal Study of 2002 (National Center for Education Statistics, 2004). The item measures seven education categories.

Definitions

The following terms are defined per their use in this study:

Academic self-efficacy: Students' beliefs about their ability to successfully achieve any academic task (Niehaus et al., 2012).

Hoover-Dempsey and Sandler's model: A theoretical model that emphasizes the influence parental involvement has on children's willingness to explore new educational opportunities and achieve higher levels of academic success (Hoover & Sandler, 1995).

Latino/Hispanic parents: Parents from a Spanish-speaking country, including those in Central America, South America, the Spanish-speaking Caribbean islands, and Spain (Lopez et al., 2019).

Latino/Hispanic students: Students who identify as having ancestry in, or coming from a Spanish-speaking country, including Central America, South America, Spanish-speaking Caribbean Islands, and Spain (Lopez et al., 2019).

Parental expectations: Parents' beliefs about their children's likelihood of achieving something (Yamamoto & Holloway, 2010).

Parental involvement: The extent to which parents become involved with their children in a variety of activities such as assisting their children with school homework and assignments and collaborating with teachers to support their children's education (Chowa et al., 2013).

Parental self-efficacy: A parent's "knowledge and confidence to manage the tasks and situations of parenthood effectively" (Peacock-Chambers et al., 2016, pp. 176-177).

Postsecondary education plans: Academic and financial arrangements for postsecondary education for a student starting in middle and high school years (U.S. Department of Education, 2017).

Self-efficacy: individuals' perceptions about their capabilities to achieve something (Bandura, 1977, 1982). The higher the sense of self-efficacy, the higher the goals for achievement the individual sets for themself.

Social learning theory: A theory proposed by Albert Bandura (1977) that suggests that learning is highly influenced by socialization and affects the individual's level of self-efficacy.

Assumptions

Through this study I sought to explore relationships between factors associated with parental socialization and postsecondary education outcomes among Latinos/Hispanics residing in the United States. Participants were required to be Latino/Hispanic parents of a child in their junior or senior year of high school, and residents in the United States. Through purposive sampling I assumed that the participants in the study met the characteristics needed to participate. Also, the overview

of the study, consent forms and the surveys used in the study to collect data were written in English and Spanish. I assumed that the participants completely understood the study's material I shared with them.

Scope and Delimitations

In the current study, I investigated relationships between parental expectations, involvement, and self-efficacy among Latino/Hispanic parents and the effect of those relationships on their children's postsecondary educational planning. The study's findings apply to Latino/Hispanic parents residing in the United States. The data collected for the study may not apply to other ethnic groups living in the United States. In addition, the collected data may not apply to Latino/Hispanic students and parents living in other countries.

Limitations

A potential limitation was the use of ordinal logistic regression techniques, which allow only the assessment of correlations between variables (Warner, 2013). Therefore, the study findings do not indicate whether parental expectations, involvement, and levels of self-efficacy are specific causes for Latino/Hispanic students' amount of secondary or postsecondary education. Another limitation was the use of surveys for data collection. The study findings and conclusions depended on the accuracy of the respondents' responses to the survey questions. Answers to the survey questions depended on whether the participants in the study had an accurate understanding and interpretation of the items included in the survey. The material used in the survey was written in English and Spanish to improve the chances of participants responding to the questions accurately.

Significance

The study contributes knowledge regarding the underrepresentation of Latinos/Hispanics in U.S. higher education. I analyzed the relationship between parental influences and postsecondary planning among Latino/Hispanic students, for which there is limited evidence in the literature. The literature currently provides evidence on the influence of parental factors on Latino/Hispanic parents' postsecondary education from Latino/Hispanic students' perspectives (Aceves et al., 2020; Aragon, 2018; Cross et al., 2019; Flores, 2018; Garcia-Reid et al., 2015; Grindal & Nieri, 2015; Naumann et al., 2012; Rivas-Drake & Marchand, 2016; Suizzo et al., 2012). However, the literature is limited on how parental socialization influences postsecondary education planning from Latino/Hispanic parents' perspectives. The study provides evidence regarding Latino/Hispanic parents' behavior and its impact on their children's postsecondary education planning.

The study results have the potential to help educators integrate into their curriculum activities that allow Latino/Hispanic parents to develop the expectations, involvement, and self-efficacy necessary to effectively influence their children's postsecondary education planning. The findings may also help educational institutions to integrate activities into their programs that have appropriate formats to educate and promote effective involvement among Latino/Hispanic parents in their children's postsecondary education planning. These efforts may assist parents of Latino/Hispanic students in learning how to support their children with their specific academic goals. In addition, parents may be better able to model effective collaboration to their children,

which may help them to succeed as adults (Paccaud et al., 2021). Latino/Hispanic parents may be more likely to become involved in their children's decision-making process of pursuing higher education , in particular college degrees beyond 2-year programs.

The more Latino/Hispanic students pursue postsecondary training, the higher the representation of Latinos/Hispanics in higher education. Greater representation of Latino/Hispanic students in higher education may allow Latinos/Hispanics to take advantage of the reported benefits of higher paying jobs, better work benefits, and lower unemployment rates (U.S. Bureau of Labor Statistics, 2020). Another benefit of greater representation of Latino/Hispanic students in higher education is that it may help to diminish the educational gap between ethnic groups living in the United States (The Campaign for College Opportunity, 2018). Parental involvement may allow Latino/Hispanic students to develop the necessary competencies of critical thinking, communication, and collaborative skills needed to earn a college degree.

Summary

Although Latinos/Hispanics are one of the fastest-growing ethnic minority groups in the United States, they are underrepresented in the country's higher education system (Flores, 2017; Noe-Bustamante et al., 2020). Despite higher education institutions ' efforts to attract Latinos/Hispanics to enroll, only a small percentage of Latino/Hispanic students achieve bachelor's and graduate degrees (Excelencia in Education, 2019; Newsome, 2019). Subsequently, a large number of Latinos/Hispanics lack the expertise to hold higher-paying jobs that would let them benefit from having higher incomes (U.S. Bureau of Labor Statistics, 2021).

The literature indicates that various factors limit Latinos/Hispanics in pursuing a degree, including historical, cultural, social, political, and bureaucratic obstacles (Gonzalez, 2015). However, the literature is limited on parental influence on Latino/Hispanic students and postsecondary education plans. Research shows that Latino/Hispanic parents are less involved in their children's education (Araque et al., 2017; Crosnoe, 2010). When parents are not knowledgeable of the local culture and educational system, they do not possess the capacity to influence their children as expected in U.S. culture, affecting their children's expectations (Schneider et al., 2006). Some Latino/Hispanic parents do not fully understand the U.S. educational system and the opportunities available to their children to pursue a college degree, affecting their parental self-efficacy to become involved in their children's post-secondary educational plans (Cuevas, 2020).

Chapter 2 includes a detailed synopsis of the current literature. The chapter begins with a description of the strategies used to search for research for the literature review. I also provide a detailed analysis of the social-cognitive theory and the Hoover-Demspey and Sandler model and how both theories have been used in studies analyzing parental influence on their children’s behavior. The chapter also includes a review related to the variables explored in the study. The last section of the chapter is devoted to summarizing and concluding the literature review.

Chapter 2: Literature Review

Introduction

Earning a college degree can improve individuals' quality of life. Many benefits have been linked to earning a college degree, such as employment opportunities, higher earnings, higher socioeconomic status, healthier lifestyles, and more involvement in raising children (Ma et al., 2016). The pursuit of postsecondary education is influenced by various factors that occur throughout a student's life, which shape their expectations of academic success as college students (Princiotta et al., 2014). Among those indicators is the socialization and behavioral expectations received from their parents (Englund et al., 2004).

Latinos/Hispanics are currently the fastest-growing ethnic minority in the United States (Flores, 2017; Noe-Bustamante et al., 2020), a trend observed since the implementation of the Immigration and Naturalization Act of 1965, which precipitated an increase in the number of Latino/Hispanic immigrants from 9.7 million in the 1960s to 44.4 million in 2017 (Radford & Noe-Bustamante, 2019). Even though the United States has supported the immigration of Latinos/Hispanics for the last few decades, the educational system has not been able to meet the demands of educating students from different cultures. Only 19% of Latino/Hispanic adults have earned a college degree (U.S. Census Bureau, 2020). Educational leaders, government officials, and policy makers have made many efforts to attract Latino/Hispanic students to enroll in higher education, especially in states with higher concentrations of Latinos/Hispanics, where higher college enrollment, higher rates of transfers from 2-year to 4-year institutions, and

higher rates of graduation at 4-year institutions have been observed (Schak & Nichols, 2017; Texas Higher Education Coordinating Board, 2019). However, the gap between Latinos/Hispanics and Whites in attaining bachelor degrees has also increased in the last decade (The Campaign for College Opportunity, 2018). College leaders and policy makers have been advised by policy advocates and policy initiatives, to strategically plan academic achievement success at different levels for Latino/Hispanic students (Texas Higher Education Coordinating Board, 2019; The Campaign for College Opportunity, 2018).

The socialization Latino/Hispanic students receive from their parents may influence their decisions to pursue a college degree. Although many Latino/Hispanic parents aspire for their children to go to college, they may not possess the knowledge required to play a proactive role in their children's postsecondary education planning (Auerbach, 2004), which can affect their expectations of what is involved in pursuing a college degree. Latino/Hispanic parents may be less prepared to share cultural aspects that may influence their children's academic education due to unfamiliarity with the American culture that is influential in academic achievement; this lack of preparation can shape the academic expectations they communicate to their children (Araque et al., 2017). Cultural differences may contribute to a lack of knowledge or misunderstanding among Latino/Hispanic parents about getting involved and effectively playing a role in their children's academic and career aspirations (Cheng & Starks, 2002; Grace & Gerdes, 2019). Lack of postsecondary education knowledge may affect their sense of efficacy in helping their children to pursue and achieve academic and career success (Falcon, 2015).

In the current study, I investigated the gap in the literature on the relationship between parental expectations, parental involvement, and parental self-efficacy and its influence on students' postsecondary education plans among Latino/Hispanic students. This chapter begins with an explanation of the literature search strategy. The following section includes a review of the literature regarding the social cognitive theory and the Hoover-Dempsey and Sandler model, including a rationale for using them as the framework for the current study. In the section that follows, I review the literature regarding parental academic socialization, specifically parental expectations, involvement, self-efficacy, and students' postsecondary planning among Latinos/Hispanics residing in the United States. The last section includes a summary of the literature concerning the RQs, the gap identified, and a brief preview of the content included in Chapter 3.

Literature Search Strategy

I used the following online databases and search engines to identify and retrieve research for the literature review: APA PsychINFO, ProQuest, SocINDEX, Taylor & Francis, ERIC, Sage Journals, Education Source, Academic Search Complete, Gale Academic, LGBTQ+, Project Muse, Psychiatry Online, Science Direct, and Google Scholar. The keywords used in the literature review to find data included *parental academic socialization, parental expectations, parental academic expectations, parental involvement, parental engagement, parental academic involvement, parental self-efficacy, parental academic self-efficacy, academic self-efficacy, academic achievement, academic performance, academic success, academic outcomes, grades, GPA, high*

school, *higher education*, *postsecondary education*, *postsecondary planning*, *postsecondary aspirations*, *college*, *university*, *career choice*, *Latino*, *Hispanic*, *Latino students*, *Latino parents*, *Hispanic students*, *Hispanic parents*, *social-learning theory*, and *Hoover-Dempsey and Sandler theory*. Of the literature reviewed, 60% of sources were published between 2016 and 2021, while 40% were published earlier. Most of the sources used in the study were peer-reviewed literature.

Theoretical Foundation

The social cognitive theory and the Hoover-Dempsey and Sandler model were the most appropriate theories to use as a framework in the current study. Both theories explain how social factors influence human behavior (Bandura, 1988; Hoover-Dempsey & Sandler, 1997). Both theories' principles can be applied to parents' influence on their children's postsecondary planning.

Social Cognitive Theory

The social cognitive theory assesses the factors behind vicarious learning and the methods through which it occurs (Bandura, 1989). The theory asserts that learning involves cognition that is influenced by the interaction with the individual's environment (Bandura, 2005). Individuals gain cognitive, social, emotional, and behavioral skills, but they also establish social systems that give them the motivation needed from their environment to behave as expected (reciprocal determinism; Bandura, 1971). Bandura (1977, 1986) emphasized that parents contribute to their children's social learning by modeling attitudes and behaviors that their children observe.

The social cognitive theory was an appropriate framework for the current study given its use in other research to predict academic behavior. This research indicates that, through social interactions with their parents, students learn to believe whether they can exercise control over their academic pursuits and be successful (Bandura, 1986, 1997; Schunk & Usher, 2012). Parental socialization that influences academic achievement is motivated by parents' beliefs about their children's academic success, which in turn influences their children's behavioral regulation and academic performance (Kikas & Magi, 2014; Noria et al., 2009). Parents contribute to developing their children's interest in their classes by using encouragement and reinforcement as tools to help their children in their learning process (Williams & Williams, 2019). Students whose parents are involved in their academic goals show superior achievements, higher grade averages, and better performance in standardized tests (Kuperminc et al., 2008; Sheldon & Epstein, 2005) and positive attitudes toward doing homework (Froiland et al., 2012), learning mathematics (Else-Quest et al., 2008; Williams & Williams, 2019), learning science (De Silva et al., 2018), learning a second language (Prosic-Santovac & Radovic, 2018), and developing their academic efficacy and motivation (Affuso et al., 2017; De Silva et al., 2018). The academic beliefs parents transmit to their children throughout their school years influence their children's sense of self-efficacy to make decisions on pursuing postsecondary education and be successful (Bandura, 1997; Bandura et al., 1996;; Guan et al., 2016; Sciarra & Ambrosino, 2011).

In addition, the social cognitive theory provided structure to the current study because the theory has been used in research to support the significance of socialization

between Latino/Hispanic parents and their children. Research conducted with Latinos/Hispanics has pointed out the influence of parental socialization on health protection (Guntzviller et al., 2017), nutrition (Banna et al., 2018; Roth-Yousey et al., 2012; Vyduna et al., 2016), and behavior control/modification (Top, 2016). Research has also identified the significance of socialization on academic achievement between Latino/Hispanic parents and their children. The academic success of Latino/Hispanic students is highly motivated by their social environment, including parental factors (Isik et al., 2018). Evidence has identified multiple associations between behavioral problems and academic performance among Latino/Hispanic parents and their children, who become predictors of internalizing and externalizing behavior, affecting Latino/Hispanic students' academic achievement over time (Dumka et al., 2009; Ucus et al., 2019).

The social cognitive theory was utilized in the current study because it helped explore Albert Bandura's emphasis on socialization and the role of parental influences on parents of Latino/Hispanic students who are making decisions about their postsecondary education. Through socialization, parents transmit their academic expectations to their children, which are transferred through their involvement in their children's education, influenced by levels of self-efficacy to get involved effectively. The results of the current study assist in determining if levels of expectations, involvement, and self-efficacy among Latino/Hispanic parents can influence the postsecondary education decision-making process of Latino/Hispanic students as established in the social cognitive theory.

Hoover-Dempsey and Sandler Model

Kathleen V. Hoover-Dempsey and Howard M. Sandler proposed a model to address parental involvement in their children's education (Hoover-Dempsey & Sandler, 1995). The model explains the process parents go through to develop their beliefs and sense of self-efficacy to be involved in their children's academic pursuits. The theory is intended to address the reasons parents must have to get involved in their children's education, the behaviors parents develop through the experience of getting involved in their children's education, and the effect their involvement has on their children's academic achievement (Walker et al., 2005). The model points out that parents become involved in their children's education when they feel efficacious to help their children do well and have the knowledge, skills, and motivation to help their children succeed academically.

Parental involvement is crucial because it influences their children's academic self-efficacy. Research points out that parental academic encouragement serves as a model of self-efficacy to prosper in school through modeling, reinforcement, and instruction (Hoover-Dempsey & Sandler, 1995; Hoover-Dempsey et al., 2005), enhancing their children's learning, especially when they are consistent with their involvement. Also, studies show significant relationships between parents' beliefs, perceptions, motivation, involvement, and their children's academic success (Chen et al., 2016), potentially impacting their children's college enrollment and major college major choice (Ma, 2009; Rowan-Kenyon et al., 2016).

Parental involvement among Latino/Hispanic parents in their children's class activities has been demonstrated to affect their children's level of literacy (Newland et al., 2011; Zambrana et al., 2019). Research shows that levels of involvement may be affected by Latino/Hispanic parents' demographic factors such as gender (Fitzgerald et al., 2019; Newland et al., 2011), socioeconomic status (Brown et al., 2020; Rowan-Kenyon et al., 2016; Zambrana et al., 2019), life context (Auerbach, 2007), and aspirations on their children's education (Cheng & Starks, 2002). Levels of involvement are also affected by the perception of invitation Latino/Hispanic parents receive from their children and teachers to get involved in their children's education (Anderson & Minke, 2007; Walker et al., 2011), even when controlling for socioeconomic status (Green et al., 2007). The perceptions of invitation from their children Latino/Hispanic parents receive influence the effort they make to overcome obstacles that prevent them from getting involved (Fitzgerald et al., 2019), helping them reflect on how to participate in their children's educational activities and how to promote access to educational opportunities for their children (Auerbach, 2007). In addition, parental perceptions of invitation to participate in their children's education contribute to parental self-efficacy to become more involved in their children's education (Curry & Holter, 2019; Reynolds et al., 2015; Walker, 2016).

Parental involvement becomes crucial to Latino/Hispanic students in specific situations like planning for a career. Research shows that Latino/Hispanic parents who are efficacious in engaging with their children in their postsecondary planning are confident partners, motivational supporters, and uncertain spectators (Cuevas, 2020). Parental involvement among Latino/Hispanic parents in their children's education in

specific domains can impact their college major choices (Yingyi, 2009). School programs designed to promote parental participation among Latino/Hispanic parents have been effective in fostering parental engagement, influencing Latino/Hispanic parents to believe in their children's ability to pursue postsecondary degrees (Rowan-Kenyon et al., 2016); as well as to believe they are capable of pursuing postsecondary degrees themselves (Perna et al., 2011).

The Hoover-Dempsey and Sandler model was utilized in the current study because it helped explore the theory's emphasis on the effect of parental influences on Latino/Hispanic students who are making decisions about their postsecondary education. The literature has revealed the significance of parental involvement in their children's education, influenced by how efficacious parents feel in getting involved in their children's education. The parents' beliefs influence parental academic self-efficacy regarding academic involvement in their children's education. By their perception of invitation, parents get involved with their children and their children's educators, as stated in the Hoover-Dempsey and Sandler model. The results of the current study assist in determining how Latino/Hispanic parents are influenced to get involved in their children's decision-making process of enrolling in higher education.

Literature Review Related to Key Variables and Concepts

The study assessed the association between parental expectations, parental involvement, parental self-efficacy, and postsecondary plans of Latino/Hispanic high school students. The data collected from the study suggests a model that can predict the probabilities of Latino/Hispanic students' planning for different postsecondary outcomes

influenced by levels of expectations, involvement, and self-efficacy in their parents. Many factors are involved in the postsecondary educational decision-making process; including whether students aspire to attend college or not and which program they enroll in (Gonzalez et al., 2012). Researchers point out that parents are the most influential individuals for Latino/Hispanic students in their postsecondary decision-making process (Irvin et al., 2016). Through social comparisons and interactions with their parents, students believe they can exercise control over their academic and career pursuits and be successful (Bandura, 1997; Bandura et al., 1996). Parental academic socialization and postsecondary aspirations among Latinos/Hispanics residing in the United States have been studied quantitatively and qualitatively.

Parental Academic Socialization Among Latino/Hispanic Parents

Parental academic socialization among Latinos/Hispanics residing in the United States has been analyzed by studying the influence of different factors. Those factors impact Latino/Hispanic parents' academic practices influencing positive and negative outcomes in their children's academic achievement.

Parental Academic Expectations

The academic expectations parents have regarding their children’s education are crucial because they influence the involvement parents demonstrate in their children's academic pursuits (Zou et al., 2013); which has been linked to academic success (Mamta & Giraldo-Garcia, 2018; Tarraga Garcia et al., 2018; Topor et al., 2010), and higher academic self-efficacy (Ramirez et al., 2014). Parental academic expectations among Latino/Hispanic parents have been studied quantitively and qualitatively. The literature

demonstrates that parental academic expectations among Latino/Hispanic parents are influenced by their ideas of what constitutes academic achievement; which in turn influence their practices toward their children's academic pursuits; affecting their children's academic achievement from elementary school (Do & Mancillas, 2006; Puccioni, 2015) through high school (Lopez et al., 1996; Wells et al., 2011; Zhang et al., 2010). Studies show an association between the messages Latino/Hispanic parents transmit to their children regarding academic socialization and the beliefs Latino/Hispanic students adopt regarding academic achievement (Aragon, 2018; Cross et al., 2019; Flores, 2018; Grindal & Nieri, 2015; Naumann et al., 2012; Rivas-Drake & Marchand, 2016; Suizzo et al., 2012), academic behavior (Garcia-Reid et al., 2015), educational expectations and perceptions of their academic competence as students (Aceves et al., 2020). Parental academic expectations among Latino/Hispanic parents are associated with parental aspirations and their children's academic performance, such as in mathematics (Carpenter, 2008; Der-Karabetian, 2004). Parental academic expectations among Latino/Hispanic parents are influenced by race and ethnicity (Charles et al., 2006; Kim et al., 2013; McGill et al., 2011; Pong et al., 2005), socioeconomic status (Gecas, 1980), culture (Chun & Devall, 2019; Rivas-Drake & Marchand, 2016), parental documentation status (Cuevas, 2019; Giano et al., 2018), parents' time in the United States (Carpenter, 2008), and by the students' developmental progress (Gauvain & Perez, 2005).

The existing literature establishes that parental academic expectations among Latino/Hispanic students influence their postsecondary education planning. Quantitative

research on Latino/Hispanic students has identified parental expectations as a factor in college attendance (Charles et al., 2006; Song & Petracchi, 2020). Research suggests a positive association between parental academic expectations among Latino/Hispanic parents and the likelihood of their children enrolling in 4-year programs (Song & Petracchi, 2020; Zarate & Gallimore, 2005), increasing the odds of enrollment by nearly 50% (Nuñez & Kim, 2012). Additionally, quantitative studies have identified parental expectations as an influential predictor of Latino/Hispanic students' career prestige and aspirations (Flores & O'Brien, 2002). Qualitative studies have also identified parental expectations as a critical factor in Latino/Hispanic students' educational aspirations (Ramos & Sanchez, 1995; Ramirez et al., 2020), career goals (Ramirez, 1986), and pre-college preparation (Camacho-Thompson, Gonzales & Tein, 2019).

Both quantitative and qualitative researchers have linked parental expectations to Latino/Hispanic college students' academic achievement. Strayhorn (2010) found relationships between parental academic expectations of Latino/Hispanic parents and their children's pre-college academic abilities. Charles et al. (2006) observed that Latino/Hispanic parents' interactional investments in their college plans influence their children's college attendance and achievement. However, in their study, Yazedjian et al. (2009) could not identify parental expectations as an explanation for Latino/Hispanic college students' GPAs. Qualitatively, researchers have linked parental expectations among Latino/Hispanic parents as one of the factors in being persistent in achieving a degree (Arbelo-Marrero & Milacci, 2016), including the pursuit of doctorate degrees (Lerma et al., 2015) and medical degrees (Flores, 2018).

A key influence on parental academic expectations of Latino/Hispanic parents with children in college indicated by the literature is the cultural value of *Familismo*, which is the type of loyalty expected from Latinos/Hispanics toward their families, prioritizing the family's needs as a unit over their personal needs (Garcia-Preto, 2005). In their investigation, Chun and Devall (2019) found that *Familismo* explained 30% of the variance in academic achievement among a sample of 116 Latino/Hispanic students living along the United States and Mexico border. Suizzo et al. (2012) found that Latino/Hispanic parental messages of academic expectations about college success were mediators between Latino/Hispanic students' academic determination and academic achievement.

On the other hand, qualitative research has shown that Latino/Hispanic parents aspire for their children to pursue college degrees; however, their parental academic expectations differ in achieving specific academic goals (Camacho-Thompson, Gonzales & Fuligni, 2019). Through semi-structured interviews, Sy and Romero (2008) found that Latino/Hispanic college students have learned the importance of developing self-sufficiency to support the family. Latino/Hispanic college students are expected to carry familial and financial responsibilities to their families despite pursuing a college degree. Research shows the difference in expectations Latino/Hispanic parents hold for their daughters and sons as college students (Flores, 2018; Saenz et al., 2013). It is essential to understand parental academic expectations among Latinos/Hispanics because it influences their involvement in their children's academic achievement (Suizzo et al., 2012; Zou et al., 2013).

Parental Academic Involvement

Parental academic involvement among Latino/Hispanic parents has been extensively studied quantitively and qualitatively, indicating that Latino/Hispanic parents perceive themselves as more involved in their children's education than they are perceived by their children's educators (Goldsmith & Robison Kurpius, 2017; Walker et al., 2011; Watson & Bogotch, 2015). Latino/Hispanic parents perceive themselves as equally involved in their children's education as White American parents do (Ryan et al., 2010; Terriquez, 2012; Terriquez, 2013), despite minority immigrant parents reporting having more barriers to academic involvement than Latino/Hispanic parents native-born in the U.S (Fitzgerald et al., 2019; Turney & Kao, 2009). Similar parental academic involvement patterns have been observed among fluent and non-fluent English speakers Latino/Hispanic parents (Anderson et al., 2020). Differences observed in parental academic involvement patterns among Latino/Hispanic parents have been related to socio-economic aspects (McWayne & Melzi, 2014), as well as other demographic factors such as family structure, parental education, parental employment, child gender (McWayne et al., 2016), unsafe neighborhoods where Latino/Hispanic families reside (Toldson & Lemmons, 2013), and language barriers (Bohon et al., 2005; Nino, 2019). Research has allowed a better understanding of how parental involvement perceptions between Latino/Hispanic parents and their children's educators differ (Altschul, 2011; Andrews, 2013; Inoa, 2017; Pena, 2000; Pomerantz et al., 2007; Poza et al., 2014). Research shows that Latino/Hispanic parents get more involved in their children's education at home directly through the academic socialization imparted to their children

than getting involved in their children's school organizations and school activities (Alfaro et al., 2014; Altschul, 2011; Ceballo et al., 2014; Coba-Rodriguez et al., 2020; Crosnoe et al., 2016; Goldsmith & Robinson Kurpius, 2017; LeFevre & Shaw, 2012; Sibley & Dearing, 2014; Snell et al., 2009; Suizzo et al., 2014).

Parental academic involvement among Latinos/Hispanics changes over time, depending on socioeconomic and contextual factors (Bhargava et al., 2017; Chun & Devall, 2019; Inoa, 2017; Reynolds et al., 2015). The literature has demonstrated an association between parental academic involvement among Latino/Hispanic parents and their children's levels of academic achievement (DeBell, 2008; Puccioni, 2018; Suizzo & Stapleton, 2007). Parental academic involvement among Latino/Hispanic parents is associated with preschool enrollment (Crosnoe & Ansari, 2015) and preschoolers' kindergarten readiness (Coba-Rodriguez et al., 2020). Findings indicate that parental academic involvement among Latinos/Hispanics influences students' learning process during elementary school (Johnson et al., 2016) while influencing students' college readiness throughout elementary and secondary school (Pstross et al., 2016). Parental involvement sustained during the period of adolescence among Latinos/Hispanics influences students' motivation for academic achievement (Ceballo et al., 2014; Keith & Lichtman, 1992; Suizzo et al., 2016), significantly observed among Latino/Hispanic STEM students (Gilbert et al., 2017; Wassell et al., 2017). Parenting practices among Latino/Hispanic parents influence their involvement in their adolescents' education, which in turn affects their grades, school behavior, whom they pick for friends (Dumka et

al., 2009), and trouble avoidance behavior (Elsaesser et al., 2020; Garcia-Reid et al., 2015; Ovando & Abrego, 1996).

Parental academic involvement among Latino/Hispanic parents is crucial for students of all ages. Research suggests that Latino/Hispanic parents whose children are successful in school are more likely to participate in school activities than those whose children are less successful (Anchor & Anchor, 1974). Parental academic involvement among Latino/Hispanic parents is a predictor of academic achievement (LeFevre & Shaw, 2012), higher GPA, educational attainment (Day & Dotterer, 2018; Jeynes, 2017; Keith & Lichtman, 1994; Plunkett et al., 2009: Rivera & Li, 2019; Toldson & Lemmons, 2013), academic adjustment (Kuperminc et al., 2008), cognitive and communication skills (Fuller et al., 2015), locus of control (Suizzo & Kokyung, 2007; Suizzo & Soon, 2006; Suizzo et al., 2016), oral reading fluency (ORF) (Sibley & Dearing, 2014; Zambrana et al., 2019), literacy skills (Durand, 2010; Santos & Alfred, 2016; Tang et al., 2012), standardized achievement test scores (Strambler et al., 2013), school attendance, school performance, educational aspirations, likelihood of remaining in school (Keith & Schartzer, 1995), academic motivation (Suizzo et al. 2015; Suizzo, Jackson, et al., 2016; Wehrspann et al., 2016), academic self-efficacy (Suizzo, Pahlke, et al., 2016), mathematics and English self-efficacy (Denner et al., 2018; Fan et al., 2012; Sibley & Dearing, 2014; Simpkins et al., 2018), and attitudes and beliefs about completing school (Mena, 2011).

School-based involvement becomes imperative for Latino/Hispanic students of lower socioeconomic status, who may lack academic socialization (Benner et al., 2016).

School-based involvement among Latino/Hispanic parents has been shown to mediate family conflicts that may arise in working families (Holmes et al., 2018) and mediate negative perceptions of racial/ethnic group public opinion (McGill et al., 2011). Low-socioeconomic Latino/Hispanic students may be at risk of getting lower home-based parental academic involvement due to family financial constraints (Calzada et al., 2015; Camacho-Thompson et al., 2016), cultural influence (*Familismo*) (Chun & Devall, 2019; Niemeyer et al., 2009; Polo et al., 2012; Valenzuela & Dornbusch, 1994), parental depression and loneliness (Polo et al., 2012), parental communication and parenting styles (Reeves et al., 2020). Lack of involvement may be perceived by Latino/Hispanic students as noninvolvement from their parents (Alexander et al., 2017), in turn affecting the kind of academic expectations and aspirations they receive through parental socialization (Camacho-Thompson et al., 2016; Gonzales & Fuligni., 2019; Cheng & Starks, 2002; Henry et al., 2011; Keith et al., 1992).

The literature indicates that Latino/Hispanic parents who become knowledgeable of the education system in the United States become more engaged in their children's education (Araque et al., 2017; Garcia-Carmona et al., 2020; Manz, 2012); enhancing their parenting skills to provide appropriate emotional (Ramirez et al., 2014), and academic support to their children (Caal et al. 2019). Becoming knowledgeable about the U.S. educational system has had the potential to inspire parents to seek a postsecondary education for themselves (Crosnoe & Kalil, 2010). Educational programs designed to improve parental academic involvement among Latino/Hispanic parents have proven to be successful in getting parents more engaged in their children's education (Araque et al.,

2017; Caal et al., 2019; Jasis & Marriot, 2010; Jasis & Ordonez-Jasis, 2012; Knotek & Sanchez, 2017; Lawson & Alameda-Lawson, 2012; O'Donnell & Kirkner, 2014; Riojas-Cortez & Flores, 2009; Rivera & Lavan, 2012; Vega et al., 2015).

Parental academic involvement becomes crucial among Latino/Hispanic students considering pursuing postsecondary degrees. The literature points out parental academic involvement as a critical predictor of college enrollment (Arbona & Nora, 2007; Yeh, 2020) and college attendance (Maxwell, 2013). Parental involvement has directly affected Latino/Hispanic students' achievement and aspirations (Carranza et al., 2009). Arbona and Nora (2007) found family support to be a significant predictor of bachelor's degree attainment among Latino/Hispanic students who started 2-year college programs. Ojeda et al. (2011) observed parental encouragement as a mediator between the influence of *Familismo* and college persistence among Latino/Hispanic college students in pursuing postsecondary education. In addition, parental gender influence preparation for postsecondary education among Latino/Hispanic students. Camacho-Thompson, Gonzales & Tein (2019) found that parental involvement among Latino/Hispanic mothers predicted their children's post-secondary education pursuits, while parental involvement among Latino/Hispanic fathers was positively associated with their children's postsecondary education pursuit, depending on levels of perceived parental harshness.

Findings have pointed out parental academic involvement among Latino/Hispanic parents as essential in postsecondary education planning. Research shows that most Latino/Hispanic students attain less postsecondary education than they plan for (Gandara et al., 2012; May & Witherspoon, 2019; Ryan & Bauman, 2016). Qualitative studies have

shown that Latino/Hispanic students who have been successful in attaining college degrees have reported that the social messages they received from their parents while growing up were of educational aspirations and familial capital, which they interpreted as academic support for their degree attainment (Espino, 2016; Matos, 2015). However, the literature demonstrates that Latino/Hispanic students are at a disadvantage in pursuing postsecondary education. Latino/Hispanic students are more at risk of not receiving the appropriate academic, economic, human, and cultural support necessary to succeed in college, affecting their chances of enrollment in higher education (Wolf et al., 2009). Perna and Titus (2005), in their analysis of the relationship between parental involvement and the likelihood of students enrolling in a 2-year or 4-year college or university, demonstrated that after controlling for student-level and school-level variables, higher odds for Latino/Hispanic high school graduates (odds-ratio = 1.598) of enrolling in a 4-year college or university than other ethnicities included in the sample; suggesting that the observed lower enrollment rates among Latino/Hispanic students were explained by racial/ethnical variables included in the model.

Meanwhile, research shows that parental academic involvement among Latinos/Hispanics fosters resilience and academic success among college students from crime-ridden neighborhoods (Cavazos et al., 2010; Previ et al., 2020). Qualitative data obtained from parental programs designed to educate Latino/Hispanic parents on how to get involved in their children's post-secondary education have proved to be successful in helping Latino/Hispanic parents to learn how to get involved in their children's post-secondary education effectively (Behnke et al., 2019; Fann et al., 2009; Villalba et al.,

2014). Understanding parental involvement's impact on the postsecondary education decision-making process is essential due to parental socialization's influence on Latino/Hispanic students (Suizzo et al., 2012).

Parental Academic Self-Efficacy

Parental academic self-efficacy among Latino/Hispanic parents has not been as extensively studied as other aspects of academic socialization have been studied. Nevertheless, parental self-efficacy should be analyzed because students learn to be academically efficacious through the socialization they receive from their parents (Bandura, 1997; Shunk & Usher, 2012). In their analysis, Reynolds et al. (2015) found parental academic self-efficacy among Latino/Hispanic parents as a critical aspect of Latinos/Hispanics becoming involved in their children's education. Machida et al. (2002) found that parental academic self-efficacy mediates the effect between a child's temperament and Latino/Hispanic parental academic in-home involvement. Meanwhile, Mendez et al. (2012) suggested that Latino/Hispanic parents do not feel adequately efficacious in getting involved in their children's education.

Academic self-efficacy is an essential influence on the academic success of immigrant students, especially in their first year of college (Zajacova et al., 2005). In their study, Dennis et al., 2005 pointed out the lack of family support for Latino/Hispanic college students as a negative predictor of different college outcomes, including college adjustment; suggesting Latino/Hispanic parents may not offer adequate support in encouraging Latino/Hispanic students to pursue postsecondary education. Cuevas (2020), in her qualitative study, identified Latino/Hispanic parents as confident partners,

motivational supporters, and uncertain spectators. However, Latino/Hispanic parents who reported lower self-efficacy were less involved in their children's postsecondary goals, influencing their children's levels of academic self-efficacy to plan and pursue postsecondary education.

Postsecondary Aspirations Among Latino/Hispanic Students

Postsecondary aspirations among Latinos/Hispanics residing in the United States have been studied quantitatively and qualitatively through aspects related to achieving postsecondary education and career development. Educational aspiration is the most significant predictor of pursuing a college degree among Latino/Hispanic students (Cardoza, 1991). Research indicates that most Latino/Hispanic students desire to pursue post-secondary education as a resource to achieve subjective happiness (Vela et al., 2019), life meaning, and life goals (Chang et al., 2005; Vela et al., 2019). Achieving postsecondary education represents Latino/Hispanic students not only receiving the financial benefits of achieving a college degree themselves (Ali & Menke, 2014; Packard et al., 2012) but also as a means of giving back to their families and communities through their vocational outcome expectations (Cooper et al., 2005). Pursuing post-secondary education for Latino/Hispanic students also implies obtaining the psychological benefits that achieving a college degree produces, such as experiencing self-discovery and a sense of purpose and experiencing self-efficacy to overcome barriers (Zell, 2011).

Latino/Hispanic students' educational aspirations change over time (Kao & Tienda, 1998; Mello et al., 2012; Nitardy et al., 2015). Kao & Tienda (1998) found that Latino/Hispanic students maintain higher educational aspirations up to middle school but

lower educational aspirations throughout high school. Research shows that even though Latino/Hispanic students tend to have high educational aspirations (Cavazos et al., 2010), they do not know precisely how to achieve their career goals (Gonzalez et al., 2012; Valenciana et al., 2006); holding high educational aspirations, but low expectations in pursuing a college degree (Bohon et al., 2005; Flores et al., 2008). Changes in educational and occupational expectations observed overtime among Latino/Hispanic adolescents are influenced by the students' age, gender, attitudes (Li et al., 2021; Teng et al., 2001), sociopolitical development, psychological satisfaction, motivation (Luginbuhl et al., 2016), length of residency in the United States, fluency in Spanish and English (St-Hilaire, 2002), participation in college preparedness programs (Lozano & Huerta, 2009); as well as their families' socioeconomic status, college affordability (Sanchez et al., 2015; TenHouten et al., 1971; Valenciana et al., 2006), perceived family conflict (Constantine & Flores, 2006), family financial and social capital (Qian & Blair, 1999; Salisbury et al., 2011), and equitable treatment during high school (Taggart & Paschal, 2019); which shape Latino/Hispanic students' future career goals (Mello, 2009; Mello et al., 2012; Perez-Brena et al., 2017). Research indicates that most Latino/Hispanic students accomplish less education than expected (May & Witherspoon, 2019; Phinney et al., 2001).

Even though Latinos/Hispanics aspire to pursue post-secondary education, their aspirations and expectations do not always match due to a lack of college information (May & Witherspoon, 2019) and awareness of educational obstacles (Clark et al., 2013). It is more challenging for Latino/Hispanic students to gain access to the necessary

information and collaboration to achieve their career goals (Carolan-Silva & Reyes, 2013). Martinez & Cervera (2012) found that Latino/Hispanic students are less likely to have college resources, which is a predictor for college enrollment among Latino/Hispanic students. Lack of college information for Latino/Hispanic students is more likely to occur in college-for-all or gatekeeping ideology high schools (Martinez & Deil-Amen, 2015). It appears to occur less in segregated high schools where minority teachers are hired (Goldsmith, 2004) and where students have similar demographics, social-economic status, and academic achievement (Liou et al., 2009).

Access to reliable college information and appropriate career support serve as an encouragement to develop the college-going behaviors required to plan and perform a postsecondary education among Latino/Hispanic high school students (Huerta et al., 2020; Nuñez & Dongbin, 2012). However, findings point out that Latino/Hispanic students receive minimal college information from their schools unless they attend Latino/Hispanic segregated schools, where they feel capable of getting through the pathways to postsecondary education (Goldsmith, 2004). It has been challenging for Latino/Hispanic students to gain access to the necessary information and collaboration to achieve their career goals (Carolan-Silva & Reyes, 2013). Research findings also point out that community and school leaders may not be aware of the influence their interaction with Latino/Hispanic students has in pursuing a college degree (Arellano, 2020; Ceja & Rivas, 2010). Leaders may not be aware of their role and responsibility to address the low levels of academic achievement among Latino-Hispanic students (Person et al., 2014); as school characteristics play a role in students' transition out of high school (Irvin et al.,

2016), and successive college enrollment (Rodriguez & Arellano, 2016). College-preparation programs designed to promote the pursuit of postsecondary education have been successful in raising the interest of Latinos/Hispanics to get them enrolled in higher education programs (Allexsaht-Snider et al., 2020; Calaff, 2008; Gandara, 2002; Griffin et al., 2007; Klasik, 2011; Luna et al., 2015). College-preparation mentoring has also provided academic support and guidance to Latino/Hispanic students through role modeling and encouragement (Flores & Obasi, 2005).

Many are the challenges Latino/Hispanic students face in pursuing post-secondary education. Research findings indicate that perceived educational barriers predict educational aspirations among Latino/Hispanic students (Ojeda & Flores, 2008). Research has pointed out barriers to post-secondary education among Latino/Hispanic students: disparate income, parent education level, academic performance on standardized exams, poor access to AP courses (Contreras, 2005), lack of educational information (Lukes, 2014; Martinez & Cervera, 2012), age, sex, immigration status (McWhirter, Ramos et al., 2013), language resources, negative peer influences, discrimination (McWhirter, Valdez et al., 2013), cultural stereotypes, racism, family responsibilities and cultural incongruities (Kiyama, 2018). In addition, Latino/Hispanic students are at higher risk of experiencing family disintegration through deportation if their families are not legally documented in the country (Gurrola et al., 2014).

Latino/Hispanic students go through a different socialization process and incorporation into the American culture than students from other ethnicities, affecting their postsecondary planning (Rojas-Garcia, 2013). The immigration status of

Latino/Hispanic students and their families affects their social and educational progress, affecting their level of academic achievement. Latino/Hispanic undocumented students experience a different social context than documented students, affecting their mobility to plan for postsecondary education (Roth, 2017). Unauthorized entry to the United States is one of the reasons for the high dropout rates among Latino/Hispanic students (Perreira & Spees, 2015).

The anticipation of immigration/documentation barriers among Latino/Hispanic students plays a role in their postsecondary planning, influenced by Latino/Hispanic students' low expectations for successfully pursuing postsecondary education (McWhirter et al., 2013). However, undocumented Latino/Hispanic students who have been able to achieve their postsecondary education aspirations report having to overcome many challenges through their resilience and motivation (Cavazos et al., 2010; Contreras, 2009; Muñoz & Maldonado, 2012; Romo et al., 2019), while maintaining themselves focused on accomplishing their academic goals despite the anti-immigrant stereotypes they confront (Salinas et al., 2019). Similar is the experience of Latino/Hispanic students who self-identify as *Dreamers*, recipients of the federal program DACA, who are exposed to the current political environment, racial oppression, and social discrimination (Casas et al., 2021; Locke & Gonzalez, 2020; Sahay et al., 2016).

Culture and ethnicity play an essential role in Latino/Hispanic students' career planning (Storlie et al., 2016). Ethnicity, poverty status, and family structure are significant predictors of postsecondary enrollment among Latino/Hispanic students (Nitardy et al., 2015; Qian & Blair, 1999; Sanchez et al., 2015). Research indicates that

as Latino/Hispanic immigrant students emerge in established communities and as they work on getting acculturated to the American culture; they find themselves negotiating to establish a new identity that may affect their engagement in career planning (Flores & Ojeda, 2006; Gonzalez et al., 2012; Yung-Yi, 2015). Latino/Hispanic students rely strongly on *familismo* as a source of support while learning the multiple roles they are expected to hold in the American culture (Patron, 2020; Saenz et al., 2017). *Familismo* is a predictor of performance accomplishment, perceived family support, self-efficacy, interests, and goals among Latino/Hispanic students (Garriot et al., 2017).

Sex-role socialization is crucial in explaining behavioral patterns among Latino/Hispanic students, pointing out gender as a significant predictor of college attendance and persistence and career aspirations, expectations, and choices (Carbona & Novy, 1991; Cardoza, 1991; Gushue & Whitson, 2006). Research shows that Latino/Hispanic female students are twice as likely to pursue postsecondary education than male students (Saenz et al., 2013). Latino/Hispanic female students are also more likely than male students to migrate from rural to urban areas, if necessary, to follow their occupational aspirations (Brooks & Redlin, 2009; Mello et al., 2012). In addition, female Latino/Hispanic family members have been identified as family members who are primary supporters of postsecondary planning, reinforcing the importance of family support in career pursuit (Saenz et al., 2020).

The literature identifies gender differences among Latino/Hispanic students. Latino/Hispanic male students report experiencing higher levels of academic self-efficacy than female students do (Lopez, 2014). Research shows that Latino/Hispanic male

students benefit from early exposure to postsecondary planning, facilitating their postsecondary education (Martinez & Castellanos, 2017). Findings point out that Latino/Hispanic students' interest in STEM careers is mainly similar to other ethnicities in the United States (Riegle-Crumb et al., 2010), although at a lower rate (Saw et al., 2018). On the other hand, research shows that Latino/Hispanic male students benefit from the family support received through *familismo* (Saenz et al., 2017) because they are more likely to feel the pressure of masculine pride and cultural/familial expectations, preventing them from seeking help when experiencing academic challenges, causing them to drop out of school (Clark et al., 2013; Saenz et al., 2013).

In contrast, the literature points out that female students anticipate more barriers in pursuing postsecondary education than male students do (McWhirter, 1997), influencing their academic aspirations to traditional female-gendered careers (Hill et al., 2003) while demonstrating less interest in STEM careers (Riegle-Crumb et al., 2010; Saw et al., 2018). Research findings demonstrate that Latino/Hispanic female students experience a higher stress level due to unwanted pregnancy (Biggs et al., 2013), gender stereotypes, and the expectations from their families to comply with family duties despite their responsibilities as college students (Lopez, 2014). Latino/Hispanic students are more likely to underestimate their academic performance self-efficacy.

The literature points out that family factors play a role in post-secondary enrollment and attendance among Latinos/Hispanics. One of the reasons Latino/Hispanic families migrate to the United States is for their children to possess the benefits of achieving an education (Dreby & Stutz, 2012; Packard et al., 2012). Latino/Hispanic

immigrant parents show their academic support to their children, acting as confident partners, motivational supporters, and uncertain spectators in their postsecondary education planning (Cuevas, 2020). Latino/Hispanic parents demonstrate more optimism about their children succeeding academically than native-born American parents (Raleigh & Kao, 2010), occurring more in segregated-minority schools, where most of the faculty hired in those schools are Latino/Hispanic (Goldsmith, 2004). Latino/Hispanic students depend significantly on family members for postsecondary planning (Carey, 2016; Hurtado-Ortiz & Gauvain, 2007; Perez & McDonough, 2008). Family relationship quality, expectations about college, expectations for graduation, and friends' GPAs, are predictors of high school and college graduation among Latino/Hispanic students (Chapin, 2021). Latino/Hispanic parents become influential in their children's postsecondary planning directly and indirectly through actions of support, as well as through messages of encouragement (Ceja, 2004; Espino, 2016; Hill et al., 2003; Paugh, 2018); guided by their lived experiences and occupational struggles, and their perception of educational and career opportunities that exist in the United States (Langenkamp, 2019; Marrun, 2020).

Parental support positively predicts vocational exploration and negatively premature vocational foreclosure among Latino/Hispanic students (Leal-Muniz & Constantine, 2005). The connection between Latino/Hispanic students and their parents contributes to the development of college-going self-efficacy and educational goals (Berbery & O'Brien, 2018). It also works as a mediator in career concepts between the decision-making process among Latino/Hispanic students and their reflection on the

impact their decisions can have on themselves and their families (Hernandez, 1995). Research points out the connection between Latino/Hispanic students and their families as a factor in the development of math and science self-efficacy (Byars-Winston et al., 2010; Gottlieb, 2015) and career interest (Allen et al., 2020; Jackson & Suizzo, 2015; Mein et al., 2020; Riegle-Crumb et al., 2010); although Latino/Hispanic students remain underrepresented in STEM careers (McGee & Bentley, 2017), showing lower rates of interest and persistence in developing STEM careers (Saw et al., 2018). Parental support among Latino/Hispanic students regarding academic aspirations has also been associated with higher levels of overcoming situational obstacles (Gecas, 1980) and lower levels of negative life events related to delinquency (DiPierro et al., 2015).

The literature shows that Latino/Hispanic students receive strong support for their academic aspirations from their families. Research has shown an association between Latino/Hispanic students and their parents' career aspirations (Cheng & Starks, 2002; Lawson et al., 2020); both students and parents demonstrate higher career aspirations than expectations (Chavira et al., 2016). Findings have also demonstrated that half of Latino/Hispanic parents are not fully knowledgeable of their children's postsecondary aspirations (Behnke et al., 2004). The support that Latino/Hispanic families give to their children regarding postsecondary planning is restricted to their limited college-going funds of knowledge, educational ideologies (Kiyama, 2010), and documentation status (Cuevas, 2019; Giano et al., 2018). Latino/Hispanic female family members have demonstrated to be the primary supporters of their children's postsecondary educational pursuits (Saenz et al., 2020).

Summary and Conclusions

As Latino/Hispanic immigrants continue arriving in the United States, they must learn the necessary skills to meet the future job market demands (Coulombe & Gil, 2016), as every state in the United States has considered adopting goals for 55 to 65% of the population in their state to earn a postsecondary degree or certification by 2025. Despite the efforts made to attract Latinos/Hispanics to pursue postsecondary education, the efforts have not been enough to close the existing educational gap between students of other ethnicities and Latino/Hispanic students; the gap continues to increase (The Campaign for College Opportunity, 2018). Strategies must be established to attract Latino/Hispanic students to pursue the degrees that would allow them to remain employable and contribute to the growth and development of the United States (Rainie & Anderson, 2017). Planning for postsecondary education is a complex process determined by various factors occurring throughout the student's life (Boylan, 2020). It becomes imperative to target all the factors involved in setting academic goals and career planning for Latinos/Hispanics (Gonzalez, 2015) because if the same trend continues; states in the United States will not achieve their goal of getting from 55 to 65% of adults to earn college degrees or certifications (Coulombe & Gil, 2016).

The literature has identified various factors involved in the underrepresentation in higher education among Latinos/Hispanics, including parental/familial factors. If all the factors involved in planning a college education among Latino/Hispanic students were to be addressed, parental factors contributing to their children's post-secondary education decisions would have to be addressed. Many Latino/Hispanic parents rely on the

knowledge they may acquire from their children's schools passively, without being aware of cultural differences between their native culture and the American culture; and the expectations educators in American schools have for them (Auerbach, 2004). Latinos/Hispanics who have successfully pursued postsecondary degrees report their parents to be supportive and involved in their career goals (Araque et al., 2017; Camacho-Thompson, Gonzales & Fuligni, 2019; Cuevas, 2020). Latino/Hispanic parents must be taught to play a more active role in their children's education to ensure their children acquire the skills that would allow them to be employable according to the changes observed in the job market.

It may be challenging for schools and educators to get Latino/Hispanic parents involved in their children's education. Parental involvement partly depends on their sense of self-efficacy and their perception of opportunities and demands from their children and their schools to get involved (Cuevas, 2020; Hoover-Dempsey & Sandler, 1995). The type of expectations Latino/Hispanic parents should transmit to their children to encourage academic success in the American educational system should be taught to Latino/Hispanic parents (Espino, 2016). Approaches to communicating with parents should be culturally appropriate to ensure parents' attention to learning the behaviors needed to help their children learn and understand the post-secondary options available (Araque et al., 2017). Ways to assess parental expectations, involvement, and sense of self-efficacy among Latino/Hispanic parents should be considered; to design the necessary strategies to educate them on how to appropriately advocate for their children's career goals.

The literature has demonstrated the outcomes of parental expectations and parental involvement among Latino/Hispanic parents on their children's career aspirations. However, the literature shows a gap in understanding Latino/Hispanic parental self-efficacy influences their children's post-secondary planning. Research on parental self-efficacy regarding academic achievement using a sample of Latino/Hispanic parents has only been studied qualitatively. Until today, there has not been any quantitative study conducted examining the influence of parental self-efficacy among Latino/Hispanic parents on their children's postsecondary planning using a sample of Latino/Hispanic parents. In addition, the literature shows a gap in demonstrating an understanding of the exact relationship between parental expectations, parental involvement, and parental self-efficacy among Latino/Hispanic parents as predictors of postsecondary aspirations among Latino/Hispanic students. The current study aimed to examine the relationship between variables. Chapter 3 describes the research design, rationale, methodology, and threats to the validity of the current study.

Chapter 3: Research Method

Introduction

The purpose of this correlational study was to assess the association between parental expectations, parental involvement, parental self-efficacy, and postsecondary plans of Latino/Hispanic high school students. The data collected in the study suggest a model that can be used to predict the probabilities of Latino/Hispanic students planning for different postsecondary outcomes. In this chapter, I provide a detailed description of how the data in the study was collected and analyzed, including the research design and rationale selected for the study. The chapter includes a description of the study's methodology, including the population, sample and sampling procedures, instrumentation, data collection, and data analysis. Also, the chapter includes a discussion of threats to the validity of the study. I also discuss the ethical procedures that I followed in the study.

Research Design and Rationale

In the current quantitative study, I sought to analyze relationships between parental expectations, parental involvement, parental self-efficacy, and postsecondary planning among Latino/Hispanic students. Quantitative researchers test theories and hypotheses to establish generalizable findings on a topic from a sample to a general population (Frankfort-Nacmias & Leon-Guerrero, 2018). A correlational research design was the most appropriate to answer the RQs formulated for the current study, which centered on the assessment of associations between variables. I used a correlational design to establish whether parental expectations, involvement, and self-efficacy can

significantly predict postsecondary education among Latino/Hispanic students and to assess how the variables interact. By using this design, I was able to determine whether a relationship exists between variables and the strength and direction of the relationships. I scrutinized the relationships between variables; I did not explorecause and effect.

Methodology

Population

Participants for the current study were Latino/Hispanic parents with children in their junior and senior high school years. The U.S. Department of Education (2021) projected a 2022 enrollment of over 14 million Latino/Hispanic students in U.S. elementary and secondary schools. Latino/Hispanic students would constitute 28.6% of the total student population, in comparison to 44.8% of White students and 14.9% of Black or African American students. Participants for the study were Latino/Hispanic parents residing in the United States.

Sampling and Sampling Procedures

I used purposive sampling, a nonprobabilistic sampling strategy, to recruit participants for the study. Purposive sampling is the recommended approach when researchers want to answer questions about a group of people with specific characteristics (Leedy & Ormrod, 2019). By sampling in this way, I was able to recruit participants based on particular social roles and ethnic characteristics. However, because participants were chosen based on those characteristics, the study's findings may not be generalizable to other people who are not Latino/Hispanic parents, U.S. residents, and children in their junior and senior high school years.

Parents had to meet three requirements to participate in the study. Individuals qualified to participate if they identified their ethnicity or culture as Latino or Hispanic in the screening questions (see Lopez et al., 2019). The participants had to reside in the United States. Research shows that in 2019 Latinos/Hispanics made up 18% of the United States' population (Krogstad, 2020). Participants had to have at least one child in their junior or senior year of high school, as students in junior and senior years are closer to graduating from high school and are more likely to go through post-secondary planning (Warren et al., 2012).

I used G*Power Version 3.1.9 software (Faul et al. 2009) to conduct an a priori power analysis to determine the appropriate number of participants needed for the current study. Results from the a priori power analysis, assuming a medium effect size (f^2 =.15), a = .05, and three predictor variables, identified that a minimum sample size of 77 participants was required to achieve a power of .80. Therefore, a minimum of 77 participants were sought for the current study.

Procedures for Recruitment, Participation, and Data Collection

Recruitment, participation, and data collection for the current study occurred online. I used the services and tools of Zoho Survey for recruitment and data collection. Zoho Survey (2022) is a company that provides electronic tools for secure online survey collection. The information used in the study was written in both English and Spanish. A certified translator in North Carolina verified the translation of the material from English to Spanish. A copy of my personal communication with the translator is posted in Appendix A. I submitted an overview of the study, the consent forms, and the data

collection instruments to Walden University's Institutional Review Board for approval. My IRB approval number was 06-16-22-0727536.

To recruit participants, I used Zoho Survey. Prospective participants began by reading an overview of the study, including the criteria for participation (see Appendix B [English] and Appendix C [Spanish]). The overview also explained confidentiality and the right to voluntarily participate in the study. Following the overview, individuals were directed to answer three screening questions (see Appendix D). If an individual failed to answer yes to any of the questions, they were disqualified from participating and were not allowed to continue in the study. Individuals who were disqualified were directed to a message (see Appendix E) notifying them that they did not qualify to participate in the study and thanking them for their participation. The message was written in English and Spanish.

If the individual qualified to participate, they were directed to fill out a consent form that was built into the survey. After completing the consent form, participants were asked to share demographic information, including age, ethnicity, place of birth, gender, and education level (see Appendix F). Finally, participants were instructed to click on a link to take them to the survey with the instruments selected for the study (see Appendices G, I, K, and M). Completing the survey took approximately 20-30 minutes. At the end of the survey, participants read a closing statement with instructions to check on Facebook for a summary of the results in the future (see Appendix O).

Instrumentation and Operationalization of Constructs

I designed the study to analyze parental socialization in the postsecondary planning of Latino/Hispanic students. Data were collected entirely through the internet. Parental socialization was assessed through three variables, and one variable evaluated postsecondary planning.

Expectations of Filial Piety Scale—Spanish Version

The parental expectation independent variable was assessed with the instrument Expectations of Filial Piety Scale—Spanish Version developed by Kao and Travis (2005; see Appendix G). The scale was appropriate for the current study because the scale was designed to assess *Familismo,* which is the concept that describes the loyalty and attachment expected from Latinos/Hispanics toward their families, prioritizing the needs of family members over individual needs when necessary (Garcia-Preto, 2005). While searching for a suitable instrument to use in their study to assess family expectations among Latinos/Hispanics, the researchers found that the Expectations of Filial Piety Scale, initially written in Chinese, was the most appropriate for their research; because both concepts of *familismo* and *filial piety* are similar in definition, describing family values, loyalty, duties, and expectations (Kao & Travis, 2005).

The Expectations of Filial Piety Scale—Spanish Version (Kao & Travis, 2005) contains 16 items analyzing behaviors related to parental expectations. It took approximately 2 minutes to complete. The instrument is an ordinal four-point scale, in which each available answer was coded as 1 = *no need at all*, 2 = *somewhat in need*, 3 = *pretty much in need*, and 4 = *very much in need* (Kao & Travis, 2005). The sum of scores

of each category obtained from the 16 items in the instrument represented the parental perception of their support for their children's career development. Higher scores on the instrument meant that the family value of familismo closer influences parental academic expectations of the participants. The instrument was initially written in both English and Spanish. The authors of the Expectations of Filial Piety Scale-Spanish Version granted permission to use and reproduce the scale for non-commercial and educational purposes (see Appendix H).

The reliability of the Expectations of Filial Piety Scale-Spanish Version has been established. The original scale was reduced to 16 items (Kao & Travis, 2005). The final four factors with an explained variance of 59-69% were respecting parents (23.6%), honoring parents (12.5%), supporting parents (11.9%), and family unity (11.7%). Cronbach's alphas were computed for all the subscales and total scales. The scale reflected a reliability of 0.82. The alpha coefficients for the subscale computed: Subscale I (0.84), Subscale II (0.66), Subscale III (0.66), and Subscale IV (0.68).

The validity of the instrument was established as well. It was found by acquiring feedback from 10 Latino/Hispanic seniors with limited education between sixth and eighth-grade levels who read the instrument (Kao & Travis, 2005). The feedback received from the participant was used to establish content validity. Discriminant validity was applied by correlating subscales and the total scale with four variables. Researchers compared scores between foreign-born Latinos/Hispanics and American-born Latinos/Hispanics, which suggested higher Expectations of Filial Piety among Latinos/Hispanics born in foreign countries than those born in America: *(t314= -9.06,*

P<0.001), subscale I *(t314= -11.39, P<0.001)*; subscale II *(t314= -2.67, P <0.001);* and subscale IV *(t314= -5.39, P,0.001)*.

Family Involvement Questionnaire—High School Version

The independent variable of parental involvement was evaluated as a categorical variable with the Family Involvement Questionnaire--High School Version (Grover, 2016; see Appendix I). The scale is an adaptation of the Family Involvement Questionnaire—Early Childhood developed by Fantuzzo et al. (2000); adapted and validated to be used with different ethnic groups living in the United States. The scale was appropriate for the current study because it assesses parental behaviors linked to academic support for their adolescent children. The scale was also suitable for the current study because it has been validated with Latinos/Hispanics in the United States (McWayne et al., 2015) and Spain (Dueñas et al., 2020).

The rating scale contains 40 items analyzing parental behaviors linked to parental involvement in their children's academic pursuits (Grover, 2016). It took approximately 5 minutes to complete. The scale is a five-point scale, in which each available answer is coded as 1 = *no need at all*, 2 = *rarely*, 3 = *sometimes*, 4 = *often*, and 5 = *always*. The sum of the scores of each category obtained from the 40 questions in the survey represent measurements of parental involvement in their children’s education (Grover, 2016). Higher scores on the instrument mean higher parental academic involvement of the participants in their children’s education. Authors have granted the Family Involvement Questionnaire—High School version to use and reproduce the scale for noncommercial and educational purposes (see Appendix J).

The reliability of the instrument has been established. A Cronbach's alpha calculated on the 40 items in the instrument yielded high internal consistency with a coefficient of 0.93 (Grover, 2016). A confirmatory factor analysis identified 34 items from the FIQ-EC with the FIQ-HS. An exploratory factor analysis yielded three factors across 25 items: home-school communication, home-based activities, and school-based activities, with Cronbach's alpha coefficients of 0.89, 0.71, and 0.77 individually (Grover, 2016). Three scales were created out of the forty items with coefficients of 0.90, .088, and 0.76, respectively.

The validity of the scale has also been established. Initially, the validity was established with a sample of parents with children in elementary school (Manz et al., 2004). The validity of the high school version has been established (Grover, 2016). Construct validity was established through factor analysis, comparing identified factors. Structural validity was examined through factor analysis across the identified constructs. The researcher points out that although not all 40 items in the FIQ-EC had loadings of .40 or greater in the FIQ-HS, all 40 items were included in the study considering 34 items had loadings of .40 or greater in previous research (Manz et al., 2004). A one-way MANOVA indicated an internal consistency for the scales of (a = 0.90 to 0.76), determining that the family characteristics in the FIQ-EC were related to the family characteristics in the FIQ-HS (Grover, 2016).

My Children's Future Scale

The independent variable of parental self-efficacy was evaluated using the My Children's Future Scale (Esen, 2020; Nota et al., 2012; see Appendix K). The scale

contains 9 items assessing parental behaviors related to parental academic support. The scale was appropriate for the current study because the scale was developed and tested within two collectivist cultures: Italian (Burton et al., 2021) and Turkish (Dumludag et al., 2016), which are collectivist cultures; similar to Latin/Hispanic cultures (Hofstede, 2011).

The rating scale comprises nine items assessing parental behaviors related to parental self-efficacy to support their children's careers. It took approximately 1.5 minutes to complete. The scale is a 5-point scale, which each available answer was coded: (1) It does not describe me, (2) It slightly describes me, (3) It mostly describes me, (4) It strongly describes me, and (5) It describes me perfectly (Nota et al., 2012). The sum of the scores of each category obtained from the 9 questions in the survey represent measurements of parental self-efficacy in their children's education (Nota et al., 2012). Higher scores on the instrument meant higher parental academic self-efficacy for the participants in their children's education. The authors of My Children's Future Scale granted permission to use and reproduce the scale for non-commercial and educational purposes (see Appendix L).

The reliability of the instrument was established. The scale's reliability was tested using Cronbach's alpha and McDonald's omega coefficients, calculated as .87 (Esen, 2020). A test-retest reliability coefficient was calculated as .83. Exploratory factor analysis and confirmatory factor analysis were used to establish the scale's factor structure.

The validity of the scale was established. Discriminant validity was tested between mothers and fathers using the Hope Scale (Snyder et al., 1991) and the Life Orientation Scale (Scheier et al., 1994). Convergent validity was analyzed using the composite reliability criterion, which was .87 (Esen, 2020).

Parent Questionnaire Used in the Education Longitudinal Study of 2002

The dependent variable amount of postsecondary education was assessed with the Likert-item number 81 from the Parent Questionnaire used in the Education Longitudinal Study of 2002 (National Center for Educational Statistics, 2004; see Appendix M). It took approximately 8 seconds to complete. The item measures seven education categories. The item is ordinal; each available answer was coded: (01) Less than high school graduation, (02) High school graduation or general equivalency diploma (GED) only, (03) Attend or complete a 2-year school course in a community or vocational school, (04) Attend college but not complete a 4-year degree, (05) Graduate from college, (06) Obtain a master's degree or equivalent, and (07) Obtain a Ph.D., or other advanced degrees. The item was appropriate for the current study because it has been used within a diverse sample of parents residing in the United States, including Latino/Hispanic parents. Permission to use and reproduce the scale for non-commercial and educational purposes has been granted for public use (see Appendix N).

The reliability of the ELS 2002 was established. The scale's reliability was evaluated through interview/reinterview (Burns et al., 2003). The researchers assessed percentage agreement between the responses given in the first interview and those shown in the reinterview for the categorical variables and evaluated matching responses for the

continuous variables falling within one standard deviation. The researchers also assessed the temporal stability of the scale using Cramer's V statistic for discrete/unordered variables, Kendall's tau-b statistic to evaluate ordinal variables, and the Pearson correlation coefficient to assess interval variables (Burns et al., 2003). Responses with low percentage agreement between the interview and reinterview were revised or deleted. Item number 81, evaluating students' highest expected level of education, had Kendall's tau-b statistic of .73 (Burns et al., 2003).

The validity of the ELS 2002 was established as well. The researchers evaluated and compared the items in the questionnaire taken from previous studies conducted by the National Center for Education Statistics. Item eighty-one was compared with item seventy-six from the National Education Longitudinal Study of 1988 (NELS: 88) (Ingels et al., 2004). Also, the researchers indicated that a high-ranking statistician verified the validity of the statistical analyses used in the study. The weighted percentage of parent questionnaire completion was 87.45 (Ingels et al., 2004).

Operationalization of Variables

I investigated whether parental expectations, parental involvement, and parental self-efficacy can significantly predict postsecondary educational aspirations among Latino/Hispanic students. The variables were measured using instruments available at no cost when used for research. The instruments and authorizations for using the instruments are available in Appendices G-N.

Parental Expectations. The independent variable parental expectations, operationally defined as the loyalty and attachment Latino/Hispanic parents expect from

their children, were analyzed with the Expectations of Filial Piety Scale—Spanish Version developed by Kao and Travis (2005). Parental expectations were evaluated as a categorical variable.

Parental Involvement. The independent variable parental involvement, operationally defined as the extent parents get involved with their children in a range of different activities related to their education (Chowa et al., 2013), was analyzed with the Family Involvement Questionnaire--High School Version (Grover, 2016). Parental involvement was analyzed as a categorical variable.

Parental Self-Efficacy. The independent variable parental self-efficacy, which is operationally defined as the confidence parents demonstrate to support their children's careers, was analyzed using the My Children's Future Scale (Esen; 2020; Nota et al., 2012). Parental self-efficacy was measured as a categorical variable.

Postsecondary Plans. The dependent variable postsecondary education plans, which is defined as the process of arranging a postsecondary education both academically and financially for a student (U.S. Department of Education, 2017), was assessed with the Likert-item number eighty-one from the Parent Questionnaire used in the Education Longitudinal Study of 2002 (National Center for Educational Statistics, 2004). The item measures seven education categories. The item was ordinal; each available answer was coded: Less than high school graduation (01), High school graduation or GED only (02), Attend or complete a 2-year school course in a community or vocational school (03), Attend college, but not complete a 4-year degree (04), Graduate from college (05), Obtain a Master's degree or equivalent (06) and Obtain a Ph.D., or other advanced

degrees (07). Each category in the item represented the level of education parents expect their children to achieve (National Center for Educational Statistics, 2004).

Data Analysis Plan

I entered the collected data into SPSS version 28.0 (IBM Corp, 2021) and encoded according to the Likert items incorporated from the instruments selected for the study. The data were screened for any missing values. No missing values were found. The following are the RQs and hypotheses for this study:

RQ1: What is the relationship between parental expectations on Latino/Hispanic high school students' postsecondary education plans?

$H_0$1: There is no relationship between parental expectations in Latino/Hispanic high school students' postsecondary education plans.

$H_1$1: There is a relationship between parental expectations in Latino/Hispanic high school students' postsecondary education plans.

RQ2: What is the relationship between parental involvement in Latino/Hispanic high school students' postsecondary education plans?

$H_0$2: There is no relationship between parental involvement in Latino/Hispanic high school students' postsecondary education plans.

$H_1$2: There is a relationship between parental involvement in Latino/Hispanic high school students' postsecondary education plans.

RQ3: What is the relationship between parental self-efficacy on Latino/Hispanic high school students' postsecondary education plans?

$H_0$3: There is no relationship between parental self-efficacy on Latino/Hispanic high school students' postsecondary education plans.

$H_1$3: There is a relationship between parental self-efficacy on Latino/Hispanic high school students' postsecondary education plans.

RQ4: How does the relationship between parental expectations, parental involvement, and parental self-efficacy predict Latino/Hispanic high school students' postsecondary education plans?

$H_0$4: The relationship between parental expectations, parental involvement, and parental self-efficacy does not predict Latino/Hispanic high school students' postsecondary education plans.

$H_1$4: The relationship between parental expectations, parental involvement, and parental self-efficacy predicts Latino/Hispanic high school students' postsecondary education plans.

To answer the four RQs formulated for this study, an ordinal logistic regression test using SPSS was conducted; to assess the relationships between parental expectations, parental involvement, and parental self-efficacy that can predict postsecondary planning among Latinos/Hispanics. Ordinal logistic regression was appropriate for the data analysis of this study because it allowed analyzing if three categorical independent variables can significantly predict one ordinal dependent variable (Warner, 2013).

Ordinal logistic regression requires meeting four assumptions (Stoltzfus, 2011). First, the outcome variable should be ordinal; second, the predictor variables should be continuous or categorical. Third, there should be no multicollinearity in the data set

(Stoltzfus, 2011; Warner, 2013). A collinearity test was run in SPSS with each independent variable to determine multicollinearity in the data set. Variance inflation factor scores indicated whether multicollinearity is detected. If any variables had shown a significant correlation, the independent variables would have been linearly combined to eliminate the collinearity before analysis. Fourth, the data set was tested for proportional odds (Bender & Grouven, 1997). Using SPSS, a likelihood ratio test was run to assess if each predictor variable affects each cumulative split of the dependent variable. If this assumption had been violated, separate binomial logistic regressions on cumulative dichotomous dependent variables would have been run to assess further if this assumption is met.

Once the data had satisfied the assumptions required to run an ordinal logistic regression, the test was run. SSPS generated different tables, allowing interpretation of the results and conclusion. The Goodness of Fit Table assessed if the model fits the data (Bender & Grouven, 1997). A small chi-square statistic and a p-value of more than .05 would have indicated a good fit for the model. The Table labeled Model Fitting Information verified the model's parameters in the calculation (Stoltzfus, 2011). A p-value of less than .05 on the Final row indicated that the model's coefficients were equal to zero and a better fit than the null model compared to the intercept row. SPSS produced a Pseudo-R-Square table. A coefficient with a p-value less than .05 and an adjusted ratio above 1.0 indicated the risk of the outcome increasing compared to the reference predictor outcome. A p-value higher than .05 suggested that the relationship is insignificant relative to the referent variable.

Threats to Validity

This study was a correlational study that analyzed relationships between variables. Therefore, internal validity was not a concern for this study because internal validity is concerned with the accuracy of establishing cause and effect (Drost, 2011), which was not the goal of this study. This study assessed if the predictor variables can predict the outcome variable based on their relationship and did not establish cause and effect.

However, external validity may have been a concern in this study. External validity is concerned with generalizing research findings to other populations (Drost, 2011). This study was conducted with a sample of Latino/Hispanic parents residing in the United States. The study's findings may or may not apply to parents from other ethnicities living in the United States and may or may not apply to Latino/Hispanic parents residing in other countries that are not the United States.

Ethical Procedures

This study required the participation of human participants. I followed the Institutional Review Board's ethical requirements for human participation. The current study was conducted entirely online using Zoho Survey. The study included an overview of the study, the purpose of the study, criteria for participation, confidentiality statement, and contact information. The overview consisted of links to screening questions and a consent form. After completing the consent form, participants' parents were indicated to start completing the survey, with a reminder of the survey's duration (20 minutes) and the availability of the survey to be conducted multiple times if needed. Identifying

information was removed from the data, except for demographics. The data has been securely stored to ensure the confidentiality of the data collected in the study on a flash drive designated only for the current research, protected with a password, and securely locked in a file cabinet for 5 years. Also, the collected data has been stored in a cloud service (OneDrive) protected with a password for 5 years. After 5 years, the stored data will be permanently deleted from the flash drive and OneDrive. The passwords will not be shared with anyone.

Summary

The current correlational study assessed the association between parental expectations, parental involvement, parental self-efficacy, and postsecondary plans of Latino/Hispanic high school students. The data collected from the study suggests a model that can predict the probabilities of parental socialization affecting the outcome of Latino/Hispanic students' postsecondary planning. A minimum sample of 77 participants was required for the study. The requirements for participation were to be a Latino/Hispanic parent residing in the United States with a child in junior or senior year of high school. Recruitment and data collection occurred through Zoho Survey. The study required participants to participate in an online survey as part of the study. To analyze the collected data, an ordinal regression analysis was conducted. The data analysis results and how the results answer the RQs formulated for this study are discussed in Chapter 4.

Chapter 4: Results

Introduction

The purpose of this correlational study was to examine the relationship between parental expectations, parental involvement, parental self-efficacy, and postsecondary plans of Latino/Hispanic high school students. Specifically, the evidence collected from the study suggests a model that can predict the probabilities of Latino/Hispanic students' planning for different postsecondary outcomes influenced by levels of expectations, involvement, and self-efficacy in their parents. The RQs and hypotheses for the study were as follows:

RQ1: What is the relationship between parental expectations on Latino/Hispanic high school students' postsecondary education plans?

$H_0$1: There is no relationship between parental expectations in Latino/Hispanic high school students' postsecondary education plans.

$H_1$1: There is a relationship between parental expectations in Latino/Hispanic high school students' postsecondary education plans.

RQ2: What is the relationship between parental involvement in Latino/Hispanic high school students' postsecondary education plans?

$H_0$2: There is no relationship between parental involvement in Latino/Hispanic high school students' postsecondary education plans.

$H_1$2: There is a relationship between parental involvement in Latino/Hispanic high school students' postsecondary education plans.

RQ3: What is the relationship between parental self-efficacy on Latino/Hispanic high school students' postsecondary education plans?

$H_0$3: There is no relationship between parental self-efficacy on Latino/Hispanic high school students' postsecondary education plans.

$H_1$3: There is a relationship between parental self-efficacy on Latino/Hispanic high school students' postsecondary education plans.

RQ4: How does the relationship between parental expectations, parental involvement, and parental self-efficacy predict Latino/Hispanic high school students' postsecondary education plans?

$H_0$4: The relationship between parental expectations, parental involvement, and parental self-efficacy does not predict Latino/Hispanic high school students' postsecondary education plans.

$H_1$4: The relationship between parental expectations, parental involvement, and parental self-efficacy predicts Latino/Hispanic high school students' postsecondary education plans.

In this chapter, I present the results of the investigation. This chapter also includes information on the methods of data collection and analysis. I used SPSS to examine the relationships between parental expectations, parental involvement, parental self-efficacy, and the postsecondary education plans of Latino/Hispanic high school students.

Data Collection

To collect data for this study, I administered an online survey published in Zoho Survey between June 29 and July 10, 2022. The target population for this study included

U.S. residents who identified as Latino/Hispanic and were parents of a student in their junior or senior year of high school. Individuals recruited through Zoho Survey were screened for qualifications to participate in the study . That 25% That he study, as indicated by a G*Power a priori power analysis (Faul et al. 2009). After providing their consent, participants were asked to provide demographic information, including age, birthplace, gender, and level of education. After answering the demographic questions, participants responded to 64 Likert-items from the questionnaires included in the study: Expectations of Filial Piety Scale—Spanish Version (Kao & Travis, 2005), Family Involvement Questionnaire—High School Version (Grover, 2016), and My Children's Future Scale (Esen; 2020; Nota et al., 2012).

Results

I entered the collected data into SPSS Version 28.0 (IBM Corp, 2021) and encoded data as variables representing each demographic question and the 64 Likert-items from the three questionnaires selected to represent the study variables. There were no missing values in the data set. The average age of participants was 36.26 years (*SD* = 6.597). The age of participants ranged from 18 to 60 years. Most (71.9%, *n* = 69) of the participants were born in the United States, 3.1% (*n* = 3) were born in other countries, and 25% (*n* = 24) did not correctly respond to the birthplace question. The sample consisted of 68.8% male (*n* = 66) and 31.3% female (*n* = 30) parents. Regarding the education level of the participants, 14.6% (*n* = 14) had obtained a high school diploma or GED; 11.5% (*n* = 11) had obtained some college education but did not complete a degree; 6.3% (*n* = 6) had obtained an associate degree; 32.3% (*n* = 31) had obtained a

bachelor's degree; 22.9% (*n* =22)had obtained a master's degree; and 12.5% (*n* =12) had obtained a PhD, EdD, MD, or other advanced degree. Table 1 includes descriptive statistics that characterize the participants' demographic data.

Table 1

Demographic Data

Variable	*f*	%
Age		
18	1	1.0
21	1	1.0
26	2	2.1
27	1	1.0
28	2	2.1
29	1	1.0
30	9	9.4
31	5	5.2
32	2	2.1
33	4	4.2
34	8	8.3
35	19	19.8
36	3	3.1
37	3	3.1
38	4	4.2
39	2	2.1
40	10	10.4
41	4	4.2
42	2	2.1
43	1	1.0
44	3	3.1
45	2	2.1
46	2	2.1
49	2	2.1
50	1	1.0
58	1	1.0
60	1	1.0
Birthplace		
United States	69	71.9
Foreign country	3	3.1
Incorrect	24	25.0
Gender		
Male	66	68.8
Female	30	31.3
Other	0	0.0
Education		
Less than 12th grade	0	0.0
High school diploma or general equivalency diploma	14	14.6
Some college, No degree	11	11.5
Associate degree	6	6.3
Bachelor's degree	31	32.3
Master's degree	22	22.9
PhD, EdD, MD, JD, or advanced degree	12	12.5

I tested the data set for assumptions required to perform an ordinal logistic regression, which was the appropriate statistical procedure to answer the RQs formulated for the study. The assumption of collinearity was met. The data set showed no multicollinearity, as indicated in Table 2, which shows tolerance values for each independent variable as greater than 0.1, and variance inflation factor values as less than 10.

Table 2

Collinearity Statistics

Coefficients[a]

		Collinearity Statistics	
Model		Tolerance	VIF
1	Parental Expectations	.826	1.211
	Parental Involvement	.596	1.677
	Parental Self-efficacy	.623	1.605

a. Dependent Variable: How far in school do you expect your child will go?

The assumption of proportional odds was met, as indicated in Table 3. It was assessed by a full likelihood ratio test comparing the fit of the proportional odds model with varying location parameters, X^2 (15) = 19.278, p = .201.

Table 3

Test of Parallel Lines

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	307.579			
General	288.301[b]	19.278[c]	15	.201

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

b. The log-likelihood value cannot be further increased after a maximum number of step-halving.
c. The Chi-Square statistic is computed based on the log-likelihood value of the last iteration of the general model. Validity of the test is uncertain.

Ordinal logistic regression was performed in SPSS. A total of 4 tables were generated with the test. Table 4 illustrates the goodness of fit of the model to the data. The Pearson goodness-of-fit indicated that the model was a good fit to the observed data, X^2 (555) = 488.311, p = .981. The Deviance goodness-of-fit test indicated that the model was a good fit to the observed data, X^2 (555) = 305.957, p = 1.000.

Table 4

Goodness of Fit

Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	488.311	555	.981
Deviance	305.957	555	1.000

Link function: Logit.

The ordinal logistic regression test conducted in SPSS generated the Parameter Estimates table. The data generated in the Parameter Estimates table was used to explore the relationships between variables and answer RQ1, RQ2, and RQ3 formulated for the study, shown in Table 5.

In exploring RQ1, it was found that an increase in parental expectations was associated with an increase in the odds of postsecondary education plans among Latinos/Hispanics. The odds ratio of parental expectations being associated with a higher category of postsecondary education among Latinos/Hispanics versus a lower category

was 1.049, 95% CI [1.013, 1.085], a statistically significant effect, Wald X^2 (1) = 7.438, p = .006, suggesting that parental expectations were 1.05 times more likely related with higher postsecondary education categories. Based on this analysis, the null hypothesis for RQ1 was rejected, and the alternative hypothesis was accepted, suggesting a relationship between parental expectations and high school students' postsecondary education plans among Latinos/Hispanics.

In exploring RQ2, it was found that an increase in parental involvement was associated with an increase in the odds of postsecondary education plans among Latinos/Hispanics. The odds ratio of parental involvement associated with a higher category of postsecondary education among Latinos/Hispanics versus a lower category was 1.008, 95% CI [0.989, 1.028], not a statistically significant effect, Wald X^2 (1) = .701, p = .402, suggesting that parental involvement does not have a significant predictive relationship on the postsecondary plans of Latino/Hispanic students. Due to the non-significance of the overall model, the null hypothesis for RQ2 was accepted. The alternative hypothesis was rejected, suggesting no relationship exists between parental involvement and the high school students' postsecondary education plans among Latinos/Hispanics.

In exploring RQ3, an increase in parental self-efficacy was associated with an increase in the odds of postsecondary education plans among Latinos/Hispanics. The odds ratio of parental self-efficacy is associated with a higher category of postsecondary education among Latinos/Hispanics versus a lower category was .28, 95% CI [0.957, 1.103], not a statistically significant effect, Wald X^2 (1) = 0.568, p = .451. Due to the

non-significance of the overall model, the null hypothesis for RQ3 was accepted. The alternative hypothesis was rejected, suggesting no relationship exists between parental self-efficacy and high school students' postsecondary education plans among Latinos/Hispanics. Table 5 shows the data generated in the Parameter Estimates table.

Table 5

Parameter Estimates

Parameter Estimates

Parameter		B	Std. Error	95% Wald Confidence Interval		Hypothesis Test			Exp(B)	95% Wald Confidence Interval for Exp(B)	
				Lower	Upper	Wald Chi-Square	df	Sig.		Lower	Upper
Threshold	[How far in school you expect your child will go?=1]	-.690	1.4433	-3.519	2.139	.228	1	.633	.502	.030	8.491
	[How far in school you expect your child will go?=2]	2.076	1.1134	-.106	4.259	3.478	1	.062	7.976	.900	70.715
	[How far in school you expect your child will go?=3]	2.567	1.1149	.381	4.752	5.300	1	.021	13.023	1.464	115.802
	[How far in school you expect your child will go?=4]	3.083	1.1245	.879	5.286	7.515	1	.006	21.815	2.408	197.648
	[How far in school you expect your child will go?=5]	4.438	1.1734	2.138	6.738	14.303	1	<.001	84.584	8.482	843.515
	[How far in school you expect your child will go?=6]	5.934	1.2320	3.519	8.349	23.199	1	<.001	377.684	33.762	4225.082
Parental Expectations		.047	.0174	.013	.082	7.438	1	.006	1.049	1.013	1.085
Parental Involvement		.008	.0100	-.011	.028	.701	1	.402	1.008	.989	1.028
Parental Self-efficacy		.027	.0361	-.044	.098	.568	1	.451	1.028	.957	1.103
(Scale)		1[a]									

Dependent Variable: How far in school you expect your child will go?

Model: (Threshold), Parental Expectations, Parental Involvement, Parental Self-efficacy

a. Fixed at the displayed value.

In exploring RQ4, a model containing the full set of predictors was a better fit than a model with no predictors. The model's parameters were verified with the Model

Fitting table, as shown in Table 6. The final model statistically predicted the dependent variable over and above the intercept-only model, X^2 (3) = 16.049, p < .001. The full model represents a significantly better fit to the data than the null model, representing a significant improvement in fit relative to the null model. A Pseudo R-Square table was produced, as shown in Table 7. Based on McFadden's Pseudo-R-Square interpretation, it seems the model has a good fit, R^2 = .49. The model containing a full set of predictors exhibits a 5% improvement relative to an intercept-only model. Based on the analysis shown in tables 6 and 7, the null hypothesis for RQ4 was rejected. The alternative hypothesis was accepted, suggesting that the relationship between parental expectations, parental involvement, and parental self-efficacy can predict high school students' postsecondary education plans among Latinos/Hispanics.

Table 6

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	323.629			
Final	307.579	16.049	3	.001

Link function: Logit.

Table 7

Pseudo R-Square

Cox and Snell	.154
Nagelkerke	.159
McFadden	.049

Link function: Logit.

Summary

The purpose of this correlational study was to assess the association between parental expectations, parental involvement, parental self-efficacy, and postsecondary plans of Latino/Hispanic high school students. Chapter 4 contains the data collection and analysis processes used in the current study. Data collected from 96 participants were analyzed to answer the four RQs formulated for the study exploring relationships between parental expectations, parental involvement, parental self-efficacy, and seven levels of postsecondary plans of Latinos/Hispanics. Ordinal logistic regression was performed to analyze the associations between variables. The results of the analysis provided answers to the RQs.

In assessing relationships between parental expectations and the postsecondary plans of Latino/Hispanic students, an increase in parental expectations was associated with a higher category versus a lower category of postsecondary education, with a significant statistical effect. In assessing relationships between parental involvement and the postsecondary plans of Latino/Hispanic students, as well as relationships between parental self-efficacy and postsecondary plans of Latino/Hispanic students; an increase in parental involvement was associated with a higher category versus a lower category of postsecondary education; however, the effect was not statistically significant. In exploring how parental expectations, parental involvement, and parental self-efficacy can predict the postsecondary plans of Latino/Hispanic students, it was found that a model containing the full set of predictors was a better fit than a model with no predictors. The

effect was statistically significant, suggesting that parental expectations, parental involvement, and parental self-efficacy are predictors of the postsecondary education plans of high school Latino/Hispanic students. Chapter 5, the final chapter, contains a discussion of the interpretation of the findings, limitations of the study, recommendations for further research, implications for social change, and conclusions.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this correlational study was to investigate the relationship between parental expectations, parental involvement, parental self-efficacy, and postsecondary plans of Latino/Hispanic high school students. To address the gap in the literature regarding parental influence on the postsecondary education outcomes of Latinos/Hispanics, I designed a quantitative correlational study to assess whether relationships between parental expectations, parental involvement, and parental self-efficacy can significantly predict the postsecondary plans of Latino/Hispanic students. Data were collected from a sample of 96 Latino/Hispanic participants who were U.S. residents and parents of children in their junior or senior year of high school.

Key findings regarding parental socialization and its influence on postsecondary education outcomes among Latinos/Hispanics were mixed. The collected data suggest a model that can predict postsecondary education outcomes among Latino/Hispanic students that is influenced by levels of expectations, involvement, and self-efficacy in their parents. In addition, the study results show that the expectations of Latino/Hispanic parents can significantly predict the postsecondary educational outcome of their children. However, the study results show that the relationships between parental involvement and postsecondary education and between parental self-efficacy and postsecondary education outcomes were not statistically significant.

Interpretation of the Findings

The findings of this study highlight the influence that parental socialization has on postsecondary education outcomes among Latinos/Hispanics residing in the United States. The study confirms the social learning theory's emphasis on the parental contribution to children's social learning, which is modeled by parents through their behaviors and attitudes and learned vicariously by their children through observation (Bandura, 1977, 1986). This study also confirms the Hoover-Dempsey and Sandler model's emphasis on the relationship between parental socialization and their children's academic success (Hoover-Dempsey & Sandler, 1995; Hoover-Dempsey et al., 2005).

The ordinal logistic regression analysis of relationships between the three predictor variables and the outcome variable assessed in the current study demonstrated an increase in parental factors associated with increased odds of higher postsecondary education levels among Latinos/Hispanics. The findings suggest that parental expectations, involvement, and self-efficacy are predictors of postsecondary plans among Latino/Hispanic high school students. The study results point out the combination of parental socialization factors and the influence it has on the probabilities of the Latino/Hispanic high school students planning for postsecondary education as emphasized by the social learning theory (Bandura, 1977, 1986) and by the Hoover-Dempsey and Sandler model (Hoover-Dempsey & Sandler, 1995; Hoover-Dempsey et al., 2005).

In exploring the relationships between each parental factor included in the regression model, the current study's findings indicate that parental expectations can

predict postsecondary educational outcomes among Latinos/Hispanics, as inquired on RQ1. The analysis showed a statistically significant relationship between parental expectations and Latino/Hispanic postsecondary educational outcomes, confirming previous research findings linking parental expectations and the likelihood of Latino/Hispanic students' career aspirations (Flores & O'Brien, 2002) and the likelihood of Latino/Hispanic students enrolling in 4-year programs (Nuñez & Kim, 2012; Song & Petracchi, 2020; Zarate & Gallimore, 2005). On the other hand, the current study's results contradict Dennis et al. (2005) findings that academic motivation to attend college among Latinos/Hispanics is associated with personal adjustment and commitment and not with family expectations as found in the current study.

However, although the results demonstrate an increase in parental factors associated with an increase in the odds of higher postsecondary education levels among Latinos/Hispanics, the effect was not statistically significant between parental involvement, parental self-efficacy, and postsecondary educational plans among Latino/Hispanic students. RQ2 inquired about parental involvement and Latino/Hispanic students' postsecondary educational outcomes. The results of the ordinal logistic regression assessing the relationship were not significant. The results did not confirm previous findings linking parental involvement and major career choices among Latinos/Hispanics. Camacho-Thompson, Gonzalez, and Tein (2019) found associations between parental involvement and postsecondary outcomes by analyzing the associations between parental involvement and the students' gender, as well as associations between the gender of the parent and their academic involvement and their career choices. Yingyi

(2009) found associations between parental involvement and patterned major college choice by gender, ethnicity, and nativity. The current study did not corroborate previous research conclusions.

Similarly, the effect between parental self-efficacy and the postsecondary education plans of Latino/Hispanic students, as inquired in RQ3, was not significant. The study's results did not confirm previous findings linking parental self-efficacy and the postsecondary education plans of Latino/Hispanic students (Cuevas, 2020). The current study did not establish a significant relationship between parental self-efficacy and postsecondary education outcomes among Latinos/Hispanics as Cuevas (2020) did qualitatively. through the topics identified in her study data analysis.

This study corroborates previous findings indicating a relationship between the socialization children receive from their parents and academic achievement among Latino/Hispanic students (Dumka et al., 2009; Isik et al., 2018; Ucus et al., 2019). One of the purposes of this study was to collect data to suggest a model that can predict postsecondary educational outcomes among Latinos/Hispanics residing in the United States, as inquired in RQ4. A model containing three predictor variables assessing three parental socialization factors (parental expectations, parental involvement, parental self-efficacy) was a better fit than a model with no predictors, statistically predicting the dependent variable over and above the intercept-only model. In addition, McFadden's pseudo-R-square interpretation indicates a 5% improvement relative to an intercept-only model. The study findings clearly indicate that parental socialization can predict postsecondary educational outcomes among Latinos/Hispanics.

Limitations of the Study

There were various limitations related to the current study. First, I designed the study to assess relationships between variables and not to determine cause and effect. Therefore, this study did not establish whether parental expectations, parental involvement, and parental self-efficacy are causes for levels of postsecondary education among Latinos/Hispanics. Second, whether participants read the survey content accurately may have been of concern because 25% of the participants did not respond correctly to the survey question asking for their place of birth. All 24 participants responded to the birthplace question with four numbers appearing as their year of birth instead. Although the birthplace question was demographic and not part of the questions analyzed to answer the RQs that underpinned the study, accurate calculation of the participants' place of birth was not possible.

Third, external validity may have been of concern in the current study. To recruit participants, I used a purposive sampling strategy based on particular social characteristics to recruit participants who identified only as Latino or Hispanic parents, U.S. residents, and parents of children in their junior or senior year of high school. Because participants were recruited based on those requirements, the results of the current study may not apply to parents from ethnicities other than Latinos/Hispanics. Also, the results may not apply to Latinos/Hispanics residing in other countries or parents with children in different grades or levels other than junior or senior high school. Another concern regarding external validity may be that at least 72% of the participants were born in the United States. The number of participants born in the United States could be higher

than 69 because 24 participants in the sample did not correctly answer the question asking them for their place of birth. Latinos/Hispanics who are born in the United States go through a different process of acculturation to U.S. culture than those Latinos/Hispanics who were born in other countries and move to the United States later in life, which can impact their socialization and influence their career planning (Flores & Ojeda, 2006; Gonzalez et al., 2012; Storlie et al., 2016; Yung-Yi, 2015), therefore influencing research findings using Latinos/Hispanics participants.

Recommendations

This quantitative study sought to establish a statistical model that can predict levels of postsecondary education among Latinos/Hispanics based on socialization factors, including parental expectations, parental involvement, and parental self-efficacy. The results of the study have confirmed that the model containing the three predictor variables assessing parental socialization factors included in the model (parental expectations, parental involvement, parental self-efficacy) was a better fit than a model with no predictors; statistically predicting the dependent variable over and above the intercept-only model. The study's results indicated a 5% improvement relative to an intercept-only model. The study findings clearly indicate that parental socialization can predict postsecondary educational outcomes among Latinos/Hispanics. Future research should consider testing this model with samples with different social characteristics than the characteristics of the sample in the current study, such as Latino/Hispanic parents and U.S. residents born and grown outside of the United States; or testing the model with a

sample of Latino/Hispanic students in the process of postsecondary education decision-making, instead of their parents.

On the other hand, this study did not find statistically significant relationships between parental involvement, parental self-efficacy, and Latino/Hispanic students' postsecondary educational outcomes. However, conducting this study using Latino/Hispanic participants with different characteristics than the participants in the current study may reflect higher or lower odds of postsecondary educational outcomes. Conversely, future research should evaluate if the significance of the relationship between the three parental socialization variables analyzed in the current study over the postsecondary education plans would increase the odds, using a sample of Latino/Hispanic parents born in other countries or using a sample of Latino/Hispanic students instead, or using a combined sample of both parents and students.

Implications

The present study's findings highlight factors influencing the underrepresentation of Latinos/Hispanics in higher education. In the past, literature has provided evidence of how different aspects of socialization can contribute to the problem of underrepresentation, but from the students' perceptions; however, the literature was limited in identifying parental factors that can contribute to the problem from the parents' perception. The current study contributes as evidence to the literature bringing a better understanding of the impact parental socialization has on the postsecondary educational decisions of Latino/Hispanic students.

In addition, the study's findings can help educators and educational institutions better prepare to assist Latino/Hispanic parents by designing the appropriate curriculum activities to help them develop the proper socialization skills to influence their children in their postsecondary education outcomes. In turn, Latino/Hispanic parents can learn how to successfully contribute to their children's career aspirations and increase their chances of pursuing college degrees beyond 2-year programs, which would translate to more Latinos/Hispanics taking advantage of the benefits of higher paying jobs requiring advanced skills. More Latino/Hispanic students may have the opportunity to develop the critical thinking competencies that may allow them to successfully pursue advanced college degrees.

Conclusion

This study was conducted to investigate the problem of the lack of representation of Latinos/Hispanics in higher education. Despite all efforts made by Higher Educational Institutions to attract Hispanic/Latino students to enroll in their programs, most students continue enrolling in 2-year programs; part of those students drop out and not completing their postsecondary education. The literature has shown a gap in explaining how parental socialization factors, specifically parental expectations, parental involvement, and parental self-efficacy, play a role in postsecondary decision-making among Latinos/Hispanics. The current study contributes to the literature by pointing out parental factors' impact on Latino/Hispanic career aspirations. This study provides insight into the perception of Latino/Hispanic parents regarding their children's postsecondary education. The information gathered can potentially help more Latinos/Hispanics to pursue

postsecondary training and thrive for better careers, which in turn will contribute to positive social change in the form of a better future for themselves, as well as for their families and their communities.

References

Aceves, L., Bamaca-Colbert, M. Y., & Robins, R. W. (2020). Longitudinal linkages among parents' educational expectations, youth's educational expectations, and competence in Mexican-origin families. *Journal of Youth and Adolescence, 49,* 32-48. https://doi.org/10.1007/s10964-019-01161-5

Affuso, G., Bacchini, D., & Miranda, M. C. (2017). The contribution of school-related parental monitoring, self-determination, and self-efficacy to academic achievement. *The Journal of Educational Research, 110*(5), 565-574. https://doi.org/10.1080/00220671.2016.1149795

Alexander, J. D., Cox, R. B., Jr., Behnke, A., & Larzelere, R. E. (2017). Is all parental "noninvolvement" equal? Barriers to involvement and their relationship to Latino academic achievement. *Hispanic Journal of Behavioral Sciences, 39*(2), 169-179. https://doi.org/10.1177/0739986317700837

Alfaro, D. D., O'Reilly-Diaz, K., & Lopez, G. R. (2014). Operationalizing "consejos" in the P-20 educational pipeline: Interrogating the nuances of Latino parent involvement. *Multicultural Education, 21*(3-4), 11-16. http://www.caddogap.com/periodicals.shtml

Ali, S. R., & Menke, K. (2014). Rural Latino youth career development: An application of social cognitive career theory. *The Career Development Quarterly, 62*(2), 175-186. https://doi.org/10.1002/j.2161-0045.2014.00078.x

Allen, T. O., Thompson, M. L., & Collins, S. (2020). The influence of dual credit on Latinx students' college and choices. *Journal of Latinos and Education, 19*(3),

294-303. https://doi.org/10.1080/15348431.2018.1510780

Allexsaht-Snider, M., Dominguez, M. V., Buxton, C., & Karsli, E. (2020). Figured worlds of immigrant fathers, sons, and daughters in steps to college through science bilingual family workshops. *Gender and Education, 32*(3), 311-327. https://doi.org/10.1080/09540253.2017.1343936

Alphonse, M. M. (2016). *Parental factors influencing career choice among high school students in Nairobi County* [Research project, University of Nairobi]. University of Nairobi Research Archive. http://erepository.uonbi.ac.ke/handle/11295/97628

Altschul, I. (2011). Parental involvement and the academic of Mexican American youths: What kinds of involvement in youth's education matter most? *Social Work Research, 35*(3), 159-170. https://doi.org/10.1093/swr/35.3.159

Anchor, K. N., & Anchor, F. N. (1974). School failure and parental school involvement in an ethnically mixed school: A survey. *Journal of Community Psychology, 2*(3), 265-267. https://doi.org/10.1007/BF00880847

Anderson, K. J., & Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Educational Psychology, 100*(5), 311-323. https://doi.org/10.3200/JOER.100.5.311-323

Anderson, M., Cox, R. B., Jr., Giano, Z., & Shreffler, K. M. (2020). Latino parent-child English language fluency: Implications for maternal school involvement. *Hispanic Journal of Behavioral Sciences, 42*(4), 547-562. https://doi.org/10.1177/0739986320956912

Andrews, M. (2013). Capitalizing on Mexican parents' cultural models of parental

involvement from their children's perspectives. *Linguistics and Education, 24*, 497-510. https://doi.org/10.1016/j.linged.2013.06.004

Aragon, A. (2018). Achieving Latina students: Aspirational counterstories and critical reflections on parental community cultural wealth. *Journal of Latinos and Education, 17*(4), 373-385. https://doi.org/10.1080/15348431.2017.1355804

Araque, J. C., Wietstock, C., Cova, H. M., & Zepeda, S. (2017). Impact of Latino parent engagement on student academic achievement: A pilot study. *School Community Journal, 27*(2), 229-250. https://www.adi.org/journal/2017fw/AraqueEtAlFall2017.pdf

Arbona, C., & Nora, A. (2007). The influence of academic and environmental factors on Hispanic college degree attainment. *The Review of Higher Education, 30*(3), 247-269. https://doi.org/10.1353/rhe.2007.0001

Arbelo-Marrero, F., & Milacci, F. (2016). A phenomenological investigation of the academic persistence of undergraduate Hispanic nontraditional students at Hispanic serving institutions. *Journal of Hispanic Higher Education, 15*(1), 22-40. https://doi.org/10.1177/1538192715584192

Ardelt, M., & Eccles, J. S. (2001). Effects of mothers' parental efficacy beliefs and promotive parenting strategies on inner-city youth. *Journal of Family Issues, 22*(8), 944-972. https://doi.org/10.1177/019251301022008001

Arellano, L. (2020). Capitalizing baccalaureate degree attainment: Identifying student and institution level characteristics that ensure for Latinxs. *The Journal of Higher Education, 91*(4), 588-619. https://doi.org/10.1080/00221546.2019.1669119

Auerbach, S. (2004). Engaging Latino parents in supporting college pathways: Lessons from college access program. *Journal of Hispanic Higher Education, 3*(2), 125-145. https://doi.org/10.1177/1538192703262514

Auerbach, S. (2007). From moral supporters to struggling advocates reconceptualizing parent roles in education through the experience of working-class families of color. *Urban Education, 42*(3), 250-283. https://doi.org/10.1177/0042085907300433

Bandura, A. (1971). Analysis of modeling processes. In A. Bandura (Ed), *Psychological modeling: Conflicting theories*. Chicago: Aldine-Atherton. https://doi.org/10.1080/02796015.1975.12086341

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215. https://doi.org/10.1037//0033-295x.84.2.191

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist, 37*(2), 122-147. https://doi.org/10.1037/0003-066X.37.2.122

Bandura, A. (1986). The social learning perspective: Mechanisms of aggression. In H. Toch (Ed), *Psychology of crime and criminal justice* (198-236). Prospect Heights, IL: Waveland Press. http://www.policyscience.net/ws/bandura.pdf

Bandura, A. (1988). Organizational application of social cognitive theory. *Australian Journal of Management, 13*(2), 275-302. https://doi.org/10.1177/031289628801300210

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist,*

44(9), 1175-1184. https://doi.org/10.1037/0003-066x.44.9.1175

Bandura, A. (1994). Self-efficacy. In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior, 4*, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998)

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: Freeman

Bandura, A. (2005). The evolution of social cognitive theory. In K.G. Smith, & M.A. Hitt (Eds.) *Great Minds in Management* (9-35). Oxford: Oxford University Press

Bandura, A., Barbaranelli, C., Caprara, G.V., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy college. *Child Development, 67* (3), 1206-1222. https://doi.org/10.2307/1131888

Banna, J., O'Driscoll, J.O., Boushey, C.J., Auid, G., Olson, B., Cluskey, M., Ballejos, M.E., Bruhn, C., Misner, S., Reicks, M., Wong, S.S., & Zaghloul, S. (2018). Parent and household influences on calcium intake among early adolescents. *BMC Public Health, 18*(1390), 1-13. https://doi.org/10.1186/s12889-018-6297-5

Behnke, A.O., Bodehnamer, A., McDonald, T., & Robledo, M. (2019). The impact of the Juntos Program: A qualitative evaluation. *Hispanic Journal of Behavioral Sciences, 41*(1), 63-84. https://doi.org/10.1177/0739986318820486

Behnke, A.O., Piercy, K., & Diversi, M. (2004). Educational and occupational aspirations of Latino youth and their parents. *Hispanic Journal of Behavioral Sciences, 26*(1). https://doi.org/10.1177/0739986303262329

Bender, R., & Grouven, U. (1997). Ordinal logistic regression in medical research. *Journal of the Royal College of Physicians of London, 31*(5), 546-551. PMID:

9429194 PMCID: PMC5420958. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5420958/pdf/jrcollphyslond90385-0074.pdf

Benner, A.D., Boyle, A.E., & Sadler, S. (2016). Parental involvement and adolescents' educational success: The roles of prior achievement and socioeconomic status. *Journal of Youth Adolescence, 45,* 1053-1064. https://doi.org/10.1007/s10964-016-0431-4

Berbery, M.L., & O'Brien, K.M. (2018). Going to college? Latina/Latino high school students' college-going self-efficacy and educational goals. *Journal of Career Assessment, 26*(2), 377-392. https://doi.org/10.1177/1069072717695587

Bhargava, S., Bamaca-Colbert, M.Y., Witherspoon, D.P., Pomerantz, E.M., & Robins, R.W. (2017). Examining socio-cultural and neighborhood factors associated with trajectories of Mexican-origin mothers' education-related involvement. *Journal of Youth & Adolescence, 46*(8), 1789-1804. https://doi.org/10.1007/s10964-016-0628-6

Biggs, M.A., Combelick, S., Arons, A., & Brindis, C.D. (2013). Educational barriers, social isolation, and stable romantic relationships among pregnant immigrant Latina teens. *Hispanic Health Care International, 11*(1), 38-46. doi:10.1891/1540-4153.11.1.38. PMID: 24830483

Bohon, S.A., Macpherson, H., & Atiles, J.H. (2005). Educational barriers for new Latinos in Georgia. *Journal of Latinos and Education, 4*(1), 43-58. https://doi.org/10.1207/s1532771xjle0401_4

Boylan, R.L., (2020). Predicting postsecondary pathways: The effect of social background and academic factors on routes through school. *Sociological Research for a Dynamic World, 6*, 1-25. https://doi.org/10.1177/2378023119895174

Briley, D.A., Harden, K.P., & Tucker-Drob, E.M., (2014). Child characteristics and parental educational expectations: Evidence for transmission with transaction. *Developmental Psychology, 50*(12), 2614-2632. https://doi.org/10.1037/a0038094

Brooks, W.T., & Redlin, M. (2009). Occupational aspirations, rural to urban migration, and intersectionality: A comparison of White, Black and Hispanic male and female group chances for leaving rural counties. *Southern Rural Sociology, 24*(1), 130-152. https://egrove.olemiss.edu/jrss/vol24/iss1/8

Brown, J.C., Graves, E.M., & Burke, M.A. (2020). Involvement, engagement, and community: Dimensions and correlates of parental participation in a majority-minority urban school district. *Urban Education*, 1-36. https://doi.org/10.1177/0042085920902245

Bully, P., Jaureguizar, J., Bernaras, E., & Redondo, I. (2019). Relationship between parental socialization, emotional symptoms, and academic performance during adolescence: The influence of parents' and teenagers' gender. International *Journal of Environmental Research and Public Health, 16*(12), 1-13. https://doi.org/10.3390/ijerph16122231

Burns, L.J., Heuer, R., Ingels, S.J., Pollack, J., Pratt, D.J., Rock, D., Rogers, J., Scott L.A., Siegel, P., Stutts, E., & Owings, J. (2003). Education Longitudinal Study of

2002 base year field test report. NCES 2003-03. https://nces.ed.gov/pubs2003/200303.pdf

Burton, L., Delvecchio, E., Germani, A., & Mazzeschi, C. (2021). Individualism/collectivism and personality in Italian and American groups. *Current Psychology, 40,* 29-34. https://doi.org/10.1007/s12144-019-00584-4

Byars-Winston, A., Estrada, Y., Howard, C., Davis, D., & Zalapa, J. (2010). Influence of social cognitive and ethnic variables on academic goals of underrepresented students in science and engineering: A multiple-groups analysis. *Journal of Counseling Psychology, 57*(2), 205-218. https://doi.org/10.1037/a0018608.

Caal, S., Moore, K., Murphy, K., Lawner, E., Rojas, A., & DeMand, A. (2019). Abriendo puertas: Evaluation of a parent education program of Latinos. Hispanic Journal of Behavioral Sciences, 41(2), 231-249. https://doi.org/10.1177/0739986319839994

Calaff, K.P. (2008). Latino students' journeys toward college. *Bilingual Research Journal, 31*, 201-225. https://doi.org/10.1080/15235880802640680

Calzada, E.J., Huang, K., Hernandez, M., Soriano, E., Acra, C.F., Dawson-McClure, S., Kamboukos, D., & Brotman, L. (2015). Family and teacher characteristics as predictors of parent involvement in education during early childhood among Afro-Caribbean and Latino immigrant families. *Urban Education, 50*(7), 870-876. https://doi.org/10.1177/0042085914534862

Camacho-Thompson, D.E., Gillen-O'neel, C., Gonzales, N.A., & Fuligni, A.J. (2016). Financial strain, major family life events, and parental academic involvement during adolescence. *Journal of Youth Adolescence, 45*, 1065-1074.

https://doi.org/10.1007/s10964-016-0443-0

Camacho-Thompson, D.E., Gonzales, N.A., & Fuligni, A.J. (2019). Adolescent academic socialization: A within-group comparative analysis among Mexican-origin families. *Journal of Adolescent Research, 34*(4), 411-437. https://doi.org/10.1177/0743558418772590

Camacho-Thompson, D.E., Gonzales, N.A., & Tein, J. (2019). Parental academic involvement across adolescence contextualized by gender and parenting practices. *School Psychology, 34*(4), 386-397. https://doi.org/10.1037/spq0000319

Cantu, A. (2019, June, 4*). Universities try to catch up to their growing Latinx populations.* The Hechinger Report. https://hechingerreport.org/universities-try-to-catch-up-to-their-growing-latinx-populations/

Carbona, C., & Novy, D.M. (1991). Career aspirations and expectations of Black, Mexican American, and White students. *The Career Development Quarterly, 39*(3), 231-239. https://doi.org/10.1002/j.2161-0045.1991.tb00395.x

Cardoza, D. (1991). College attendance and persistence among Hispanic women: An examination of some contributing factors. *Sex Roles, 23*(3), 133-147. https://doi.org/10.1007/BF00288887

Carey, R.L. (2016). "Keep that in mind….You're gonna go to college": Family influence on the college going processes of Black and Latino high school boys. *Urban Review, 48,* 718-742. https://doi.org/10.1007/s11256-016-0375-8

Carolan-Silva, A., & Reyes, J.R. (2013). Navigating the path to college: Latino students' social networks and access to college. *Educational Studies, 49,* 334-359.

https://doi.org/10.1080/00131946.2013.808199

Carpenter, D.M. (2008). Expectations, aspirations, and achievement among Latino students of immigrant families. *Marriage & Family Review, 43*(1/2), 164-185. https://doi.org/10.1080/01494920802013078

Carranza, F.D., You, S., Chhuon, V., & Hudley, C. (2009). Mexican American adolescents' academic achievement and aspirations: The role of perceived parental educational involvement, acculturation, and self-esteem. *Adolescence, 44*(174), 313-333. PMID: 19764269. https://pubmed.ncbi.nlm.nih.gov/19764269/

Casas, J.B., Benuto, L.T., & Newlands, R. (2021). The educational experiences of DACA recipients. *Journal of Latinos and Education, 20*(2), 120-135. DOI:10.1080/15348431.2019.1568250

Cavazos, J., Jr., Johnson, M.B., Fielding, C., & Cavazos, A.G. (2010). A qualitative study of resilient Latina/o college students. *Journal of Latinos and Education, 9*(3), 172-188. https://doi.org/10.1080/15348431003761166

Ceballo, R., Maurizi, L.K., Suarez, G.A., & Aretakis, M.T. (2014). Gift and sacrifice: Parental involvement in Latino adolescents' education. *Cultural Diversity and Ethnic Minority Psychology, 20*(1), 116-127. https://doi.org/10.1037/a0033472

Ceja, M. (2004). Chicana college aspirations and the role of parents: Developing educational resiliency. *Journal of Hispanic Higher Education, 3*(4), 338-362. https://doi.org/10.1177/1538192704268428

Ceja, M., & Rivas, M. (2010). Faculty-student interactions and Chicana Ph.D. aspirations. *The Journal of Professoriate, 3*(2), 75-100.

Chang, E.S., Chen, C., Greenberger, E., Dooley, D., & Heckhausen, J. (2005). What do they want in life? The life goals of a multi-ethnic, multi-generational sample of high school seniors. *Journal of Youth and Adolescence, 35*(3), 321-332. https://doi.org/10.1007/s10964-006-9034-9

Chapin, L.A. (2021). Longitudinal predictors for Mexican Americans' high school and college graduation: Individual and ecodevelopmental factors. *Journal of Latinos and Education, 20*(2), 161-176. https://doi.org/10.1080/15348431.2019.1588733

Charles, C.Z., Roscigno, V.J., & Torres, K.C. (2006). Racial inequality and college attendance: The mediating role of parental investments. *Social Science Research, 36*, 329-352. https://doi.org/10.1016/j.ssresearch.2006.02.004

Chavira, G., Cooper, C.R., & Vazquez-Salgado, Y. (2016). Pathways to achievement: Career and educational aspirations and expectations of Latina/o immigrants parents and early adolescents. *Journal of Latinos and Education, 15*(3), 214-228. https://doi.org/10.1080/15348431.2015.1131693

Chen, G. (2020). Parental involvement is key to student success. *Public School Review*. https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success

Chen, H., Newland, L.A., Liang, Y., & Giger, J.T. (2016). Mother educational involvement as a mediator between beliefs, perceptions, attachment, and children's school in Taiwan. *Journal of Family Studies*, 22(1), 1-19. http://doi.org/10.1080/13229400.2015.1020985

Cheng, S., & Starks, B. (2002). Racial differences in the effects of significant others on

students' educational expectations. *Sociology of Education, 75*, 306-327. https://doi.org/10.2307/3090281

Chowa, G.A.N., Masa, R.D., & Tucker, J. (2013). Parental involvement scale—Ghanaian Version [Database record]. https://doi.org/10.1037/t28229-000

Chun, H. & Devall, E. (2019). A parental involvement and academic socialization model: A cultural approach. *School Psychology 34*(5), 555-565. https://doi.org/10.1037/spq0000330

Clark, M.A., Ponjuan, L., Orrock, J., Wilson, T., & Flores, G. (2013). Support and barriers for Latino male students' educational pursuits: Perceptions of counselors and administrators. *Journal of Counseling & Development, 91*, 458-466. https://doi.org/10.1002/j.1556-6676.2013.00118.x

Coba-Rodriguez. S., Cambray-Engstrom, E., & Jarrett, R.L. (2020). The home-based involvement experiences of low-income Latino families with preschoolers transitioning to kindergarten: Qualitative findings. *Journal of Child and Family Studies, 29*, 2678-2696. https://doi.org/10.1007/s10826-020-01781-7

Cohn, D. (2015). Future immigration will change the face of America by 2065. Pew Research Center. https://www.pewresearch.org/fact-tank/2015/10/05/future-immigration-will-change-the-face-of-america-by-2065/

Coleman, P.K., & Karraker, K.H. (1998). Self-efficacy and parenting quality: Findings and future applications. *Developmental Review 18*, 47-85. https://doi.org/10.1006/drev.1997.0448

Constantine, M.G., & Flores, L.Y. (2006). Psychological distress, perceived family

conflict, and career development issues in college students of color. *Journal of Career Assessment, 14*(3), 354-369. https://doi.org/10.1177/1069072706286491

Contreras, F. (2009). Sin papeles y rompiendo barreras: Latino students and the challenges of persisting in college. *Educational Review, 19*(4), 610-631. http://www.hepg.org/her/abstract/753

Contreras, F.E. (2005). Access, achievement, and social capital: Standardized exams and the Latino college-bound population. *Journal of Hispanic Higher Education, 4*(3), 197-214. https://doi.org/10.1177/1538192705276546

Cooper, C.R., Dumbar, N., & Lopez, E.M. (2005). Latinos in a college outreach program: Application, selection, and participation. *Journal of Latinos and Education, 4*(1), 21-41. https://doi.org/10.1207/s1532771xjle0401_3

Coulombe, K., & Gil, W.R. (2016). The changing U.S. workforce: The growing Hispanic demographic and the workplace. *Society for Human Resource Management and The Congressional Hispanic Caucus Institute*. https://www.shrm.org/hr-today/public-policy/hr-public-policy-issues/documents/15-0746%20chci_research_report_fnl.pdf

Crosnoe, R. (2010). Two-generation strategies and involving immigrant parents in children's education. Washington, D.C.: The Urban Institute. https://files.eric.ed.gov/fulltext/ED511766.pdf

Crosnoe, R., & Ansari, A. (2015). Latin American immigrant parents and their children's teachers in U.S. early childhood education programs. *International Journal of Psychology, 50*(6), 431-439. https://doi.org/10.1002/ijop.12173

Crosnoe, R., Ansari, A., Purtell, K.M., & Wu, N. (2016). Latin American immigration, maternal education, and approaches to managing children's schooling in the United States. *Journal of Marriage and Family, 78*, 60-74. https://doi.org/10.1111/jomf.12250

Crosnoe, R., & Kalil, A. (2010). Educational progress and parenting among Mexican immigrant mothers of young children. *Journal of Marriage and Family, 72*, 976-990. https://doi.org/10.1111/j.1741-3737.2010.00743.x

Cross, F.L., Marchand, A.D., Medina, M., Villafuerte, A., & Rivas-Drake, D., (2019). Academic socialization, parental educational expectations, and academic self-efficacy among Latino adolescents. *Psychology in the Schools*, 56, (2) 483-496. https://doi.org/10.1002/pits.22239

Cuevas, S. (2019). "Con mucho sacrificio, we give them everything we can": The strategic day-to-day sacrifices of undocumented Latina/o parents. *Harvard Educational Review; Cambridge, 89*(3), 473-496. https://doi.org/10.17763/1943-5045-89.3.473

Cuevas, S. (2020). From spectators to partners: The role of self-efficacy in Latina/o immigrant parents' engagement in students' post-secondary planning. *Journal of Latinos and Education*. https://doi.org/10.1080/15348431.2020.1747024

Curry, K.A., & Holter, A. (2019). The influence of parent social networks on parent perceptions and motivation for involvement. *Urban Education, 54*(4), 535-563. https://doi.org/10.1177/0042085915623334

Day, E., & Dotterer, A.M. (2018). Parental involvement and adolescent academic

outcomes: Exploring differences in beneficial strategies across racial/ethnic groups. *Journal of Youth and Adolescence, 47,* 1332-1349. https://doi.org/10.1007/s10964-018-0853-2

DeBell, M. (2008). Children living without their fathers: Population estimates and indicators of educational well-being. *Social Indicators Research, 87*(3), 427-443. https://doi.org/10.1007/s11205-007-9149-8

Denner, J., Laursen, B., Dickson, D., & Harti, A.C. (2018). Latino children's math confidence: The role of mothers' gender stereotypes and involvement across the transition to middle school. *The Journal of Early Adolescence, 38*(4), 513-529. https://doi.org/10.1177/0272431616675972

Dennis, J., Phinney, J.S., & Chuateco, L.I. (2005). The role of motivation, parental support and peer support in the academic success of ethnic minority first-generation college students. *Journal of College Student Development, 46*(3), 223-236. https://doi.org/10.1353/csd.2005.0023

Der-Karabetian, A. (2004). Perceived family process factors and mathematics performance among Latino, African and European American middle school. *Educational Research Quarterly; West Moore, 28*(1), 38-47.

De Silva, A.D.A., Khatibi, A., & Azam, F. (2018). Can parental involvement mitigate the swing away from science? Sri Lankan perspectives. *Cogent Education, 5*(1), 1-15. https://doi.org/10.1080/2331186X.2018.1467244

Di Giunta, L., Iselin, A.R., Lansford, J.E., Eisenberg, N., Lunetti, C., Thartori, E., Basili, E., Pastorelli, C., Bacchini, D., Uribe Tirado, L.M., & Gerbino, M. (2018).

Parents' and early adolescents' self-efficacy about anger regulation and early adolescents' internalizing and externalizing problems: A longitudinal study in three countries. *Journal of Adolescence, 64*, 124-135. https://doi.org/10.1016/j.adolescence.2018.01.009

DiPierro, M., Fite, P.J., Cooley, J.L., & Poquiz, J.L. (2015). Academic aspirations as a moderator of the link between negative life events and delinquency in a sample of Latino youth. *Child Youth Care Forum, 45*, 505-523. https://doi.org/10.1007/s10566-015-9341-y

Do, T., & Mancillas, A. (2006). Examining the educational expectations of Latino children and their parents as predictors of academic achievement. *VISTAS Online, 44*, 199-202. https://www.counseling.org/docs/default-source/vistas/examining-the-educational-expectations-of-latino-children-and-their-parents-as-predictors-of-academic-achievement.pdf?sfvrsn=45db7e2c_10

Dreby, J., & Stutz, L. (2012). Making something of the sacrifice: Gender, migration and Mexican children's educational aspirations. *Global Networks, 12*(1), 71-90. https://doi.org/10.1111/j.1471-0374.2011.00337.x

Drost, E.A. (2011). Validity and reliability in social science research. Education *Research and Perspectives, 38*(1), 105-124. https://www3.nd.edu/~ggoertz/sgameth/Drost2011.pdf

Dueñas, J.M., Morales-Vives, F., Camarero-Figuerola, M., & Tierno-Garcia, J.M. (2020). Spanish adaptation of the family involvement questionnaire – high school: Version for parents. *Psicología Educativa*. https://doi.org/10.5093/psed2020a21

Dumka, L.E., Gonzalez, N.A., Bonds, D.D., & Millsap, R.E. (2009). Academic Success of Mexican origin adolescent boys and girls: The role of mothers' and fathers' parenting and cultural orientation. *Sex Roles, 60,* 588-599. https://doi.org/10.1007/s11199-008-9518-z

Dumludag, D., Gokdemir, O., & Giray, S. (2016). Income comparison, collectivism and life satisfaction in Turkey. *Quality & Quantity, 50,* 955-980. https://doi.org/10.1007/s11135-015-0185-1

Durand, T.M. (2010). Latina mothers' school preparation activities and their relation to children's literacy skills. *Journal of Latinos and Education 9*(3), 207-222. https://doi.org/10.1080/15348431003761182

Durisic, M., & Bunijevac, M. (2017). Parental involvement as an important factor for a successful education. *C.E.P.S. Journal 7*(3), 137-153. https://files.eric.ed.gov/fulltext/EJ1156936.pdf

Elsaesser, C., Gorman-Smith, D., & Henry, D. (2020). The longitudinal relation between community violence exposure and academic engagement during adolescence: Exploring families' protective role. *Journal of Interpersonal Violence, 35*(17-18), 3264-3285. https://doi.org/10.1177/0886260517708404

Else-Quest, N.M., Hyde, J.S., & Heimadi, A. (2008). Mother and child emotions during mathematics homework. *Mathematical Thinking and Learning, 10*(5), 5-35. https://doi.org/10.1080/10986060701818644

Englund, M.M., Luckner, A.E., Whaley, G.J.L., & Egeland, B. (2004). Children's achievement in early elementary school: Longitudinal effects of parental

involvement, expectations, and quality of assistance. *Journal of Educational Psychology, 96*(4), 723-730. https://doi.org/10.1037/0022-0663.96.4.723

Esen, E. (2020). The My Children's Future Scale: Construct validity, measurement invariance, and reliability in a Turkish sample. *Australian Journal of Career Development, 29*(3), 185-195. https://doi.org/10.1177/1038416220941853

Espino, M.M. (2016). The value of education and educación: Nurturing Mexican American children's educational aspirations to the doctorate. *Journal of Latinos and Education*, *15*(2), 73-90. https://doi.org/10.1080/15348431.2015.1066250

Excelencia In Education (2019). Latinos in higher education: Compilation of fast facts. https://www.edexcelencia.org/research/publications/latinos-higher-education-compilation-fast-facts

Falcon, L. (2015). Breaking down barriers: First-generation college students and college success. *The League for Innovation in the Community College, 10*(6). https://www.league.org/innovation-showcase/breaking-down-barriers-first-generation-college-students-and-college-success

Fan, W., & Williams, C.M. (2009). The effects of parental involvement on students' academic self-efficacy, engagement, and intrinsic motivation. *Educational Psychology*, 30(1), 53-74. https://doi.org/10.1080/01443410903353302

Fan, W., Williams, C.M. & Wolters, C.A. (2012). Parental involvement in predicting school motivation: Similar and differential effects across ethnic groups. *The Journal of Educational Research, 205*, 21-35. https://doi.org/10.1080/00220671.2010.515625

Fann, A., Jarsky, K.M., & McDonough, P.M. (2009). Parent involvement in the college planning process: A case study of P-20 collaboration. *Journal of Hispanic Higher Education, 8*(4), 374-393. https://doi.org/10.1177/1538192709347847

Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology, 92*(2), 367-376. https://doi.org/10.1037/0022-0663.92.2.367

Faul, F., Erdfelder, E., Buchner, A., & Lang, A.-G. (2009). Statistical power analyses using G*Power3.1: Tests for correlation and regression analyses. *Behavior Research Methods, 41*, 1149-1160. https://doi.org/10.3758/BRM.41.4.1149

Fitzgerald, A.M., White, G., & Quinones, S. (2019). Estar pendiente: Exploring the school engagement of involved Latino fathers. *Journal of School Leadership, 29*(4), 274-294. https://doi.org/10.1177/1052684619845701

Flores, A. (2017). How the U.S. Hispanic population is changing. *Pew Research Center*. https://pewrsr.ch/2wBy0qS

Flores, G.M. (2018). Pursuing medicina [medicine]: Latina physicians and parental messages on gendered career choices. *Sex Roles, 81*, 59-73. https://doi.org/10.1007/s11199-018-0979-4

Flores, L., Navarro, R.L., & DeWitz, S.J. (2008). Mexican American high school students' postsecondary educational goals. *Journal of Career Assessment, 16*(4), 489-501. https://doi.org/10.1177/1069072708318905

Flores, L.Y., & Obasi, E.M. (2005). Mentors' influence on Mexican American students'

career and educational development. *Journal of Multicultural Counseling and Development, 33*(3), 146-164. https://doi.org/10.1002/j.2161-1912.2005.tb00013.x

Flores, L.Y. & O'Brien, K.M. (2002). The career development of Mexican American adolescent women: A test of social cognitive career theory. *Journal of Counseling Psychology, 49*(1), 14-27. https://doi.org/10.1037/0022-0167.49.1.14

Flores, L.Y., & Ojeda, L. (2006). The relation of acculturation, problem-solving appraisal, and career self-efficacy to Mexican American high school students'educational goals. *Journal of Counseling Psychology, 53*(2), 260-266. https://doi.org/10.1037/0022-0167.53.2.260

Frankfort-Nacmias, C., & Leon-Guerrero, A. (2018). *Social statistics for a diverse society.* (8th ed.). Thousand Oaks, CA: Sage Publications.

Froiland, J.M., Peterson, A., & Davison, M.L. (2012). The long-term effects of early parent involvement and parent expectation in the USA. *School Psychology International, 34*(1), 33-50. https://doi.org/10.1177/0143034312454361

Fry, R., & Taylor, P. (2013). Hispanic high school graduates pass whites in rate of college enrollment. *Pew Research Center Hispanic Trends*. http://www.pewhispanic.org/2013/05/09/hispanic-high-school-graduates-pass-whites-in-rate-of-college-enrollment/

Fuller, B., Bein, E., Yoonjeon, K., Rabe-Hesketh, S. (2015). Differing cognitive trajectories of Mexican American toddlers: The role of class, nativity, and maternal practices. *Hispanic Journal of Behavioral Sciences, 37*(2), 139-169.

https://doi.org/10.1177/0739986315571113

Gandara, P. (2002). A study of High School Puente: What we have learned about preparing Latino youth for postsecondary education. *Educational Policy, 16*(4), 474-495. https://doi.org/10.1177/0895904802164002

Gandara, P., Alvarado, E., Driscoll, A., & Orfield, G. (2012). Building pathways to transfer: Community colleges that break the chain of failure for students of color. Civil Rights Project/Proyecto Derechos Civiles, 1-117. https://files.eric.ed.gov/fulltext/ED529493.pdf

Garcia, P.R.J.M., Restubog, S.L.D., Bordia, P., Bordia, S., & Roxas, R.E.O. (2015). Career optimism: The roles of contextual support and career decision-making self-efficacy. *Journal of Vocational Behavior, 88*, 10-18. https://doi.org/10.1016/j.jvb.2015.02.004

Garcia-Carmona, M., Evangelou, M., & Fuentes-Mayorga, N. (2020). 'Hard-to-reach' parents: Immigrant families' participation in schools and the views of parent association leaders in Spain and the United States. *Research Papers in Education, 35*(3), 337-358. https://doi.org/10.1080/02671522.2019.1568532

Garcia-Preto, N. (2005). Puerto Rican families In McGoldrick, M., Giordano, J. & Garcia-Preto, N. (Eds.), *Ethnicity and Family Therapy, 3rd ed.,* (242-255). New York: Guilford Press.

Garcia-Reid, P., Peterson, C.H., & Reid, R.J. (2015). Parent and teacher support among Latino immigrant youth: Effects on school engagement and school trouble avoidance. *Education and Urban Society, 47*(3), 328-343.

https://doi.org/10.1177/0013124513495278

Garriott, P.O., Raque-Bogdan, T.L., Zoma, L., Mackie-Hernandez, D., & Lavin, K. (2017). Social cognitive predictors of Mexican American high school students' math/science career goals. *Journal of Career Development, 44*(1), 77-90. https://doi.org/10.1177/0894845316633860

Garza, K.K., Bain, S.F., & Kupczynski, L. (2014). Resiliency, self-efficacy, and persistence of college seniors in higher education. *Research in Higher Education Journal, 26*, 1-19. https://files.eric.ed.gov/fulltext/EJ1055323.pdf

Gauvain, M., & Perez, S.M. (2005). Parent-child participation in planning children's activities outside of school in European American and Latino families. *Child Development 76*(2), 371-383. https://doi.org/10.1111/j.1467-8624.2005.00851_a.x

Gecas, V. (1980). Family and social structural influences on the career orientations of rural Mexican-American youth. *Rural Sociology, 45*(2), 272-289

Giano, Z., Tuttle, B.M., Merten M.J., Gallus, K.L., Cox, R.B, & Shreffler, K.M. (2018). Parental documentation status and educational aspirations among Latino adolescents: Mediating effects of school connectedness and parental attitudes towards education. Hispanic *Journal of Behavioral Sciences, 40*(3), 279-293. https://doi.org/10.1177/0739986318770377

Gilbert, L.R., Brown, C.S., & Mistry, R.S. (2017). Latino immigrant parents' financial stress, depression, and academic involvement predicting child academic success. Psychology in the Schools, 54(9), 1202-15.https://doi.org/10.1002/pits.22067

Goldsmith, J.S., & Robinson Kurpius, S.E. (2017). Fostering the academic success of their children: Voices of Mexican immigrant parents. *The Journal of Educational Research, 5*64-573. https://doi.org/10.1080/00220671.2017.1323717

Goldsmith, P.A. (2004). Schools' racial mix, students' optimism, and the Black-White and Latino-White achievement gaps. Sociology of Education, 77(2), 121-147. https://doi.org/10.1177/003804070407700202

Gonzalez, L.M. (2015). Barriers to college access for Latino/a adolescents: A comparison of theoretical frameworks. *Journal of Latinos and Education, 14,* 320-335. https://doi.org/10.1080/15348431.2015.1091315

Gonzalez, L.M., Stein, G.L., & Huq, N. (2012). The influence of cultural identity and perceived barriers on college-going beliefs and aspirations of Latino youth in emerging immigrant communities. *Hispanic Journal of Behavioral Sciences, 35*(1), 101-120. https://doi.org/10.1177/0739986312463002

Gottlieb, J.J. (2015). STEM career aspirations in Black, Hispanic, and White ninth-grade students. *Journal of Research in Science Teaching* 55(2), 1365-1392. https://doi.org/10.1002/tea.21456

Grace, M., & Gerdes, A.C. (2019). Parent-teacher relationships and parental involvement in education in Latino families. *Contemporary School Psychology, 23,* 444-454. https://doi.org/10.1007/s40688-018-00218-9

Griffin, K.A., Allen, W.R., Kimura-Walsh, E. (2007). Those who left, those who stayed: Exploring the educational opportunities of high-achieving Black and Latina/o students at magnet and nonmagnet Los Angeles high schools (2001-2002).

Journal of the American Educational Studies Association, 42(3), 229-247. https://doi.org/10.1080/00131940701632662

Grindal, M., & Nieri, T. (2015). An examination of ethnic identity and academic performance: Assessing the multidimensional role of parental ethnic-racial socialization among a sample of Latino adolescents. *Race and Social Problems, 7*(3), 242-255. https://doi.org/10.1007/s12552-015-9154-5

Grover, K.A., Houlihan, D.D., & Campana, K., (2016). A validation of the Family Involvement Questionnaire-High School version. *International Journal of Psychological Studies, 8*(28). https://doi.org/10.5539/IJPS.V8N2P28

Green, C.L., Walker, J.M.T., Hoover-Dempsey, K.V., & Sandler, H.M. (2007). Parents' motivations for involvement in children's education: An empirical test of a theoretical model of parental involvement. *Journal of Educational Psychology, 99*(3), 532-544. https://doi.org/10.1037/0022-0663.99.3.532

Guan, P., Capezio, A., Restubog, S.L.D., Read, S., Lajorn, J.A. L., & Li, M. (2016). The role of traditionality in the relationships among parental support, career decision-making self-efficacy and career adaptability. *Journal of Vocational Behavior 94*, 114-123. http://doi.org/10.1016/j.jvb.2016.02.018

Guntzviller, L.M., Jensen, J.D., & Carreno, L.M. (2017). Latino children's ability to interpret in health settings; A parent-child dyadic perspective on child health literacy. *Communication Monographs, 84*(2), 143-163. https://doi.org/10.1080/03637751.2016.1214871

Gurrola, M., Salas, L., & Ayon, C. (2014). Mexican adolescents' education and hopes in

an anti-immigrant environment: The perspective of first and second generation youth and parents. *Journal of Family Issues, 37*(4). https://doi.org/10.1177/0192513X13510298

Gushue, G.V., & Whitson, M.L. (2006). The relationship of ethnic identity and gender role attitudes to the career choice among Black and Latina girls. *Journal of Counseling Psychology, 53*(3), 379-385. https://doi.org/10.1037/0022-0167.53.3.379

Henry, C.S., Plunkett, S.W., & Sands, T. (2011). Family structure, parental involvement, and academic motivation in Latino adolescents. *Journal of Divorce & Remarriage, 52*, 370-390. https://doi.org/10.1080/10502556.2011.592414

Hernandez, T.J. (1995). The career trinity: Puerto Rican college students and their struggle for identity and power. *Journal of Multicultural Counseling and Development, 23*(2), 103-115. https://doi.org/10.1002/j.2161-1912.1995.tb00604.x

Hill, N.E., Ramirez, C., & Dumka, L.E. (2003). Early adolescents' career aspirations: A qualitative study of perceived barriers and family support among low income, ethnically diverse adolescents. *Journal of Family Issues, 24*(7), 934-959. https://doi.org/10.1177/0192513X03254517

Holmes, H.M., Hill, E.J., & Yorgason, J.B. (2018). Are mothers' work-to-family conflict, school involvement, and work status related to academic achievement? *Journal of Child and Family Studies, 27*, 1881-1898. https://doi.org/10.1007/s10826-018-1021-8

Hoover-Dempsey, K., & Sandler, H.M. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Record, 97*(2), 310-331. https://doi.org/10.1177/016146819509700202

Hoover-Dempsey, K., & Sandler, H.M (1997). Why do parents become involved in their children's education? *Review of Educational Research, 67*(1), 3-42. https://doi.org/10.2307/1170618

Hoover-Dempsey, K.V., Walker, J.M.T., Sandler, H.M., Whetsel, D., Green, C.L., Wilkins, A.S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal, 106*(2), 105-130. https://doi.org/10.1086/499194

Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. Online *Readings in Psychology and Culture*, *2* (1). https://doi.org/10.9707/2307-0919.1014

Huerta, A.H., McDonough, P.M., Venegas, K.M., & Allen, W.R. (2020). College is…: Focusing on the college knowledge of gang-associated Latino young men. *Urban Education*, 1-20. https://doi.org/10.1177/0042085920934854

Hurtado-Ortiz, M.T., & Gauvain, M. (2007). Postsecondary education among Mexican American youth: Contributions of parents, siblings, acculturation, and generational status. *Hispanic Journal of Behavioral Sciences, 29*(2). https://doi.org/10.1177/0739986307299584

IBM Corp., (2021). IBM SPSS Statistics for Windows, Version 28.0. Armonk, NY: IBM Corp.

Ingels, S.J., Pratt, D.J., Rogers, J.E., Siegel, P.H., Stutts, E.S., & Owings, J.A. (2004). Education Longitudinal Study of 2002: Base year data file user's manual, NCES 2004-05. *U.S. Department of Education, National Center for Education Statistics*. https://nces.ed.gov/pubs2004/2004405.pdf

Inoa, R. (2017). Parental involvement among middle-income Latino parents living in a middle-class community. *Hispanic Journal of Behavioral Sciences, 39*(3), 316-335. https://doi.org/10.1177/0739986317714200

Irvin, M.J., Byun, S., Meece, J.L., Reed, K.S., & Farmer, T.W. (2016). School characteristics and expectations of African American, Hispanic/Latino, and Native American youth in rural communities: Relation to educational aspirations. *Peabody Journal of Education, 91*, 176-202. https://doi.org/10.1080/0161956X.2016.1151739

Isik, U., Tahir, O.E., Meeter, Heymans, M.W., Jansma, E.P., Croiset, G., Kusurkar, R.A. (2018). Factors influencing academic motivation of ethnic minority students. *SAGE Open*, 1-23. https://doi.org/10.1177/2158244018785412

Jackson, K.M., & Suizzo, M. (2015). Sparking an interest: A qualitative study of Latina science identity development. *American Psychological Association, 3*(2), 103-120. http://doi.org/10.1037/lat0000033

Jasis, P., & Marriott, D. (2010). All for our children: Migrant families and parent participation in an alternative education program. *Journal of Latinos and Education, 2*, 126-140. https://doi.org/10.1080/15348431003617814

Jasis, P., & Ordonez-Jasis, R. (2012). Latino parent involvement. Urban Education, 47,

65-89. https://doi.org/10.1177/0042085911416013

Jeynes, W.H. (2017). A Meta-analysis: The relationship between parental involvement and Latino student outcome. *Education and Urban Society, 49*(1), 4-28. https://doi.org/10.1177/0013124516630596

Johnson, S.B., Arevalo, J., Cates, C.B., Weisleder, A., Dreyer, B.P., & Mendelsohn, A.L. (2016). Perceptions about parental engagement among Hispanic immigrant mothers of first graders from low-income backgrounds. *Early Childhood Education Journal, 44*(5), 445-452. https://doi.org/10.1007/s10643-015-0728-z

Kao, G., & Tienda, M. (1998). Educational aspirations of minority youth. *American Journal of Education, 106*, 349-384. https://www.jstor.org/stable/1085583

Kao, G., & Thompson, J.S. (2003). Racial and ethnic stratification in educational achievement and attainment. *Annual Review of Sociology, 29*, 417-442. https://doi.org/10.1146/annurev.soc.29.010202.100019

Kao, H.F.S., & Travis. S.S. (2005). Expectations of Filial Piety Scale-Spanish Version [Database record]. https://doi.org/10.1037/t37511-000

Keith, P.B., & Litchman, M.V. (1994). Does parental involvement influence the academic achievement of Mexican American eighth graders? Results from the national educational longitudinal study. School Psychology Quarterly, 9(4), 256-273. https://doi.org/10.1037/h0088292

Keith, P.B., & Lichtman, M. & Virginia Polytechnic Institution and State University, B.C. of E. (1992). *Testing the influences of parental involvement on Mexican-American eight grade students' academic achievement: A structural equations*

analysis [Conference presentation]. Annual Meeting of the American Educational Research Association, San Francisco, CA, United States. https://files.eric.ed.gov/fulltext/ED351170.pdf

Keith, P.B., & Schartzer, C.L. (1995). What is the influence of Mexican American parental involvement on school attendance patterns? *Annual Meeting of the American Psychological Association; Conference Paper*. https://files.eric.ed.gov/fulltext/ED415450.pdf

Kikas, E., & Magi, K. (2014). Transactional development of parental beliefs and academic skills in primary school. *Early Child Development and Care*, 1-18. https://doi.org/10.1080/03004430.2014.983095

Kim, Y., Sherraden, M., & Clancy, M. (2013). Do mothers' educational expectations differ by race and ethnicity, or socioeconomic status? *Economics of Education Review, 33,* 82-94. https://doi.org/10.1016/j.econedurev.2012.09.007

Kiyama, J.M. (2010). College aspirations and limitations: The role of educational ideologies and funds of knowledge in Mexican American families. *American Educational Research Journal, 47*(2), 330-356. https://doi.org/10.3102/0002831209357468

Kiyama, J.M. (2018). "We're serious about our education": A collective testimonio from college-going Latinas to college personnel. *Journal of Hispanic Higher Education, 17*(4), 415-429. https://doi.org/10.1177/1538192717709583

Klasik, D. (2011). The college application gauntlet: A systematic analysis of the steps to four-year college enrollment. *Research Higher Education, 53,* 506-549.

https://doi.org/10.1007/s11162-011-9242-3

Knotek, S.E. & Sanchez, M (2017). Madres para ninos: Engaging Latina mothers as consultees to promote their children's early elementary school achievement. *Journal of Educational and Psychological Consultation, 27*, 96-125. https://doi.org/10.1080/10474412.2016.1185611

Koshy, P., Dockery, A.M., & Seymour, R., (2019). Parental expectations for young people's participation in higher education in Australia. *Studies in Higher Education*, *44*(2), 302-317. https://doi.org/10.1080/03075079.2017.1363730

Krogstad, J.M. (2020). Hispanics have accounted for more than half of the total U.S. population growth since 2010. *Fact Tank.* Washington D.C.: Pew Research Center. https://www.pewresearch.org/fact-tank/2020/07/10/hispanics-have-accounted-for-more-than-half-of-total-u-s-population-growth-since-2010/

Kuperminc, G.P., Darnell, A.J., & Alvarez-Jimenez, A. (2008). Parent involvement in the academic adjustment of Latino middle and high school youth: Teacher expectations and school belonging as mediators. *Journal of Adolescence, 31*, 469-483. https://doi.org/10.1016/j.adolescence.2007.09.003

Langenkamp, A.G. (2019). Latino/a immigrant parents' educational aspirations for their children. *Race, Ethnicity and Education, 22*(2), 231-249. https://doi.org/10.1080/13613324.2017.1365054

Lawson, K.M., Atherton, O.E., Ferrer, E., & Robins, R.W. (2020). The development of educational aspirations and expectations from adolescence to young adulthood: A longitudinal study of Mexican-origin youth. *Social Psychological and Personality*

Science, 11(7), 965-974. https://doi.org/10.1177/1948550619893961

Lawson, M.A., & Alameda-Lawson, T. (2012). A case study of school-linked, collective parent engagement. *American Educational Research Journal, 49*(4), 651-684. https://doi.org/10.3102//0002831211427206

Leal-Muniz, V., & Constantine, M.C. (2005). Predictors of the career commitment process in Mexican American college students. *Journal of Career Assessment, 13*(2), 204-215. https://doi.org/10.1177/1069072704273164

Leedy, P.D., & Ormrod, J.E., (2019). *Practical research planning and design*. (eleventh edition). Boston, MA: Pearson.

LeFevre, A.L., & Shaw, T.V. (2012). Latino parent involvement and school success: Longitudinal effects of formal and informal support. *Education and Urban Society, 44*(6), 707-723. https://doi.org/10.1177/0013124511406719

Lerma, E., Zamarripa, M.X., Oliver, M., & Vela, J.G. (2015). Making our way through: Voices of Hispanic counselor educators. *Counselor Education & Supervision, 54*(3), 162-175. https://doi.org/10.1002/ceas.12011

Li, Y., Luo, F., Carey, M.T., & Brown, B. (2021). The desirability of law enforcement careers among college students in a Hispanic community. *Journal of Criminal Justice Education, 32*(2), 234-251. https://doi.org/10.1080/10511253.2021.1893774

Lincoln, N. (2021). Challenges and strategies for assisting Latino students with college access and completion. *Independent Educational Consultants Association*. https://www.iecaonline.com/quick-links/ieca-news-center/resource-

library/college-focused-publications/challenges-and-strategies-for-assisting-latino-students-with-college-access-and-completion/

Liou, D.D., Antrop-Gonzalez, R., & Cooper, R. (2009). Unveiling the promise of community cultural wealth to sustaining Latina/0 students' college-going information networks. *Journal of the American Educational Studies, 45*(6), 534-555. https://doi.org/10.1080/00131940903311347

Locke, L.A., & Gonzalez, C. (2020). Latina dreamers, the current political era, and what educational leaders need to know. *American Psychological Association, 26*(4), 365-378. https://doi.org/10.1037/pac0000435

Lopez, E.S., & Michigan State University, E.L.J.S.R.I. (1996). *Social Capital and the Educational Performance of Latino and Non-Latino Youth. ISRI Research Report No.11*. https://jsri.msu.edu/upload/publications/research-reports/rr11v2.pdf

Lopez, J.D. (2014). Gender differences in self-efficacy among Latino college freshmen. *Hispanic Journal of Behavioral Sciences, 36*(1), 95-104. https://doi.org/10.1177/0739986313510690

Lopez, M.H., Krogstad, J.M., & Passel, J.S., (2019). Who is Hispanic? *Fact Tank.* Washington D.C.: Pew Research Center. https://www.pewresearch.org/fact-tank/2019/11/11/who-is-hispanic/

Loughlin-Presnal, J., & Bierman, K.L. (2017). How do parent expectations promote child's academic achievement in early elementary school? A test of three mediators. *Developmental Psychology, 53*(9), 1694-1708. https://doi.org/10.1037/dev0000369

Lozano, A., Watt, K.M., & Huerta, J. (2009). A comparison study of 12th grade Hispanic students' college anticipations, aspirations and college preparatory measures. *American Secondary Education 38*(1), 92-110. https://www.jstor.org/stable/41406069

Luginbuhl, P.J., McWhirter, E.H., & McWhirter, B.T. (2016). Sociopolitical development, autonomous motivation, and education outcomes: Implications for low-income Latina/o adolescents. *Journal of Latina/o Psychology, 4*(1), 43-59. http://doi.org/10.1037/lat0000041

Lukes, M. (2014). Pushouts, shutouts, and holdouts: Educational experiences of Latino young adults in New York City. *Urban Education, 49*(7), 806-834. https://doi.org/10.1177/0042085913496796

Luna, N., Evans, W.P., & Davis, B. (2015). Indigenous Mexican culture, identify and academic aspirations: Results from a community-based curriculum project for Latina/Latino students. *Race Ethnicity and Education, 18*(3), 341-362. https://doi.org/10.1080/13613324.2012.759922

Ma, Y. (2009). Family socioeconomic status, parental involvement, and college major choices—gender, race/ethnic, and nativity patterns. Sociological Perspectives, 52(2), 211-234. https://doi.org/10.1525/sop.2009.52.2.211

Ma, J., Pender, M., & Welch, M. (2016). Education pays 2016: The benefits of higher education for individuals and society. Trends in Higher Education Series. *The College Board.* https://files.eric.ed.gov/fulltext/ED572548.pdf

Machida, S., Taylor, A.R., & Kim, J. (2002). The role of maternal beliefs in predicting

home learning activities in Head Start families. *Family Relations, 51*(2), 176-184. https://doi.org/10.1111/j.1741-3729.2002.00176.x

Mamta, R., & Giraldo-Garcia, R. (2018). The role of parental involvement and social/emotional skills in academic achievement: Global perspectives. *School Community Journal, 28*(2), 29-46. https://files.eric.ed.gov/fulltext/EJ1201955.pdf

Manz, P. (2012). Home-based Head Start and family involvement: An exploratory study of the associations among home visiting frequency and family involvement dimensions. *Early Childhood Education Journal, 40*(4), 231-238. https://doi.org/10.1007/s10643-012-0512-2

Manz, P.H., Fantuzzo, J.W., & Power, T.J. (2004). Multidimensional assessment of family involvement among urban elementary students. *Journal of School Psychology, 42*, 461-475. https://doi.org/10.1016/j.jsp.2004.08.002

Marrun, N.A. (2020). "My mom seems to have a *dicho* for everything?": Family engagement in the college success of Latina/o students. *Journal of Latinos and Education, 19*(2), 164-180. https://doi.org/10.1080/15348431.2018.1489811

Martinez, A. (2018). Pathways to the professoriate: The experiences of first-generation Latino undergraduate students at Hispanic serving institutions applying to doctoral programs. *Education Science, 8* (32), 2-14. https://files.eric.ed.gov/fulltext/EJ1175013.pdf

Martinez, E., & Castellanos, M. (2017). Catching them early: An examination of Chicago/Latino middle school boys' early career aspirations. *Urban Review, 50*, 378-401. https://doi.org/10.1007/s11256-017-0438-5

Martinez, G.F., & Deil-Amen, R. (2015). College for all Latinos? The role of high school messages in facing college challenges. *Teachers College Record, 117*, 1-50. https://eric.ed.gov/?id=EJ1056844

Martinez, S., & Cervera, Y.L. (2012). Fulfilling educational aspirations: Latino students' college information seeking patterns. *Journal of Hispanic Higher Education, 11*(4), 388-402. https://doi.org/10.1177/1538192711435560

Matos, J.M.D. (2015). La familia: The important ingredient for Latina/o college student engagement and persistence. *Equity & Excellence in Education, 48*(3), 436-453. https://doi.org/10.1080/10665684.2015.1056761

Maxwell, S.P. (2013). Parental and familial factors among Latino youth's success matriculation into postsecondary education. *Advances in Social Work 14*(1), 125-145. https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/3581/13456

May, E.M., & Witherspoon, D.P. (2019). Maintaining and attaining educational expectations: A two-cohort longitudinal study of Hispanic youth. *Developmental Psychology, 55*(12), 2649-2664. http://doi.org/10.1037/dev0000820

McGee, E., & Bentley, L. (2017). The equity ethic: Black and Latinx college students reengineering their STEM careers toward justice. *American Journal of Education 124*(1), 1-36. https://www.journals.uchicago.edu/doi/10.1086/693954

McGill, R.K., Hughes, D., Alicea, S., & Way, N. (2011). Academic adjustment across middle school: The role of public regard and parenting. *Developmental*

Psychology, 48(4), 1003-1018. https://doi.org/10.1037/a0026006

McWayne, C., Manz, P.H., & Ginsburg-Block, M.D. (2015). Examination of the Family Involvement Questionnaire – Early Childhood (FIQ-EC) with low-income, Latino families of young children. *International Journal of School and Educational Psychology, 3*(2), 117-134. https://doi.org/10.1080/21683603.2014.950439

McWayne, C.M., & Melzi, G. (2014). Validation of a culture-contextualized measure of family engagement in the early learning of low-income Latino children. *Journal of Family Psychology, 28*(2), 260-266. https://doi.org/10.1037/a0036167

McWayne, C.M., Melzi, G., Limlingan, M.C., & Schick, A. (2016). Ecocultural patterns of family engagement among low-income Latino families of preschool children. *Developmental Psychology, 52*(7), 1088-1102. https://doi.org/10.1037/a0040343

McWhirter, E.H. (1997). Perceived barriers to education and career: Ethnic and gender differences. *Journal of Vocational Behavior, 50,* 124-140. https://doi.org/10.1006/jvbe.1995.1536

McWhirter, E.H., Ramos, K., & Medina, C. (2013). Y ahora que? Anticipated immigration status barriers and Latina/o high school students' future expectations. *Cultural Diversity and Ethnic Minority Psychology, 19*(3), 299-297. https://www.apa.org/pubs/journals/releases/cdp-19-3-288.pdf

McWhirter, E.H., Valdez, M., & Caban, A.R. (2013). Latina adolescents' plans, barriers, and supports: A focus group study. *Journal of Latina/o Psychology*, 1(1), 35-52. https://doi.org/10.1037/a0031304

Mein, E., Esquinca, A., Monarrez, A., & Saldana, C. (2020). Building a pathway to

engineering: The influence of family and teachers among Mexican-origin undergraduate engineering students. *Journal of Hispanic Education, 19*(1), 37-51. https://doi.org/10.1177/1538192718772082

Mello, Z.R. (2009). Racial/ethnic group and socioeconomic status variation in educational and occupational expectations from adolescence to adulthood. *Journal of Applied Developmental Psychology 30*, 494-504. https://doi.org/10.1016/j.appdev.2008.12.029

Mello, Z.R., Anton-Stang, H.M., & Monaghan, P.L. (2012). A longitudinal investigation of African American and Hispanic adolescents' educational and occupational expectations and corresponding attainment in adulthood. *Journal of Education for Students Placed at Risk, 17*, 266-285. https://doi.org/10.1080/10824669.2012.717029

Mena, J.A.(2011). Latino parent home-based practices that bolster student academic persistence. *Hispanic Journal of Behavioral Sciences, 33*(4), 490-506. https://doi.org/10.1177/0739986311422897

Mendez, J. L., Westerberg, D., & Thibeault, M.A. (2012). Examining the role of self-efficacy and communication as related to dimensions of Latino parent involvement in Head Start. *NHSA Dialog A Research-to-Practice Journal for the Early Intervention Field, 16*(1), 65-80. https://libres.uncg.edu/ir/uncg/f/J_Mendez_Examining_2013.pdf

Metheny, J., & McWhirter, E.H. (2013). Contributions of social status and family support to college students' career decision self-efficacy and outcome expectations.

Journal of Career Assessment 21(3), 378-394. https://doi.org/10.1177/1069072712475164

Mora, L. (2022). Hispanic enrollment reaches new high at four-year colleges in the U.S., but affordability remains an obstacle. *Pew Research Center*. https://www.pewresearch.org/fact-tank/2022/10/07/hispanic-enrollment-reaches-new-high-at-four-year-colleges-in-the-u-s-but-affordability-remains-an-obstacle/

Muñoz, S.M., & Maldonado, M.M. (2012). Counterstories of college persistence by undocumented Mexicana students: Navigating race, class, gender, and legal status. *International Journal of Qualitative Studies in Education, 25*(3), 293-315. https://doi.org/10.1080/09518398.2010.529850

Nasir, M., & Iqbal, S., (2019). Academic self-efficacy as a predictor of academic achievement of students in preservice teacher training program. *Bulleting of Education and Research, 41*(1), 22-42. https://files.eric.ed.gov/fulltext/EJ1217900.pdf

Naumann, L.P., Guillaume, E.M., & Funder, D.C. (2012). The correlates of high parental academic expectations: An Asian-Latino comparison. *Journal of Cross-Cultural, 43*(4), 515-520. https://doi.org/10.1177/0022022112438398

Newland, L.A., Gapp, S.C., Jacobs, G.M., Reisetter, M.F., & Syed, D.C. (2011). Mothers' beliefs and involvement: Links with preschool literacy development. *International Journal of Psychology: A Biopsychosocial Approach, 9*, 67-90.

Newsome, M., (2019). The odds are stacked against black, Latino students going to grad school. Here are some solutions. *The Hechinger Report.*

https://www.pbs.org/newshour/education/the-odds-are-stacked-against-black-latino-students-going-to-grad-school-here-are-some-solutions

Niehaus, K., Rudasill, K.M., & Adelson, J.L. (2012). Self-efficacy, intrinsic motivation, and academic outcomes among Latino middle school students participating in an after-school program. *Hispanic Journal of Behavioral Sciences, 34*(1), 118-136. https://doi.org/10.1177/0739986311424275

Niemeyer, A.E., Wong, M.M., & Westerhaus, K.J. (2009). Parent involvement, familismo, and academic performance in Hispanic and Caucasian adolescents. *North American Journal of Psychology, 11*(3), 613-632

Nino, M.D. (2019). Linguistic services and parental involvement among Latinos: A help or hindrance to involvement? *The Social Science Journal, 51*(3), 483-490. https://doi.org/10.1016/j.soscij.2014.05.001

Nitardy, C.M., Duke, N.N., Pettingell, S.L., & Borowsky, I.W. (2015). Racial and ethnic disparities in educational achievement and aspirations: Findings from a statewide survey from 1998 to 2010. *Maternal and Child Health Journal*, *19*(1), 58-66. http://doi.org/10.1007/s10995-014-1495-y

Noe-Bustamante, L., Lopez, M.H., & Krogstad, J.M., (2020). U.S. Hispanic population surpassed 60 million in 2019, but growth has slowed. *Fact Tank.* Washington D.C.: Pew Research Center. https://policycommons.net/artifacts/813317/us/1686853/

Noria, C.W., Borkowski, J.G., & Whitman, T.L. (2009). Parental influences on self-regulation and achievement in children with adolescent mothers. *European*

Journal of Developmental Psychology, 6(6), 722-745. https://doi.org/10.1080/17405620801969734

Nota, L., Ginevra, M.C., Ferrari, L., & Soresi, S. (2012). The children's future: A questionnaire to evaluate parents' support to their children's school-career choices and future planning. *GIPO Giornale Italiano Di Psicologia Dell'Orientamento, 13(*1), 3-17

Nuñez, A., & Kim, D. (2012). Building a multicontextual model of Latino college enrollment: Student, school, and state-level effects. *The Review of Higher Education, 35*(2), 237-263. https://doi.org/10.1353/rhe.2012.0004

Nuñez, A.M., & Dongbin, K. (2012). Building a multicontextual model of Latino college enrollment: Student, school, and state-level effects. *The Review of Higher Education, 35*(2), 237-263. https://doi.org/10.1353/rhe.2012.0004

O'Donnell, J., & Kirkner, S.L. (2014). The impact of a collaborative family involvement program on Latino families and children's educational performance. *School Community Journal, 24*(1), 211-234. https://files.eric.ed.gov/fulltext/EJ1032271.pdf

Office of Planning, Evaluation and Policy Development Office of the Under Secretary, (2016). Advancing diversity and inclusion in higher education. https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf

Ojeda, L., & Flores, L.Y. (2008). The influence of gender, generation level, parents' education level, and perceived barriers on the educational aspirations of Mexican American high school students. *The Career Development Quarterly, 57*(1), 84-95.

https://doi.org/10.1002/j.2161-0045.2008.tb00168.x

Ojeda, L., Navarro, R.L., & Morales, A. (2011). The role of la familia on Mexican American men's college persistence intentions. *Psychology of Men & Masculinity, 12*(3), 216-229. https://doi.org/10.1037/a0020091

Ovando, M.N., & Abrego, M.H. (1996*). Parental involvement in a majority/minority context: Lessons from the field*. Annual Meeting of the University Council for Educational Administration. https://files.eric.ed.gov/fulltext/ED407728.pdf

Paccaud, A., Keller, R., Luder, R., Pastore, G. & Kunz, A. (2021). Satisfaction with the collaboration between families and schools—The parent's view. *Frontiers in Education, 6*, 1-13. https://doi.org/10.3389/feduc.2021.646878

Packard, B.W., Babineau, M.E., & Machado, H. (2012). Becoming job-ready collaborative future plans of Latina adolescent girls and their mothers in a low-income urban community. *Journal of Adolescent Research, 27*(1), 110-131. https://doi.org/10.1177/0743558411402340

Patron, O.E. (2020). "The revolution begins at home:" Exploring educational aspirations between Latin male collegians and their families through a reciprocity of relationships. *International Journal of Qualitative Studies in Education, 33*(4), 446-464. https://doi.org/10.1080/09518398.2019.1681545

Paugh, N. (2018). The role of family cultural practices in the college readiness journey of Mexican American high school AVID seniors. *Journal of Hispanic Higher Education*, 17(4), 275-293. https://doi.org/10.1177/1538192718776407

Peacock-Chambers, E., Martin, J.T., Necastro, K.A., Cabral, H.J., & Bair-Merritt, M.

(2016). The influence of parental self-efficacy and perceived control on the home learning environment of young children. *Academic Pediatrics*, 176-183. https://doi.org/10.1016/j.acap.2016.10.010

Pena, D.C. (2000). Parent involvement: Influencing factors and implications. *The Journal of Educational Research, 94*(1), 42-54. https://doi.org/10.1080/00220670009598741

Perez-Brena, N.J., Delgado, M.Y., Rodriguez De Jesús, S., & Umaña-Taylor, A.J. (2017). Mexican-origin adolescents' educational expectation trajectories: Intersection of nativity, sex, and socioeconomic status. *Journal of Applied Developmental Psychology, 48*, 14-24. https://doi.org/10.1016/j.appdev.2016.11.001

Perez, P., & McDonough, P.M. (2008). Understanding Latina and Latino college choice: A social capital and chain migration analysis. *Journal of Hispanic Higher Education, 7*(3), 249-265. https://doi.org/10.1177/1538192708317620

Perna, L.W., & Titus, M.A. (2005). The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences. The *Journal of Higher Education, 76*(5), 485-518. https://doi.org/10.1080/00221546.2005.11772296

Perna, L., Walsh, E., & Fester, R. (2011). Promoting the educational attainment of adults: The potential role of youth-oriented precollege outreach programs. *Educational Policy, 25*(6), 935-963. https://doi.org/10.1177/0895904810386599

Perreira, K.M., & Spees, L. (2015). Foiled aspirations: The influence of unauthorized status on the educational expectations of Latino immigrant youth. *Population*

Research and Policy Review, 34, 641-664. https://doi.org/10.1007/s11113-015-9356-y

Person, D., Garcia, Y., Fujimoto, E., Nguyen, K., Saunders, K., & Hoffman, J. (2014). Increasing educational attainment and aspiration in an underserved community: The Perspective of urban-community leaders. *Urban Review, 46*, 493-506. https://doi.org/10.1007/s11256-014-0282-9

Phinney, J.S., Baumann, K., & Blanton, S. (2001). Life goals and attributions for expected outcomes among adolescents from five ethnic groups. *Hispanic Journal of Behavioral Sciences, 23*(4), 363-377. https://doi.org/10.1177/0739986301234002

Plunkett, S.W., Behnke, A.O., Sands, T., & Choi, B.Y. (2009). Adolescent's reports of parental engagement and academic achievement in immigrant families. *Journal of Youth & Adolescence, 38*(2), 257-268. https://doi.org/10.1007/s10964-008-9325-4

Polo, A.J., Zychinski, K.E., & Roundfield, K.E. (2012). The parental schoolwork support measure—youth: Development and psychometric evaluation. *Cultural Diversity and Ethnic Minority Psychology, 18*(3), 297-306. https://doi.org/10.1037/a0028729

Pomerantz, E.M., Moorman, E.A. & Litwack, S.D. (2007). The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Research, 77*(3), 373-410. https://doi.org/10.3102/003465430305567

Pong, S., Hao, L., & Gardner, E. (2005). The roles of parenting styles and social capital

in the school performance of immigrant Asian and Hispanic adolescents. *Social Science Quarterly, 86,* 92-950. https://doi.org/10.1111/j.0038-4941.2005.00364.x

Poza, L., Brooks, M.D., & Valdes, G. (2014). Entre familia: Immigrant parents' strategies for involvement in children's schooling. *School Community Journal, 24*(1), 119-148. https://files.eric.ed.gov/fulltext/EJ1032245.pdf

Previ, B., Napolitano, L., Meloy, M., & Curtis K. (2020). Pathways into college and away from crime: Perspectives of Black and Latino/a youth growing up in single-mother households in one of America's most dangerous cities. *Children and Youth Services Review, 108,* 104561. https://doi.org/10.1016/j.childyouth.2019.104561

Princiotta, D., Lippman, L.L., Ryberg, R., Schmitz, H., Murphey, D. & Cooper, M. (2014). Social indicators predicting postsecondary success. *Child Trends.* https://www.childtrends.org/wp-content/uploads/2014/05/2014-21SocialIndicatorsLumina.pdf

Prosic-Santovac, D., & Radovic, D. (2018). Children's vs teachers' and parents' agency: A case of a Serbian-English bilingual preschool model. *Language, Culture and Curriculum, 31*(3), 289-302. https://doi.org/10.1080/07908318.2018.1504401

Pstross, M., Rodriguez, A., Knopf, R.C., & Paris, C.M. (2016). Empowering Latino parents to transform the education of their children. *Education and Urban Society, 48*(7), 650-671. https://doi.org/10.1177/0013124514541464

Puccioni, J. (2015). Parents' conceptions of school readiness, transition practices, and children's academic achievement trajectories. *The Journal of Educational*

Research, 108, 130-147. https://doi.org/10.1080/00220671.2013.850399

Puccioni, J. (2018). Parental beliefs about school readiness, home and involvement, and children's academic achievement. *Journal of Research in Childhood Education, 32*(4), 435-454. https://doi.org/10.1080/02568543.2018.1494065

Qian, Z., & Blair, S.L. (1999). Racial/ethnic differences in educational aspirations of high school seniors. *Sociological Perspectives, 42*(4), 605-625. https://doi.org/10.2307/1389576

Radford, J., & Noe-Bustamante, L. (2019). Facts on U.S. immigrants, 2017. *Hispanic Trends.* Washington D.C.: Pew Research Center. https://www.pewresearch.org/hispanic/2019/06/03/facts-on-u-s-immigrants-2017-data/

Rainie, L., & Anderson, J. (2017). The future of jobs and jobs training. *Pew Research Center*. https://www.pewresearch.org/internet/2017/05/03/the-future-of-jobs-and-jobs-training/

Raleigh, E., & Kao, G. (2010). Do immigrant minority parents have more consistent aspirations for their children? *Social Science Quarterly*, *91*(4), 1083-1102. https://doi.org/10.1111/j.1540-6237.2010.00750.x

Ramirez, G.M. (1986). *Retention of the Latino university student: The case of CSULB.* https://eric.ed.gov/?id=ED336972

Ramirez, J.J., Garcia, G.A., & Hudson, T.H. (2020). Mothers' influences on Latino collegians: Understanding Latinx mother-son pedagogies. *International Journal of Qualitative Studies in Education, 33*(10), 1022-1041.

https://doi.org/10.1080/09518398.2019.1702231

Ramirez, L., Machida, S.K., Kline, L., & Huang, L. (2014). Low-income Hispanic and Latino high school students' perceptions of parents and peer academic support. *Contemporary School Psychology, 18*, 214-221. https://doi.org/10.1007/s40688-014-0037-3

Ramos, L. & Sanchez, A.R. (1995). Mexican-American high school students: Educational aspirations, *Journal of Multicultural Counseling & Development, 23*, 212-221. https://doi.org/10.1002/j.2161-1912.1995.tb00277.x

Reeves, A.E.K., Rodriguez. M.M.D., & Vazquez, A.L. (2020). The intergenerational transmission of parental factors that influence educational attainment among Latinxs in the U.S. *Journal of Latinos and Education*. https://doi.org/10.1080/15348431.2020.1843463

Reynolds, A.D., Crea, T.M., Medina, J., Degnan, E., & McRoy. R. (2015). A mixed-methods case study of parent involvement in an urban high school serving minority students. *Urban Education, 50*(6), 750-775. https://doi.org/10.1177/0042085914534272

Riegle-Crumb, C., Moore, C., & Ramos-Wada, C. (2010). Who wants to have a career in science or math? Exploring adolescents' future aspirations by gender and race/ethnicity. *Science Education 95*(3), 458-476. https://doi.org/10.1002/sce.20431

Riojas-Cortez, M., & Flores, B.B. (2009). Sin olvidar a los padres: Families collaborating within School and university partnerships. *Journal of Latinos and Education,*

8(3), 231-239. https://doi.org/10.1080/15348430902888898

Rivas-Drake, D., & Marchand, A. (2016). Academic socialization among Latino families: Exploring the compensatory role of cultural processes. *Research in Human Development, 13*, 225-240. https://doi.org/10.1080/15427609.2016.1194708

Rivera, H., & Li, J. (2019). Hispanic parents' involvement and teachers' empowerment as pathways to Hispanic English learners' academic performance. *Hispanic Journal of Behavioral Sciences, 41*(2), 214-230. https://doi.org/10.1177/0739986319834931

Rivera, L., & Lavan, N. (2012). Family literacy practices and parental involvement of Latin American immigrant mothers. *Journal of Latinos and Education, 11*, 247-259. https://doi.org/10.1080/15348431.2012.715500

Robinson Kurpius, S.E., Payakkakom, A., Dixon Rayle, A., Chee, C., & Arredondo, P. (2008). The appropriateness of using three measures of self-beliefs with European America, Latino/a, and Native American college freshmen. *Journal of Multicultural Counseling and Development, 36*, 2-14. https://doi.org/10.1002/j.2161-1912.2008.tb00065.x

Rodriguez, J.M., & Arellano, L. (2016). The impact of high-stakes testing on Latina/o students' college aspirations. *Journal of Hispanic Education, 15*(2), 113-135. https://doi.org/10.1177/1538192715627192

Rojas-Garcia, G. (2013). Transitioning from school to work as a Mexican 1.5er. Upward mobility and glass-ceiling assimilation among college students in California. *The Annals of the American Academy of Political and Social Science, 648*(1), 87-101.

https://doi.org/10.1177/0002716213482434

Romo, E., Ozuna-Allen, T., & Martinez, M.A. (2019). “It was kind of a dream come true.”: Undocumented college students’ testimonios of cultural wealth in the college choice process. *Journal of Hispanic Higher Education, 18*(4), 389-409. https://doi.org/10.1177/1538192717752816

Roth, B.J. (2017). When college is illegal: Undocumented Latino/a youth and mobilizing social support for educational attainment in South Carolina. *Journal of the Society for Social Work and Research, 8*(4), 539-561. https://www.journals.uchicago.edu/doi/full/10.1086/694325

Roth-Yousey, L., Chu, Y.L., & Reicks, M. (2012). A qualitative study to explore how parental expectations and rules influence beverage choices in early adolescence. *Journal of Nutrition Education and Behavior, 44*(6), 644-652. https://doi.org/10.1016/j.jneb.2011.07.005

Rowan-Kenyon, H.T., Bell, A.D., & Perna, L.W. (2016). Contextual influences on parental involvement in college going: Variations by socioeconomic class. *The Journal of Higher Education, 79*(5), 564-586. https://doi.org/10.1080/00221546.2008.11772117

Roy, M., & Giraldo-García, R. (2018). The role of parental involvement and social/emotional skills in academic achievement: Global perspectives. *School Community Journal, 28*(2), 29-46. https://files.eric.ed.gov/fulltext/EJ1201955.pdf

Ryan, C.L. & Bauman, K. (2016). Educational attainment in the United States: 2015. *United States Census Bureau*.

https://www.census.gov/library/publications/2016/demo/p20-578.html

Ryan, C.S., Casas, J.F., Kelly-Vance, L., & Ryalls, B.O. (2010). Parent involvement and views of school success: The role of parents' Latino and White American cultural orientations. *Psychology in the Schools, 47*(4), 391-405. https://doi.org/10.1002/pits.20477

Saenz, V.B., Garcia,-Louis, C., De Las Mercedes, C., & Rodriguez, S.L. (2020). Mujeres supporting: How female family members influence the educational success of Latino males in postsecondary education. *Journal of Hispanic Higher Education 19*(2), 169-194. https://doi.org/10.1177/1538192718787291

Saenz, V.B., Garcia-Louis, C., Drake, A.P., & Guida, T. (2017). Leveraging their family capital: How Latino males successfully navigate the community college. *Community College Review*, *46*(1), 40-61. https://doi.org/10.1177/0091552117743567

Saenz, V.B., Lu, C., Bukoski, B.E., & Rodriguez, S. (2013). Latino males in Texas Community Colleges: A phenomenological study of masculinity constructs and their effect on college experiences. *Journal of African American Males in Education, 4*(2), 82-102.

Sahay, K.M., Thatcher, K., Nuñez, C., & Lightfoot, A. (2016). "It's like we are legally illegal": Latino/a youth emphasize to higher education using photovoice. *The High School Journal, 100*(1), 45-65. https://doi.org/10.1353/hsj.2016.0020

Salinas, C., Malave, R., Torrens, O., & Swingle, E. (2019). "It is who we are. We are undocumented". The narrative of two undocumented Latino male students

attending a community college. *Community College Review, 47*(3), 295-317. https://doi.org/10.1177/0091552119850888

Salisbury, M.H., Paulsen, M.B., & Parcarella, E.T. (2011). Why do all the study abroad students look alike? Applying an integrated student choice model to explore differences in the factors that influence White and minority students' intent to study abroad. *Research Higher Education, 52*, 123-150. https://doi.org/10.1007/s11162-010-9191-2

Salis-Reyes, N., & Nora, A. (2012). Lost among the data: A review of Latino first-generation college students. White paper prepared for the Hispanic Association of Colleges and Universities. https://vtechworks.lib.vt.edu/bitstream/handle/10919/83075/LostAmongtheData.pdf?sequence=1&isAllowed=y

Sanchez, J.E., Usinger, J., & Thornton, B.W. (2015). Predictive variables of success for Latino enrollment in higher education. *Journal of Latinos and Education, 14*, 188-201. https://doi.org/10.1080/15348431.2014.973565

Santos, R.A., & Alfred, M.V. (2016). Literacy, parental roles, and support systems among single Latino father families. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education, 5*(3), 5-35. https://coabe.org/wp-content/uploads/2019/09/Winter2016JournalFINALELECTRONIC.pdf

Saw, G., Chang, C., & Chan, H. (2018). Cross-sectional and longitudinal disparities in STEM career aspirations at the intersection of gender, race/ethnicity, and socioeconomic status. *Educational Researcher, 47*(8), 525-532.

https://doi.org/10.3102/0013189X1878

Schak, J.O., & Nichols, A. H. (2017). Degree attainment for Latino adults: National and state trends. *The Education Trust*. https://edtrust.org/wp-content/uploads/2014/09/Latino-Degree-Attainment_FINAL_4-1.pdf

Scheier, M.F., Carver, C.S., & Bridges, M.W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): A reevaluation of the Life Orientation Test. *Journal of Personality and Social Psychology, 67*(6), 1063-1078. https://doi.org/10.1037/0022-3514.67.6.1063

Schneider, B., Martinez, S., & Owens, A. (2006). 6 barriers to educational opportunities for Hispanics in the United States. In Tienda, M. & Mitchell, F. (Eds.), *Hispanics and the Future of America.* Washington, D.C.: National Academies Press (US). https://www.ncbi.nlm.nih.gov/books/NBK19909/

Schunk, D.H., & Pajares, F., (2002). The development of achievement motivation. In Wigfield, A. & Eccles, J.S. (Eds), *Development of Achievement Motivation*, 15-31. Academic Press. https://doi.org/10.1016/B978-012750053-9/50003-6

Schunk, D.H., & Usher, E.L. (2012). Social cognitive theory and motivation. In R.M. Ryan (Ed.). *The Oxford Handbook of Human Motivation* (13-27). New York, New York: Oxford University Press. https://doi.org/10.1093/oxfordhb/9780195399820.013.0002

Sciarra, D.T., & Ambrosino, K.E. (2011). Post-secondary expectations and educational attainment. *Professional School Counseling*. https://doi.org/10.1177/2156759X1101400307

Sheldon, S.B., & Epstein, J.L. (2005). Involvement counts: Family and community partnerships and mathematics achievement. *The Journal of Educational Research,* 98, 196-206. https://doi.org/10.3200/JOER.98.4.196-207

Sibley, E., & Dearing, E. (2014). Family educational involvement and child achievement in early elementary school for American-Born and immigrant families. *Psychology in the Schools, 51*(8), 814-831. https://doi.org/10.1002/pits.21784

Simpkins, S., Estrella, G., Gaskin, E., & Kloberdanz, E. (2018). Latino parents' science beliefs and Support of high school students' motivational beliefs: Do the relations vary across gender and familism values? *Social Psychology of Education, 21*, 1203-1224. https://doi.org/10.1007/s11218-018-9459-5

Snell, P., Nola, M., & East, J. (2009). Changing directions: Participatory action research as a parent involvement strategy. *Educational Action Research, 17*(2), 249-258. https://doi.org/10.1080/0965079092914225

Snyder, C.R., Harris, C., Anderson, J.R., Holleran, S.A., Irving, L.M., Sigmon, S.T., Yoshinobu, L. Gibb, J., Langelle, C., & Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology, 60*(4), 570-585. https://doi.org/10.1037/0022-3514.60.4.570

Song, H., & Petracchi, H.E. (2020). The effects of college savings on college enrollment and the mediating role of parental expectations and discussions about college among students from low income households. *Children and Youth Services Review, 108*, 1-11. https://doi.org/10.1016/j.childyouth.2019.104553

Stambler, M.J., Linke, L.H., & Ward, N.L. (2013). Academic identification as a mediator of the relationship between parental socialization and academic achievement. *Contemporary Educational Psychology, 38*, 99-106. https://doi.org/10.1016/j.cedpsych.2012.11.001

Storlie, C.A., Mostade, S.J., & Duenyas, D. (2016). Cultural trailblazers: Exploring the career development of Latina first-generation college students. *The Career Development Quarterly, 64*, 304-317. https://doi.org/10.1002/cdq.12067

St-Hilaire, A. (2002). The social adaptation of children of Mexican immigrants: Educational aspirations beyond junior high school. *Social Science Quarterly, 83*(4), 1026-1043. https://doi.org/10.1111/1540-6237.00131

Stoltzfus, J.C. (2011). Logistic regression: A brief primer. *Academic Emergency Medicine, 18*(10), 1099-1104. https://doi.org/10.1111/j.1553-2712.2011.01185.x

Strayhorn, T.L. (2010). When race and gender collide: Social and cultural capital's influence on the academic achievement of African American and Latino males. *The Review of Higher Education, 33*(3), 307-332. https://doi.org/10.1353/rhe.0.0147

Suizzo, M., Jackson, K.M., Pahlke, E., Marroquin, Y., Blondeaum, L., & Martinez, A. (2012). Pathways to achievement: How low-income parents promote their adolescents through school. *Family Relations, 61*(4), 522-547. https://doi.org/10.1111/j.1741-3729.2012.00727.x

Suizzo, M., Jackson, K.M., Pahlke, E., McClain, S., Marroquin, Y., Blondeau, L.A., & Hong, K. (2016). Parents' school satisfaction and academic socialization predict

adolescents' autonomous motivation: A mixed-method study of low-income ethnic minority families. *Journal of Adolescent Research, 31*(3), 343-374. https://doi.org/10.1177/0743558415605617

Suizzo, M., Jackson, K.M., Pahlke, E., McClain, S., Marroquin, Y., Blondeau, L.A., & Kyogloo, H. (2015). Parents' school satisfaction and academic socialization predict adolescents' autonomous motivation: Mixed-method study low-income ethnic minority families. *Journal of Adolescent Research, 31*(3), 343-374. https://doi.org/10.1177/0743558415605617

Suizzo, M., & Kokyung, S. (2007). Parental academic socialization: Effects of home-based parental involvement on locus of control across U.S. ethnic groups. *Educational Psychology, 26*(6), 827-846. https://doi.org/10.1080/01443410600941961

Suizzo, M., Pahlke, E., Chapman-Hillard, C., & Harvey, K.E. (2016). African American and Mexican American youth's college adjustment and perceptions of parental academic socialization: Interactions between ethnicity and education. *Research in Human Development, 12*, 241-257. https://doi.org/10.1080/15427609.2016.1194709

Suizzo, M., Pahlke, E., Yarnell, L. Chen, K., & Romero, S. (2014). Home-based parental involvement in young children's learning across U.S. ethnic groups: Cultural models of academic socialization. *Journal of Family Issues, 35*(2), 254-287. https://doi.org/10.1177/0192513X12465730

Suizzo, M., & Soon, K. (2006). Parental academic socialization: Effects of home-based

parental involvement on locus of control across U.S. ethnic groups. *Educational Psychology, 26*(6), 827-846. https://doi.org/10.1080/01443410600941961

Suizzo, M., & Stapleton, L.M. (2007). Home-based parental involvement in young children's education: Examining the effects of maternal education across U.S. ethnic groups. *Educational Psychology, 27*(4), 533-556. https://doi.org/10.1080/01443410601159936

Sy, S.R., & Romero, J. (2008). Family responsibilities among Latina college students from immigrant families. *Journal of Hispanic Higher Education, 7*(3), 212-227. https://doi.org/10.1177/1538192708316208

Taggart, A., & Paschal, J. (2019). The influence of equitable treatment on Latina/o high school students' college aspirations. *Journal of Latinos and Education, 18*(4), 316-327. https://doi.org/10.1080/15348431.2017.1390465

Talsma, K., Schuz, B., Schwarzer, R., & Norris, K. (2017). I believe, therefore I achieve (and vice versa): A meta-analytic cross-lagged panel analysis of self-efficacy and academic performance. *Learning and Individual Differences, 61*, 136-150. https://doi.org/10.1016/j.lindif.2017.11.015

Tang, S., Dearing, E., & Weiss, H.B. (2012). Spanish-speaking Mexican-American families' involvement in school-based activities and their children's literacy: The implications of having teachers who speak Spanish and English. *Early Childhood Research Quarterly, 27*, 177-187. https://doi.org/10.1016/j.ecresq.2011.09.001

Tarraga Garcia, V., Garcia Fernandez, B., & Ruiz-Gallardo, J.R. (2018). Home-based family involvement and academic achievement: A case study in primary

education. *Educational Studies, 44*(3), 361-375. https://doi.org/10.1080/03055698.2017.1373636

Tatlah, A., Masood, S., & Amin, M. (2019). Impact of parental expectations and students' academic self-concept on their academic achievements. *Journal of Research and Reflections in Education*, 13(2), 170-182.

TenHouten, W.D., Lei, T., Kendall, F., & Gordon, W. (1971). School ethnic composition, social contexts, and educational plans of Mexican American and Anglo high school students. *American Journal of Sociology,77*(1), 89-107. https://doi.org/10.1086/225069

Teng, L.Y., Morgan, G.A., & Anderson, S.K. (2001). Career development among ethnic and age groups of community college students. *Journal of Career Development, 28*(2), 115-127. https://doi.org/10.1177/089484530102800203

Terriquez, V. (2012). Civic inequalities? Immigrant incorporation and Latina mothers' participation in their children's schools. *Sociological Perspectives, 55*(4), 663-682. https://doi.org/10.1525.sop.2012.55.4.663

Terriquez, V. (2013). Latino fathers' involvement in their children's schools. *Family Relations, 62*(4), 662-675. https://doi.org/10.1111/fare.12026

Texas Higher Education Coordinating Board, (2019). 60x30TX progress report. http://www.60x30tx.com/media/1518/2019-60x30tx-progress-report.pdf

The Campaign for College Opportunity, (2018). State of higher education for Latinx in California. https://collegecampaign.org/portfolio/state-higher-education-latinx-california/

Toldson, I.A., & Lemmons, B.P. (2013). Social demographics, the school environment, and parenting practices associated with parents' participation in schools and academic success among Black, Hispanic and White students. *Journal of Human Behavior in the Social Environment, 23*, 37-255. https://doi.org/10.1080/10911359.2013.747407

Top, N. (2016). Socio-demographic differences in parental monitoring of children in late childhood and adolescents' screen-based media use. *Journal of Broadcasting & Electronic Media, 60*(2), 195-212. https://doi.org/10.1080/08838151.2016.1164168

Topor, D.R., Keane, S.P., Shelton, T.L., & Calkins, S.D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *HHS Public Access*. https://doi.org/10.1080/10852352.2010.486297

Turney, K., & Kao, G. (2009). Barriers to school involvement: Are immigrant parents disadvantaged? *The Journal of Educational Research, 102*(4), 257-271. https://doi.org/10.3200/JOER.102.4.257-271

Ucus, S., Garcia, A., Esteraich, J., & Raikes, H. (2019). Predictors and behavioral outcomes of parental involvement among low-income families in elementary schools, United States. *Early Child Development and Care, 189*(9), 1425-1443. https://doi.org/10.1080/03004430.2017.1385609

U.S. Bureau of Labor Statistics (2020). Learn more, earn more: Education leads to higher wages, lower unemployment. https://www.bls.gov/careeroutlook/2020/data-on-display/education-pays.htm

U.S. Bureau of Labor Statistics (2021). Employed persons by detailed industry, sex, race, and Hispanic or Latino ethnicity. https://fraser.stlouisfed.org/title/employment-earnings-60/january-2004-19909/employed-persons-detailed-occupation-sex-race-hispanic-latino-ethnicity-170261

U.S. Census Bureau (2020). Educational attainment in the United States: 2019. https://www.census.gov/content/census/en/data/tables/2019/demo/educational-attainment/cps-detailed-tables.html

U.S. Department of Education, National Center for Educational Statistics (2004). Education Longitudinal Study of 2002: Base Year Data File Documentation (NCES 2004-405). Washington, DC: U.S. Department of Education. https://nces.ed.gov/pubs2004/2004405.pdf

U.S. Department of Education (2017). Office of postsecondary education – Education planning. https://www2.ed.gov/about/offices/list/ope/plan.html

U.S. Department of Education, National Center for Education Statistics (2019). Table 306.10. Total fall enrollment in degree-granting postsecondary institutions by level of enrollment, sex, attendance status, and race/ethnicity or nonresident alien status of student: Selected years, 1976 through 2018. https://nces.ed.gov/programs/digest/d19/tables/dt19_306.10.asp

U.S. Department of Education, National Center for Education Statistics (2021). Table 203.50. Enrollment and percentage distribution of enrollment in public elementary and secondary schools by race/ethnicity and region: Selected years, fall 1995 through fall 2030.

https://nces.ed.gov/programs/digest/d21/tables/dt21_203.50.asp

Valenciana, C., Weisman, E.M., & Flores, S.Y. (2006). Voices and perspectives of Latina paraeducators: The journey toward teacher certification. *The Urban Review, 38*(2), 81-99. https://doi.org/10.1007/s11256-006-0029-3

Valenzuela, A., & Dornbusch, S.M. (1994). Familism and social capital in the academic achievement of Mexican origin and anglo adolescents. S*ocial Science Quarterly (University of Texas Press)*, 75(1), 18-36

Vega, D., Moore, J.L., III, & Miranda, A.H. (2015). Who really cares? Urban youth's perceptions of parental programmatic support. *School Community Journal, 25*(1), 53-72. https://files.eric.ed.gov/fulltext/EJ1066219.pdf

Vela, J.C., Lerma, E., Whittenberg, Y.H., & Rodriguez, K. (2019). The role of positive psychology, cultural, and family factors in Latina/o college students' vocational outcome expectations. *Journal of Employment Counseling, 56,* 164-179. https://doi.org/10.1002/joec.12131

Villalba, J.A., Gonzalez, L.M., Hines, E.M., & Borders, L.D. (2014). The Latino parents-learning about college (LaP-LAC)Program: Educational empowerment of Latino families through psychoeducational group work. *The Journal for Specialists in Group Work, 39*(1), 47-70. https://doi.org/10.1080/01933922.2013.859192

Vyduna, J.L., Boushey, C.J., Bruhn, C.M., Reicks, M., Auld, G.W., Cluskey, M., Edlefsen, M., Misner, S., Olson, B., Schram, J., & Zaghloul, S. (2016). Field testing a questionnaire assessing parental psychosocial factors related to consumption of calcium-rich foods by Hispanic, Asian, and Non-Hispanic White

young adolescent children. *Ecology of Food and Nutrition, 55*(1), 1-15. https://doi.org/10.1080/03670244.2015.1080166

Walker, J.M.T. (2016). Realizing the American dream: A parent education program designed to increase Latino family engagement in children's education. *Journal of Latinos and Education, 15*(4), 344-357. https://doi.org/10.1080/15348431.2015.1134536

Walker, J.M.T., Lilly, C.L., Hoover-Dempsey, K.V., & Sandler, H.M. (2011). Latino parents' motivations for involvement in their children's schooling. *The Elementary School Journal, 111*(3), 409-429. doi: 10.1086/657653

Walker, J.M.T., Wilkins, A.S., Dallaire, J.R., Sandler, H.M., & Hoover-Dempsey, K.V., (2005). Parental involvement model revision through scale development. *The Elementary School Journal, 106*(2), 85-104. https://doi.org/10.1086/499193

Warner, R.M. (2013). Applied statistics: From bivariate through multivariate techniques (2nd ed). Thousand Oaks, CA: Sage Publications.

Warren, C., Rennie-Hill, L., & Pfeiffer, J.J. (2012). From information to action: A guide to using postsecondary data to improve students' chances for postsecondary success. *U.S. Department of Education.* https://www2.ed.gov/programs/slcp/information-to-action.pdf

Wassell, B.A., Hawrylak, M.F., & Scantlebury, K. (2017). Barriers, resources, frustrations, and empathy: Teachers' expectations for family involvement for Latino/a ELL students in urban STEM classrooms. *Urban Education, 52*(10), 1233-1254. https://doi.org/10.1177/0042085915602539

Watson, T.N., & Bogotch, I. (2015). Reframing parent involvement: What should urban school leaders do differently? *Leadership and Policy in Schools, 14*, 257-278. https://doi.org/10.1080/15700763.2015.1024327

Wehrspann, E., Dotterer, A.M., & Lowe, K. (2016). The nature of parental involvement in middle school: Examining nonlinear associations. *Contemporary School Psychology, 20*, 193-204. https://doi.org/10.1007/s40688-015-0071-9

Wells, R.S., Seifert, T.A., Padgett, R.D., Park, S., & Umbach, P.D. (2011). Why do more women than men want to earn a four-year degree?: Exploring the effects of gender, social origin, and social capital on educational expectations. *The Journal of Higher Education, 82*(1), 1-32. https://doi.org/10.1353/jhe.2011.0004

Williams, K., & Williams, H. (2019). Mathematics problem-solving homework as a conduit for parental involvement in learning. Evaluation of a pilot study. *Educational Review*, 1-20. https://doi.org/10.1080/00131911.2019.1566210

Winterer, E.R., Froyd, J.E., Borrego, M., Martin, J.P., & Foster, M. (2020). Factors influencing the academic success of Latinx students matriculating at 2-year and transferring to 4-year US institutions—implications for STEM majors: A systematic review of the literature. *International of Journal STEM Education, 7*(34), 1-23. https://doi.org/10.1186/s40594-020-00215-6

Wolf, D.S., Sax, L., & Harper, C.E. (2009). Parental engagement and contact in the academic lives of college students. *NASPA Journal, 46*(2), 325-358. https://doi.org/10.2202/1949-6605.6044

Yamamoto, Y., & Holloway, S.D. (2010). Parental expectations and children's academic

performance in sociocultural context. *Educational Psychology, 22*, 189-214. https://doi.org/10.1007/s10648-010-9121-z

Yazedjian, A., Toews, M., & Navarro, A. (2009). Exploring parental factors, adjustment, and academic achievement among White and Hispanic college students. *Journal of College Student Development, 50*(4), 458-467. https://doi.org/10.1353/csd.0.0080

Yeh, E. (2020). Breaking the unequal cycle: Parental involvement in Hispanic non-native English speakers' postsecondary enrollment. *Journal of Latinos and Education*, 1-18. https://doi.org/10.1080/15348431.2020.1745640

Yingyi, M. (2009). Family socioeconomic status, parental involvement, and college major choices—gender, race/ethnic, and nativity patterns. *Sociological Perspectives*, *52*(2), 211-234. https://doi.org/10.1525/sop.2009.52.2.211

Yuan, S., Weiser, D.A., & Fischer, J.L. (2016). Self-efficacy, parent-child relationships, and academic performance: A comparison of European American and Asian American college students. *Social Psychology of Education*, *19*(2), 261-280. https://doi.org/10.1007/s11218-015-9330-x

Yung-Yi, D.P. (2015). Becoming a (pan)ethnic attorney: How Asian American and Latino law students manage dual identities. *Sociological Forum*, *30*(1), 148-169. https://doi.org/10.1111/socf.12149

Zajacova, A., Lynch, S.M., & Espenshade, T.J. (2005). Self-efficacy, stress, and academic success in college. *Research in Higher Education*, *46*(6), 677-708. https://doi.org/10.1007/s11162-004-4139-z

Zambrana, K.A., Hart, K.C., Maharaj, A., Cheatham-Johnson, R.J., & Waguespack, A., (2019). Latino parent involvement and associations with home literacy and oral reading fluency. *School Psychology, 34*(4), 398-409. https://doi.org/10.1037/spq0000298

Zarate, M.E., & Gallimore, R. (2005). Gender differences in factors leading to college enrollment: A longitudinal analysis of Latina and Latino students. *Harvard Educational Review, 75*(4), 383-408, 488-489. https://doi.org/10.17763/haer.75.4.335158u5712h3366

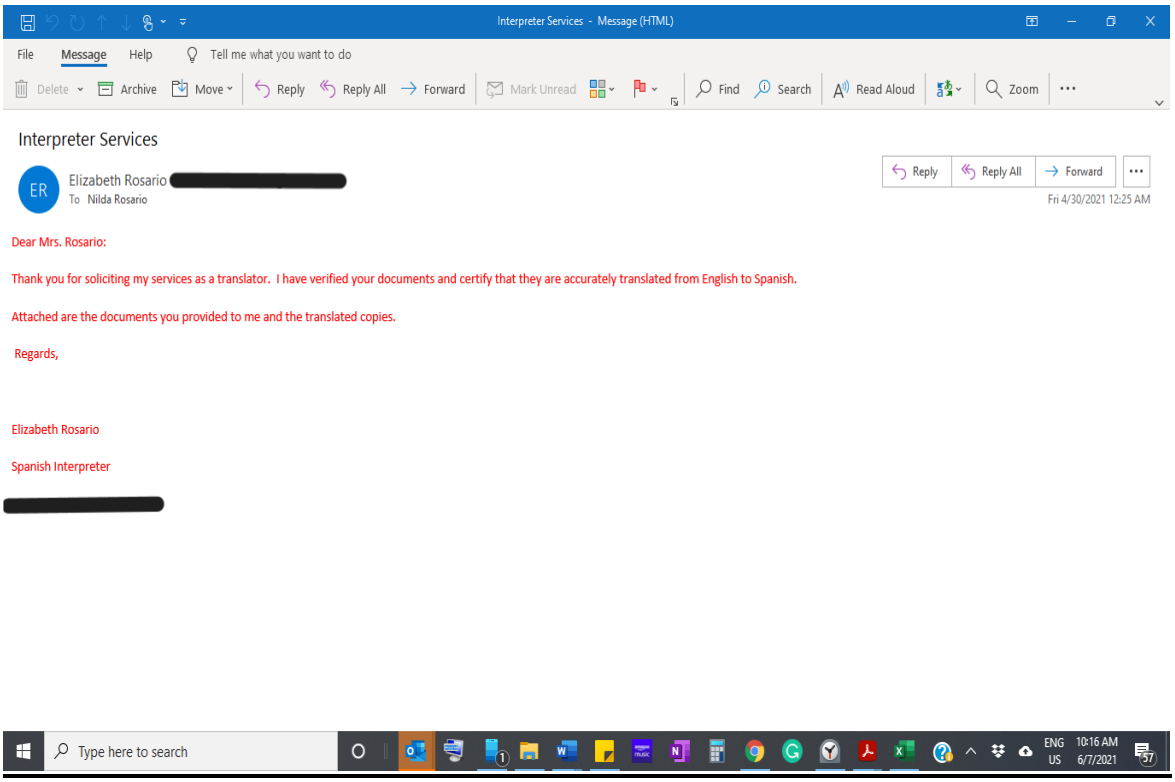
Zell, M.C. (2011). Achieving a college education: The psychological experiences of Latina/o community college students. *Journal of Hispanic Higher Education, 9*(2), 167-186. https://doi.org/10.1177/1538192709343102

Zhang, Y., Haddad, E., Torres, B., & Chuansheng, C. (2010). The reciprocal relationships among parents' expectations, adolescents' expectation, and adolescents' achievement: A two-wave longitudinal analysis of the NELS data. *Journal of Youth and Adolescence, 40*(4), 479-489. https://doi.org/10.1007/s10964-010-9568-8

Zoho Corporation (2022). The perfect survey for you. https://www.zoho.com/survey/features.html

Zou, W., Anderson, N., & Tsey, K. (2013). Middle-class Chinese parental expectations for their children's education. *Procedia-Social and Behavioral Sciences 106*(2013), 1840-1849. https://doi.org/10.1016/j.sbspro.2013.12.209

Appendix A: Personal Communication with Translator



Appendix B: Overview of the Study (English)

Overview of the Study

Hello!

My name is Nilda I. Rosario, and I need your assistance with a project I am conducting as part of my graduation requirements for my Doctoral degree in the Department of Psychology at Walden University, Minneapolis, MN, under the supervision of Dr. Arcella Trimble. The title of my research project is "**The effect of parental socialization in the post-secondary plans of Latino/Hispanic students."**

I hope to connect with parents of Hispanic/Latino students in their junior and senior high school years to invite them to participate in this research project. During this study, I will be conducting a survey regarding post-secondary education with parents

Your participation is entirely voluntary. You will be requested to fill out a consent form. Your name will not appear in the reports resulting from the study, and your participation will not be identifiable.

If you have any questions regarding this study or would like additional information to assist you in deciding on participation**, please contact me at [telephone number redacted]** or by **email at [email address redacted].** You may also contact **Dr. Arcella Trimble** by email at [email address redacted].

The survey will take approximately 20 minutes to complete. Click below to start your participation in the study. Thank you in advance for your participation!

To confidentially volunteer, click the following link:
[insert survey link]

Appendix C: Overview of the Study (Spanish)

Visión General del Estudio

¡Hola!

Mi nombre es Nilda I. Rosario y necesito su ayuda con un proyecto que estoy llevando a cabo como parte de mis requisitos de graduación en mi doctorado en el Departamento de Psicología de la Universidad Walden, Minneapolis, MN; bajo la supervisión de la Dra. Arcella Trimble. El título de mi proyecto de investigación es **"El efecto de factores parentales en los planes postsecundarios de estudiantes Latinos/Hispanos".**

Espero conectar con padres de estudiantes Latinos/Hispanos en su tercer y cuarto año de secundaria para invitarlos a participar en este proyecto de investigación. Durante el transcurso de este estudio, realizaré encuestas y compartiré información sobre la educación postsecundaria con padres para recopilar datos sobre las aspiraciones de educación postsecundaria de sus hijos.

Su participación es completamente voluntaria. Se le pedirá que rellene un formulario de consentimiento. Su nombre no aparecerá en los informes resultantes del estudio y su participación no será identificable.

Si tiene alguna pregunta sobre este estudio o desea información adicional para ayudarle a tomar una decisión sobre su **participación, póngase en contacto conmigo al [telephone number redacted]** o por correo electrónico a **[email address redacted].** También puede comunicarse con **la Dra. Arcella Trimble** al **[telephone number redacted]** o por correo electrónico a [email address redacted].

Le tomará aproximadamente 20 minutes el completar la encuesta. Haga clic en el enlace debajo para comenzar su participación. ¡Gracias de antemano por su participación!

Para voluntariamente y confidentemente participar, haga clic en el siguiente enlace: [introducir enlace de la encuesta]

Appendix D: Screening Questions

Screening Questions
Preguntas de Antecedentes

Please provide the following information *Por favor provea la siguiente información:*

1. Are you a resident of the United States of America?
   ¿Es usted residente de Los Estados Unidos de América?

2. Are you Latino/Hispanic?
   ¿Es usted Latino/Hispano?

3. Do you have a child in your junior and/or senior year of high school?
   ¿Tiene usted un hijo/hija en el tercer o cuarto año de escuela secundaria

Appendix E: Thank You Message

Thank You Message
Mensaje de Agradecimiento

We are sorry. You do not meet the qualifications for this study. We sincerely thank you and appreciate your time and participation.

Lo sentimos. Usted no reúne las cualificaciones para este estudio. Sinceramente le agradecemos y apreciamos su tiempo y participación.

Appendix F: Demographic Information

Demographic Information
Información Demográfica

Please provide the following information *Por favor provea la siguiente información:*

1. Age: _____
   Edad: _____

2. Ethnicity: _____
   Etnicidad: _____

3. Place of Birth:
   Lugar de Nacimiento:

4. Gender:
   Género:

5. Level of Education:
   Nivel de educación:

Appendix G: Expectations of Filial Piety—Spanish Version

Expectations of Filial Piety—Spanish Version
Las Expectativas que Tienen los Padres de sus Hijos

Instructions: Listed below are a number of items that parents may expect of their children. Please read each item and indicate whether or not you need your children to do that item to some degree.

Instrucciones: Aquí hay una lista de acciones que los padres pueden esperar de sus hijos. Por favor lea cada acción e indique si es importante para usted que sus hijos realicen esa acción o no.

Choose one of the following: *Conteste una de las siguientes:*

1. No need at all *1. No tiene importancia*
2. Somewhat in need *2. Algunas veces*
3. Pretty much in need *3. La mayoría de las veces*
4. Very much in need *4. Casi siempre*

I expect the adult in my family will: *Yo espero que los adultos en mi familia:*

1. Avoid quarreling (or fighting) with siblings in front of me.
   Eviten pelearse con sus hermanos o esposo/a delante de mi.
2. Talk with me and try to understand my thoughts and feelings.
   Hablen conmigo y traten de comprenderme.
3. Pay attention to my health.
   Pongan atención a mi salud.
4. Make me feel that I am important.
   Me hagan sentir que soy importante.
5. Personally take care of me when I am ill.
   Sean los que me cuiden cuando esté enfermo/a personalmente.
6. Share my religion.
   Compartan mis creencias religiosas.
7. Would break their promise to friends in order to follow my advice.
   Sigan mis consejos aunque tengan que romper algunas promesas con sus amigos/as.
8. Consider their availability to provide care to me as the first priority when they choose their jobs.
   Al escoger un empleo, tomen en cuenta el tiempo dedicado a mi cuidado como su principal prioridad.
9. Avoid having friendships with somebody whom I dislike.
   Eviten tener amistades con personas que no me gustan.
10. Take my suggestions when choosing their jobs.
    Acepten mis sugerencias para elegir un trabajo.

11. Live together with me until they get married.
    Vivan conmigo hasta que se casen.
12. Have at least one son to continue whom to marry.
    Tengan por lo menos un hijo para continuar el linaje familiar o la descendencia.
13. Follow my advice when choosing whom to marry.
    Sigan mis consejos cuando elijan a alguien para casarse.
14. Avoid doing something immoral so as not to embarrass me in front of others.
    Eviten hacer algo inmoral para que no me avergüencen.
15. Avoid quarreling with their spouses in front of me.
    Eviten pelear con su esposo/esposa delante de mi.
16. Always try hard in their studying or working in order to please me.
    Siempre se esfuercen en sus estudios o en su trabajo para así complacerme.

Appendix H: Authorization to Use Expectations of Filial Piety Scale

Expectations of Filial Piety Scale--Spanish Version

PsycTESTS Citation:
Kao, H.-F. S., & Travis, S. S. (2005). Expectations of Filial Piety Scale--Spanish Version [Database record]. Retrieved from PsycTESTS. doi: https://dx.doi.org/10.1037/t37511-000

Instrument Type:
Inventory/Questionnaire

Test Format:
This 16-item measure utilizes a 4-point response scale.

Source:
Supplied by Author.

Original Publication:
Kao, Hsueh-Fen S., & Travis, Shirley S. (2005). Development of the Expectations of Filial Piety Scale--Spanish version. Journal of Advanced Nursing, Vol 52(6), 682-688. doi: https://dx.doi.org/10.1111/j.1365-2648.2005.03635.x

Appendix I: Family Involvement Questionnaire—High School Version for Parents

Family Involvement Questionnaire – High School Version for Parents
Cuestionario de Implicación Familiar – Bachillerato: Versión para Padres

Instructions: Listed below are a number of items related to family involvement. Please read each item and indicate the one that best describes you.
Instrucciones: Aquí hay una lista de acciones relacionadas con intervención familiar. Por favor lea cada acción y escoja la respuesta que mejor lo describa a usted.

Answer choices:	*Conteste una de las siguientes:*
1. Rarely	*1. Raramente*
2. Sometimes	*2. Algunas veces*
3. Often	*3. A menudo*
4. Always	*4. Siempre*

1. I attend conferences with teachers to talk about my teenager's behavior.
   Asisto a reuniones con profesores/as para hablar del aprendizaje o comportamiento de mi hijo/a adolescente.
2. I contact my teenager's school to get information.
   Contacto con el instituto de mi hijo/a para pedir información.
3. I limit my teenager's TV watching or computer time at home.
   En casa, limito el tiempo que mi hijo/a pasa delante del televisor o del ordenador.
4. I make sure my teenager completes their homework.
   Me aseguro de que mi hijo/a termine sus deberes.
5. I suggest activities or school trips to teachers.
   Sugiero actividades o excursiones a los profesores/as.
6. I attend parent workshops or trainings offered by my teenager's school.
   Asisto a talleres o cursos de formación para padres y madres que ofrece el instituto de mi hijo(a).
7. I talk to school staff about school and classroom rules.
   Hablo con el personal del instituto sobre las normas de clase y del centro.
8. I make sure that my teenager has a way to get to school in the morning.
   Me aseguro de que mi hijo/a tenga manera de llegar al instituto por la mañana.
9. I share stories with my teenager about when I was in school.
   Le cuento historias a mi hijo/a sobre cuando yo iba al instituto.
10. I ensure that my teenager has resources available to research post-secondary opportunities (ex., colleges and careers).
    Me aseguro de que mi hijo/a disponga de recursos para informarse sobre oportunidades académicas posteriores a la educación secundaria (por ejemplo, universidades o formación profesional).

11. I communicate with school staff if I am concerned about things that my teenager tells me about school.
    Me comunico con el personal del Instituto si estoy preocupado por cosas que mi hijo/a me comenta acerca del mismo.
12. I talk to school staff about preparing my teenager for life after high school.
    Hablo con el personal del centro sobre la preparación de mi hijo/a para la vida después del instituto.
13. I ensure that my teenager has a quiet place at home where they can complete schoolwork.
    Me aseguro de que mi hijo/a tenga algún sitio tranquilo en casa, donde pueda hacerlos deberes.
14. I volunteer at my teenager's school.
    Soy voluntario en el instituto de mi hijo/a.
15. I participate in fundraising activities at my teenager's school.
    Participo en actividades de recaudación de fondos en el instituto de mi hijo/a.
16. I talk to the teachers about my teenager's accomplishments.
    Hablo con los profesores/as sobre los progresos de mi hijo/a.
17. I bring home learning or post-secondary materials for my teenager (ex., books, videos, magazines, brochures).
    Llevo a casa material sobre formación profesional o estudios supriores para mi hijo/a (por ejemplo, libros, videos, magazine, brochures).
18. I participate in community and family social activities at my teenager's school (ex., Sports games, plays, and carnivals).
    Participo en actividades sociales, familiares y comunitarias en el instituto de mi hijo/a (por ejemplo, partidos, representaciones, festivales).
19. I maintain clear rules at home that my teenager should obey.
    Establezco normas claras en casa que mi hijo/a debe obedecer.
20. I talk to school staff when my teenager has difficulties at school.
    Hablo con el personal del centro cuando mi hijo/a tiene problemas en el instituto.
21. I ask my teenager how his/her day was at school.
    Le pregunto a mi hijo/a cómo le ha ido el día en el instituto.
22. I encourage my teenager to invite their friends to our home.
    Animo a mi hijo/a que invite a sus amigos/as a venir a casa.
23. I talk with other parents about school meetings and events.
    Hablo con otros padres y madres acerca de reuniones y eventos escolares.
24. I make sure that my teenager has a way to get home from school in the afternoon.
    Me aseguro de que mi hijo/a tenga formas de llegar a casa después de las clases.
25. I talk with people at my teenage school about training or career development opportunities for myself.
    Hablo con personas del instituto de mi hijo/a sobre oportunidades de formación o desarrollo profesional para mí.
26. I talk with school staff about schoolwork my teenager is expected to complete at home.

Hablo con el personal del instituto sobre los trabajos que mi hijo/a tiene que hace en casa.

27. I talk with School staff about our personal and family matters if it affects my teenager's work at school.
    Hablo con el personal del instituto sobre asuntos personales y familiares si afectan al rendimiento de mi hijo/a en el instituto.
28. I talk with my teenager about what their life will be like after they graduate high school.
    Hablo con mi hijo/a acerca de cómo será su vida después de terminar el instituto.
29. My teenager has chores to do at home.
    Mi hijo/a tiene asignadas tareas domésticas.
30. I teach my teenager how to perform home-living skills (ex., laundry, dishes, car maintenance).
    Enseño a mi hijo/a cómo hacer tareas domésticas básicas (por ejemplo, hacer la colada, lavar los platos, el mantenimiento del coche).
31. I feel that teachers and the principal encourage parents to be involved at school.
    Creo que los/as profesores/as y el/la directora/a animan a los padres y madres a implicarse con el centro.
32. I feel that parents in my teenage school support one another.
    Creo que en el centro de mi hijo los padres y madres se ayudan entre sí.
33. I help my teenager with academic skills they are struggling with.
    Ayudo a mi hijo/a con los contenidos académicos que más le cuestan.
34. I talk with my teenager about possible careers they are interested in.
    Hablo con mi hijo/a sobre las posibles profesiones que le interesen.
35. I attend organized family-school associations at my teenager's school (ex., parent-teacher association meetings).
    Participo en asociaciones integradas por familias y personal del centro de mi hijo/a (por ejemplo, reuniones del AMPA).
36. I talk with school staff about disciplinary procedures and problems.
    Hablo con el personal del instituto sobre los problemas y procedimientos disciplinarios.
37. I provide assistance or check in with my teenager when they are completing homework.
    Ayudo a mi hijo/a con los deberes o voy a verlo cuando los está haciendo.
38. I talk with my teenager's teachers on the telephone or through email.
    Hablo con los/as profesores/as de mi hijo/a por teléfono o correo electrónico.
39. I talk about how my teenager is doing in school to family and friends.
    Hablo con familiares y amigos sobre cómo le van a mi hijo/a en el instituto.
40. I talk to my teenager about how the school has helped me.
    Hablo con mi hijo/a sobre para qué me sirvió estudiar.

Appendix J: Authorization to Use Family Involvement Questionnaire

Family Involvement Questionnaire
Version Attached: Full Test

PsycTESTS Citation:
Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire [Database record]. Retrieved from PsycTESTS. doi: http://dx.doi.org/10.1037/t17182-000

Instrument Type:
Inventory/Questionnaire

Test Format:
FIQ items are responded to on a 4-point Likert scale (1 = rarely, 2 = sometimes, 3 = often, 4 = always).

Source:
Fantuzzo, John, Tighe, Erin, & Childs, Stephanie. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. Journal of Educational Psychology, Vol 92(2), 367-376. doi: 10.1037/0022-0663.92.2.367

Permissions:

Dear Dr. Houlihan:

I am a doctoral student from Walden University writing my dissertation titled *The Effect of Parental Factors in the Post-Secondary Plans of Latino Students*, under my dissertation committee's direction chaired by Dr. Arcella Trimble, who can be reached at [redacted]

I would like your permission to use the Family Involvement-High School Version Scale in my research study. I would like to use and print your survey under the following conditions:

1. I will use the survey only for my research study and will not sell or use it with any compensated or curriculum development activities.
2. I will include the copyright statement on all copies of the instrument.
3. I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail: [redacted]

Sincerely,

Nilda I. Rosario
Student, Ph.D. Educational Psychology
Walden University
[redacted]

Re: Soliciting permission to use the Family Involvement-High School Version

Reply | Reply All | Forward | ...

HD Houlihan, Daniel D [redacted]
To Nilda Rosario

Thu 4/1/2021 9:19 AM

You replied to this message on 4/1/2021 9:43 PM.

Family_Involvement_Questionnai.pdf
.pdf File

In that Dr. Grover's is an adaptation of Fantuzzo's, this is what you need. For research purposes, we of course have no issue with what you are doing.

Dan H

Appendix K: My Children's Future Scale

My Children's Future Scale
Cuestionario El Futuro de Mis Hijos

Instructions: Listed below are a number of items related to career support provided by parents. Please read each item and indicate the one that best describes you.
Instrucciones: Aquí hay una lista de acciones relacionadas con el apoyo profesional provisto por los padres. Por favor lea cada acción y escoja la respuesta que mejor lo describa a usted.

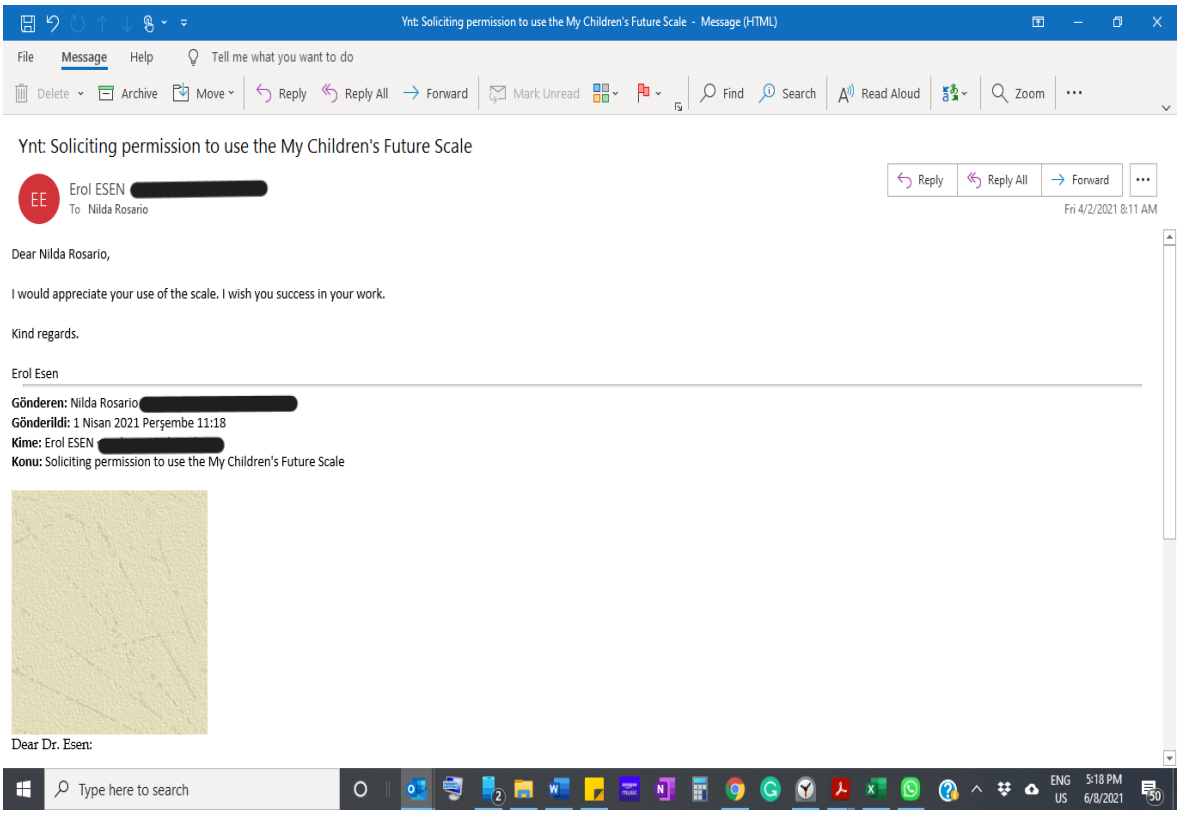
Answer choices: *Conteste una de las siguientes:*

1. It slightly describes me — *1. Me describe levemente*
2. It mostly describes me — *2. Me describe generalmente*
3. It strongly describes me — *3. Me describe fuertemente*
4. It describes me perfectly — *4. Me describe perfectamente*

1. When my daughter/son and I talk about her/his future, I try to understand her/his point of view without communicating my ideas.
   Cuando mi hija/hijo y yo hablamos acerca de su futuro, yo trato de entender su punto de vista sin comunicarle mis ideas.
2. When my daughter/son and I talk about her/his future, I stimulate her/him to consider more aspects and possibilities.
   Cuando mi hija/hijo y yo hablamos acerca de su futuro, yo la/lo motivo a considerar otros aspectos y posibilidades.
3. My daughter/son and I talk about her/his future serenely, considering several aspects and possibilities.
   Mi hija/hijo y yo hablamos acerca de su futuro serenamente, considerando varios aspectos y posibilidades.
4. I encourage my daughter/son to consider her/his abilities and her/his strengths when she/he thinks about what to do in the future.
   Motivo a mi hija/hijo a considerar sus habilidades y fuerzas cuando piense que hacer en el futuro.
5. There is a certain harmony between my daughter/son and me regarding what she/he will do in the future.
   Existe cierta harmonía entre mi hija/hijo y yo con respecto a lo que ella/él hará en el futuro.
6. I talked with my daughter/son about the concept of work and occupations so that she/he can think better about her/his future.
   He hablado con mi hija/hijo acerca del concepto de trabajo and ocupaciones para que pueda pensar mejor acerca de su futuro.

7. I talked with my daughter/son about her/his career interests about what she/he would like for her/his future, in order to help her/him to focus on her/his career ideas.
   He hablado con mi hija/hijo acerca de sus intereses de carrera, acerca de lo que gustaría hacer en el futuro, para ayudarle a enfocarse en sus ideas profesionales.
8. I try to stimulate my daughter/son to talk about her/his wishes and hopes regarding her/his future profession.
   Yo trato de estimular a mi hija/hijo a hablar sobre sus deseos y esperanzas con respecto a sus
9. When we talk about his future, I encourage my daughter/son to do what he/she likes best.
   Cuando hablamos acerca del futuro, motivo a mi hija/hijo a hacer lo que le guste más.

Appendix L: Authorization to Use My Children's Future Scale



Appendix M: Item 81 Parent Questionnaire Used in the Education Longitudinal Study of 2002

Item # 81 Parent Questionnaire used in the Education Longitudinal Study of 2002

Artículo #81 del Cuestionario para Padres usado en el Education Longitudinal Study of 2002

Instructions: Listed below is an item related to your child's future plans. Please read the item and indicate the one that best describes you.
Instrucciones: Aquí hay una pregunta relacionada con los planes futuros de su hijo/hija. Por favor léalo y escoja la respuesta que mejor lo describa a usted.

Please indicate how far in school you expect your child will go. Please mark only the highest level that applies.

Por favor indique cuán lejos usted espera que su hijo/hija llegue académicamente. Por favor marque solamente el nivel que aplica.

Answer choices:

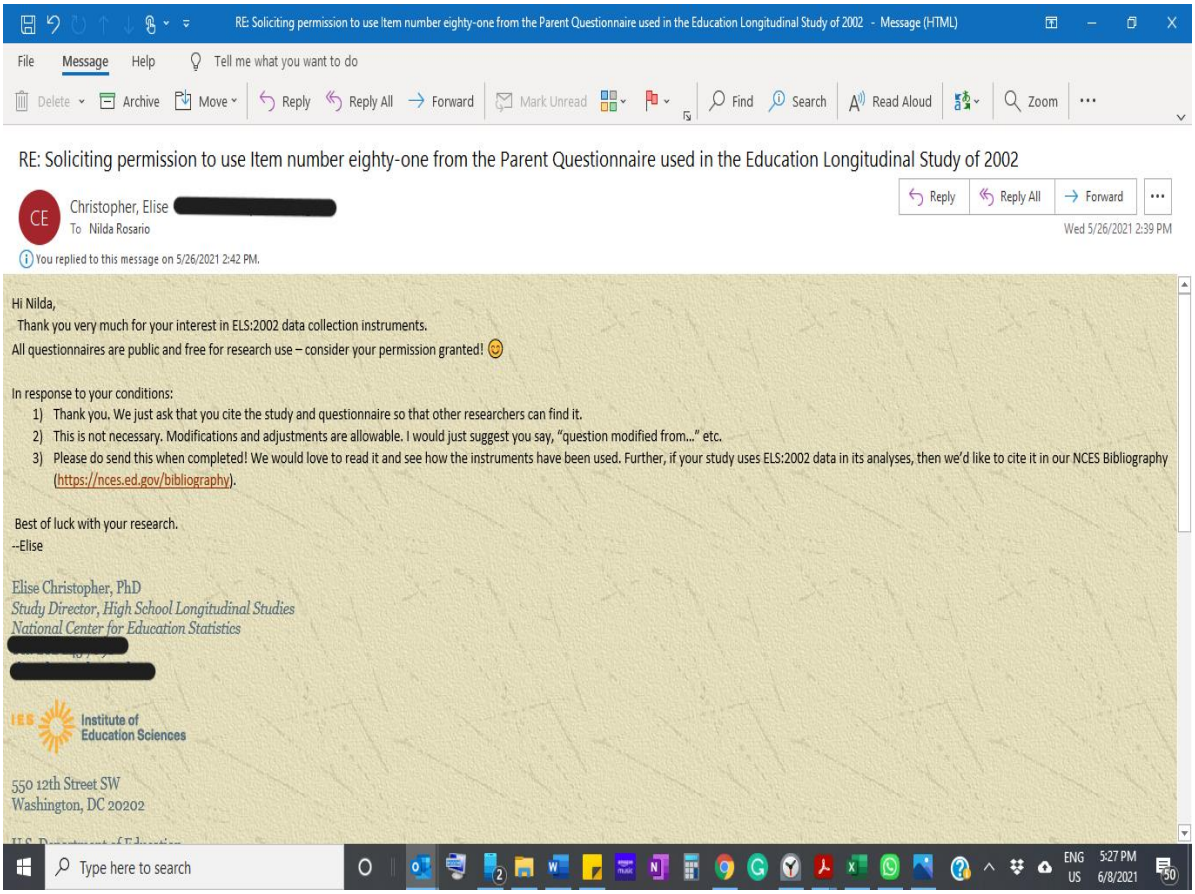
1. Less than high school graduation
2. High school graduation or GED only
3. Attend or complete a 2-year school course in a community or vocational school
4. Attend college but do not complete a 4-year degree
5. Graduate from college
6. Obtain a Master's degree or equivalent
7. Obtain a Ph.D., M.D., or other advanced degrees

Conteste una de las siguientes:

1. *Menos de graduación de escuela secundaria*
2. *Graduación de escuela secundaria o GED solamente*
3. *Asistir y completar un curso escolar de 2 años en un escuela comunitária o vocacional*
4. *Asistir a la universidad, sin completar un Bachillerato de 4-años*
5. *Graduarse de la universidad*

6. *Obtener una Maestría o equivalente*
7. *Obtener un Doctorado en Filosofía, Doctorado en Medicina, u otro grado avanzado*

Appendix N: Authorization to Use the Education Longitudinal Study of 2002



RE: Soliciting permission to use Item number eighty-one from the Parent Questionnaire used in the Education Longitudinal Study of 2002 - Message (HTML)

File Message Help Tell me what you want to do

Delete Archive Move Reply Reply All Forward Mark Unread Find Search Read Aloud Zoom

RE: Soliciting permission to use Item number eighty-one from the Parent Questionnaire used in the Education Longitudinal Study of 2002

CE Christopher, Elise [redacted]
To Nilda Rosario

Reply Reply All Forward

Wed 5/26/2021 2:39 PM

You replied to this message on 5/26/2021 2:42 PM.

Hi Nilda,

Thank you very much for your interest in ELS:2002 data collection instruments.

All questionnaires are public and free for research use – consider your permission granted!

In response to your conditions:

1) Thank you. We just ask that you cite the study and questionnaire so that other researchers can find it.
2) This is not necessary. Modifications and adjustments are allowable. I would just suggest you say, "question modified from..." etc.
3) Please do send this when completed! We would love to read it and see how the instruments have been used. Further, if your study uses ELS:2002 data in its analyses, then we'd like to cite it in our NCES Bibliography (https://nces.ed.gov/bibliography).

Best of luck with your research.

--Elise

Elise Christopher, PhD
Study Director, High School Longitudinal Studies
National Center for Education Statistics
[redacted]

IES Institute of Education Sciences

550 12th Street SW
Washington, DC 20202

Type here to search

ENG US 5:27 PM 6/8/2021

Appendix O: Closing Statement

Closing Statement

Thank you for your participation in this study. We appreciate your time. I hope that the results of this study are beneficial to your family, as well as your community. A summary of the results will be shared on social media in about four months. I encourage you to read it. The link to revise a summary of the study is:

https://___study summary results link_____

Gracias por su participación en este estudio. Apreciamos mucho su tiempo. Deseamos que los resultados de este estudio sean de beneficio para su familia, así también para su comunidad. Un resumen de los resultados será compartido en una red social en cerca de cuatro meses. Le exhorto a leerlos. El enlace para revisar un resumen del estudio es:

https://___study summary results link_____