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ESL Teachers' Perceptions Academic Performance Among Hispanic EL Students of Deported/ Immigrant Parents

Osiris Ciminera
Walden University

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Walden University

College of Social and Behavioral Sciences

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Osiris Ciminera

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Review Committee

Dr. Susan Marcus, Committee Chairperson, Psychology Faculty

Dr. Brian Cesario, Committee Member, Psychology Faculty

Dr. Brandy Benson, University Reviewer, Psychology Faculty

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Abstract

ESL Teachers' Perceptions Academic Performance Among Hispanic EL Students of

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by

Osiris Ciminera

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Clinical Psychology

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Abstract

The sudden removal of immigrant parents by deportation can have lasting effects on children's overall wellbeing. While many studies demonstrate the impact parental deportation has on the child development, more research has been called for on how deportation and the removal of parents by deportation can affect school performance among ESL students. The purpose of this quantitative study was to examine the student factors that predict 5 domains of school performance among ELS students of undocumented parents as perceived by their ESL teachers. Sewell's duality of structures served as the theoretical framework. A quantitative correlational design using an online survey research method was used to examine the extent to which student factors, (e.g., ability to focus, make friends, and persist on school tasks) predicted the 5 domains (e.g., basic skills, arts, humanities, STEM and physical fitness) using a questionnaire completed by 122 ESL teachers. Each of the factors were composed of 3 to 5 items, and interitem analyses revealed that all scales had adequate internal consistency. The data produced no significant correlations between the predictor variables and 5 measures of academic performance. The lack of relationship was likely a function of methodological challenges, and it is recommended that future studies consider more direct measures of immigrant student home and school variables that could influence academic performance.

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Dedication

This study is dedicated to my children, Brianna, Dylan, and Axel, who walked this journey with me and shared the sacrifices.

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Chapter 1: Introduction to the Study

Undocumented immigrants with children born in the United States face family disruption and psychological problems because of political, social, and personal challenges (Fay, 2012). According to the Migration Policy Institute (MPI) there are an estimated 5.3 million children living with unlawful parents or in mixed status homes (Satinsky, Hu, Heller, & Farhang, 2013). MPI reports that at least 85% of these children are U.S. born, an estimated 4.5 million. These U.S. born children of undocumented immigrants are often well integrated in schools and communities and may be adversely psychologically impacted by the deportation of one or both of their immigrant parents (Satinsky et al., 2013).

In 2013 alone, over 72,000 deported, undocumented immigrants reported having at least one U.S. born child (Cohn, et al., 2017). Although some people view these children as an advantage to parents who are not lawfully in the United States, citizenship of the children does not change the unlawful status of the parents who are still at risk for deportation. During the removal proceedings, families are disrupted as parents are unable to be part of the decision-making process about the care of their U.S. born children, and consequently lose legal custody (Fay, 2012; Rogerson, 2012). This leaves an increasing number of children in foster care when parents are facing deportation. Some children are legally adopted by other families when there is no other family member to take them in (Hirsh, Peterson, & Mar, 2012).

An important factor in this problem is the negative public perception of undocumented immigrants. This perception is influenced by reports from Immigration and Custom Enforcement (ICE). ICE records have been known to depict the number of deported immigrants as offenders who have repeatedly committed crimes and become a priority for removal (Gonzalez-Barrera & Krogstad, 2014). However, these reports do not account for individuals who have reentered the United States unlawfully more than once. They do not separate violent crimes from low-level immigration offenses so that individuals who have been deported more than once are seen as serious criminals when they are non-violent and are merely trying to reunite with their families (Pew Research Center, 2010). Although there are reported cases of the removal of unlawful immigrants with criminal records, ICE is unable to provide detailed information on crimes committed by deported parents (Gonzalez-Barrera & Krogstad, 2014). In an interview done by Huffington Post, an ICE spokesperson said that the agency “is sensitive to the fact that encountering those who violate immigration laws may impact families” and that the agency “works with individuals in removal proceedings to ensure they have ample time and opportunity to make important decisions on the care and custody of their children” (Foley, n.d.). A growing number of documented cases do not support these statements, but rather confirm the number of families who have been separated because of the parent’s unlawful status.

McKenna (2011) found that unlawful parents who are facing removal proceedings are unable to attend family court hearings to determine their U.S. citizen children’s fate.

The decision is made by the Family Court, which decides what is in the best interest of the children. In some cases, children are placed in the custody of the state and placed in foster care until they are adopted or become of age at 18 years (McKenna, 2011).

The sudden removal and change of family structure can be a traumatic event for children. Consequences of deportation on the psychological wellbeing of these children have been openly documented. For example, children who have experienced traumatic events such as sudden separation and disruption of family unity show higher levels of fear and stress, as well as exhibit poor academic achievement and behavioral problems (Satinsky et al., 2013). Because a healthy attachment with parents is essential for a child's self-confidence, identity, and overall development, the abrupt and sometimes dramatic witnessing of a parent's arrest can lead to lasting psychological effects (Satinsky et al., 2013).

The families impacted by deportation feel stressed and fearful because of the uncertainty of their future. By drawing upon studies conducted on the impact of uncertainty, researchers argue the importance of dealing with uncertainty as a critical aspect of survival and wellbeing (Hirsh, Peterson, & Mar, 2012).

The Deferred Action for Childhood Arrivals (DACA) provided temporary protection for undocumented individuals who were brought to the United States before the age of 16 years. The DACA policy was put in place under the Obama administration and it allows the now adult unlawful status immigrants to remain in in the U.S. with temporary employment authorization and entrance into higher education schools. There is

an estimated 790,000 unauthorized immigrants that fall under the protection of DACA (Krogstad, 2017). The total number of DACA applicants, also known as Dreamers, reflects the number of U.S born children who will be impacted by parental deportation under the new Trump administration. Children of Dreamers will add to the growing number of children who may be facing challenges financially, academically, and change in family structure due to one or more parent removal. As changes in immigration policy pose potentially new and more complex threats to immigrant families, more research is needed to better understand how children's academic well-being is affected, so that school systems, government and private organizations can expand and improve programs to support this vulnerable population. Sewell's (1992) duality of structure provides a framework for understanding how teachers' perception can either serve to support or impede their students' academic success.

Chapter 1 includes background on recent studies that have been conducted on the effects of deportation on the mental health of U.S born children. The peer reviewed literature helps support the psychological impact and the problem this study proposes to address. The research questions are provided and the conceptual framework that will be used as a foundation. Terms definitions will be provided as well as a discussion of the assumptions, scope delimitations and limitation. The chapter will conclude with the significance of the study.

Background

According to Bess (2011) of Human Rights and International Affairs Division, there are daily over 30,000 unlawful immigrants in custody on average, which makes unlawful immigrants the fastest growing population in detention facilities funded by the federal government. Gonzalez-Barrera et al. (2014) also reported that over 58% of these detainees do not have a criminal record. In the state of Texas, one of the states with the highest rate of deported immigrants, most of whom are Mexican-born immigrants, the detention facilities are located in remote areas where the detainee's families are unable to visit due to lack of funding for transportation and other economic responsibilities (Gonzalez-Barrera et al., 2014). The hardship caused by the separation is further exacerbated by the language barrier that prevents clear communication between immigration, families, and the child welfare system (Bess, 2011).

Reports from the National Association of Social Workers (NASW) claim that because undocumented immigrants are detained for such long periods pending deportation in detention centers that are far from home, parents are unable to communicate with their children, or their children's caretakers (Bess, 2011). Social workers assigned to these cases are not properly trained to navigate the detention system to locate the children's parents. A major concern for child welfare workers is that they are unable to communicate with the parents about their child's whereabouts or pending decisions (Bess, 2011). There is also no interface between the Family Court and the Child Welfare system. When parents do not appear at custody proceedings because they are

detained, the decision is made without the parent's knowledge (Bess, 2011). There are documented cases where because detained parents do not participate in the decision making of their children's caretaking, the children remain in the child welfare system and are placed for adoption (Bess, 2011). In 2012, over 5,000 children of detained unlawful immigrants were in foster care (Satinsky et al., 2013).

Of the 11 million unlawful immigrants in the United States recorded between 2009 and 2013, 71% are born in Mexico or other Central American countries (Zong, & Batalova, 2016). According to reports from the Migration Policy Institute (MPI), a nonprofit organization that focuses on worldwide migration and immigration policies, between 2009 and 2013, approximately 84% of unlawful immigrants had at least one U.S. born child under the age of 18 years (Zong & Btalova, 2016).

With the increasing number of children being impacted by parental deportation, many concerns are beginning to surface among advocating organizations. Many studies demonstrate the impact parental participation has on the child's development. For example, the Tomas Rivera Institute, an organization that focuses its research on challenges faced by Latinos, has examined such issues experienced by children of unauthorized parents and concludes that these children have lower cognitive skills, higher depression symptoms, and increased insecurity compared to children whose parents do not have immigration issues (Suro, Suarez-Orozco, & Canizales, 2015). Children are affected by the experience of their parents; children whose parents experience high levels of distress experience similar symptoms as their parents (Suro et al., 2015). These

findings report the direct impact of parental deportation on school performance, but they do not explore factors that contribute to ESL students' academic success as perceived by their ESL teachers. Therefore, this study aims to examine the perception ESL teachers have on what factors influence their English Learner students', whose parents are under threat of deportation, performance on different domains (e.g. ability to focus, social skills, and persist on school tasks).

The spillover hypothesis explains how family members influence each other and how behaviors are transferred from one another and in different settings within the family system. Not only do parents transfer their behaviors and perception of a threatening environment onto their children, but their ability to play a supportive role in coping with these negative emotions becomes more difficult (Nelson, O'Brian, Blankson, Calkins, & Keane, 2009). Parental response to their children's negative emotions is found to be directly related to their own level of stress or fatigue, influencing the quality of support they provide to their children (Nelson et al., 2009). It is also found that in homes with high level of chaos or family instability, parents demonstrate lower level of response to their children's emotional state (Nelson et al., 2009). Immigrant parents also communicate less and have less involvement in their children's schooling (Wassell, Hawrylak, & Scantlebury, 2017).

Studies done on mental health among Latinos found that women have higher rates of depressive symptoms than Latino men. Feelings of hopelessness, helplessness, and worthlessness are not uncommon among immigrants. Migration stressors such as

traumatic events, reason for migrating, lack of family support, and discrimination are associated with depression, anxiety and overall poor mental health. Other challenges also include separation from family, loss of traditional values, language barrier and fear of deportation (Arbona et al., (2010). These stressors associated with migration puts the increasing number of undocumented single mothers and their offspring at risk for mental health issues (Arbona et al., 2010).

There is research on the adverse psychological impact caused by deportation on children's cognitive development and its long-term effect, but there is no research on what factors contribute to their academic performance among children in ESL classes as perceived by their ESL teachers.

Statement of the Problem

In sum, there is growing interest in the effect of deportation on children's wellbeing (Zayas et al., 2015). However, there is a gap in literature on how deportation and the sudden removal of parents by deportation can affect the academic performance of ESL students. This study is unique because it will be designed to address a population of children that is increasing substantially. This study will contribute to positive social change by bringing awareness to how the sudden separation from parents by deportation can have detrimental effects on children, from psychological problems in childhood, social and relationship problems, to academic achievement. The results of this study might help reveal the ways U.S. born children are affected by the deportation of their

parents and assist schools and other agencies to take proper intervention steps to help these students.

The sudden removal of parents and changes in family structure can have lasting effects on children's wellbeing, ranging from anxiety, emotional instability, an inability to learn, loss of school interest, and lack of self-confidence (Satinsky et al., 2013). Children of deported parents have lower academic performance and complete fewer years of schooling than children with lawful parents, which could be influenced by the stress of their parent's immigration status (Dreby, 2010). In a study on immigration raids, Chaudry (2010) found that 1 in 5 children who have witnessed immigration raids begin to fall behind in their grades. This puts the children at a disadvantage in their early years, which later in life increases their chance of dropping out of school. More years of schooling has been linked to healthier behavior, social support, and feeling more in control of their life (Yoshikawa, 2011). Although researchers have studied the anxiety caused by parent deportation on children's cognitive development, there is no research examining the what factors contribute to school performance.

Purpose of the Study

The purpose of this quantitative study is to explore what factors contribute to academic performance among students in ESL classes who are experiencing parental immigration issues as perceived by the ESL teachers. The independent variables are: teacher factors; student factors; and family/home factors. The dependent variables correspond to basic skills; humanities, STEM, Arts Phys-Ed, summary score.

Research Questions

Research Question 1: What are the teacher factors, student factors, and family/home factors that predict academic performance among children of Latino immigrants as perceived by their ESL teachers?

H₀1: teacher, student, family/home factors do not predict performance on basic skills.

H₀2: teacher, student, family/home factors do not predict performance on arts.

H₀3: teacher, student, family/home factors do not predict performance on humanities.

H₀4: teacher, student, family/home factors do not predict performance on STEM.

H₀5: teacher, student, family/home factors do not predict performance on physical fitness.

Conceptual Framework

Sewell's duality of structures (1992) was used as the conceptual framework for understanding the relationship between the school structure and home environment on the students' performance. Sewell theorized that structures and rules are the same and serve double purpose. Sewell defines structure as "sets of mutually sustaining schemas and resources that empower and constrain social action and that tend to be reproduced by that social action" (p. 16). According to Sewell, structures are made of schemas and resources, which are virtual and actual respectively. Schemas are mental shortcuts used to interpret and organize information based on past experiences, while resources, are

available tools that help shape schemas. In this context, teachers use schemas to perceive how well each student will do or is doing, students' strength and weakness, to better assist each student. Sewell further explains that agency is "an actor's power that originates from awareness of schema or control of resources" (p. 16). In this study, it was hypothesized that teachers' use these schemas to draw inferences about their students and which factors are more influential in their school performance. The capacity of the teachers to interpret their students and use resources within the school structure can be instrumental in obtaining their perception of what factors contribute to academic performance.

Nature of the Study

This study proposed a quantitative methodology to examine the factors influencing academic performance of ESL students with parents experiencing immigration issues as perceived by their ESL teachers. Quantitative research is preferred for this type of study because the focus is on examination of quantifiable constructs; associations among the variables that represent these constructs; and predictive relations between these variables and the criterion measures that represent academic achievement.

Data was gathered by administering the identified measures (provided in English and Spanish) to ESL teachers recruited through an online group community. After receiving permission from the Walden IRB, the online group manager posted the invitation for participation to ELS teachers who are members of the online group community. A quantitative, correlational design is appropriate when assessing for the

strength of associations between numerically measurable constructs (Howell, 2013). The population of interest corresponded to U.S. born students who have at least one parent deported by the U.S Immigration and Customs Enforcement (ICE), as reported by their ESL teachers.

Definition of Terms

The following terms are defined for use in the proposed study.

Anxiety: Is stress induced fear based on anticipation of a future event. It is a state of vigilance accompanied by muscle tension in anticipation of danger, causing the person to avoid the situation (DSM-V, 2013)

Attention deficit problems: Inability to complete tasks because of distractibility and difficulty sustaining attention (APA, 2004).

Deportation: Removal of a person from a country where that person has no legal status to remain (Merriam-Webster Dictionary, n.d).

Hispanics: Is a linguistic definition of a group of people. The term Hispanics covers a geographical range from Central and South America and Caribbean (Sangillo, 2002).

Spanish: Refers to people from or decedents of people from countries that were colonized by Spaniards (Spanish, n.d).

School absenteeism: Refers to a habit of avoiding school without a legitimate reason for not attending classes (Eneza Education, 2018).

ESL (English as a Second Language). This refers to students whose primary language is other than English.

EL (English Learners): refers to students who are learning the English Language.

Assumptions

Survey research includes the fundamental assumption that the constructs of interest are represented by the selected measures (Ponto, 2015). I selected the questionnaires to be used in the study that have been demonstrated as feasible and accurate tools for collecting quantitative data.

It is also assumed that after being informed of the scholarly nature of the study and the provisions for confidentiality of response that participants will be honest in their responses. Another assumption is that the participants (ESL teachers) are being truthful about their students' deportation experiences and experiences with the constructs under study. Similar studies have been conducted collecting data from 73 preservice teachers between the ages of 18 and 35, enrolled in teacher preparation programs and 53 practicing teachers enrolled in graduate programs, between the ages of 22 to 59. The condition for eligibility was two years of teaching experience and being enrolled in the preparation program. The study was conducted using a 14-item measure to assess the perception of influence teacher, student and family/home factors on students' academic performance. The study was successful in bringing to light teachers' beliefs about what factors are most influential in students' academic performance. The study showed that teachers belief teachers are more influential than student or family/home factors in

students' academic performance. This study was important because understanding teachers' perception of what influences students' academic performance can also influence how teachers interact with their students (Patterson, Kravchenko, Chen-Bouk, & Kelly, 2016).

Scope and Delimitations

For this study, participants included ESL teachers recruited through an online group community. Participants was delimited to ESL teachers with Hispanic students of immigrant parents who are experiencing immigration issues.

Research has indicated that factors that represent family and home life are strongly predictive of school performance (Zayas et al., 2015), and this was used as the rationale for including these variables in the current study. The internal validity of this study may be threatened by the presence of extraneous or confounding variables that were not included in the model (Tabachnick & Fidell, 2013). Due to the lack of control for confounding variables, the results of the study will be interpreted with caution.

Limitations

Regarding external validity, the sample for the proposed study may provide some limitations for generalizability, as participants will opt in to create a convenience sample. Sample size may be restricted as appropriate participants may not be aware of their students' parents' immigration status (Tabachnick & Fidell, 2013).

While construct validity will be maximized through the use of psychometrically validated measures, internal validity is inherently limited due to the nature of survey

research design (Tabachnick & Fidell, 2013). While this approach is convenient and appropriate for the setting and target population, the lack of controlled conditions and the inability of the researcher to manipulate conditions compels the interpretation of results to be viewed with caution.

Significance of Study

It is recognized that the changing face of US population means the young immigrant children (and the experiences that shape them) will be the working and social fabric of the next generation. A better understanding of how these potentially traumatic circumstances could affect well-being and academic performance is important. It is hoped that the results of this study will encourage schools to improve awareness and provide additional support and training to counselors, administrators, teachers, and school psychologists to work with these children at risk for academic failure, including such programs as early detection of attention problems, grade decline, stress management for children, and “safe” places to talk about the traumatic events. Currently, schools do a poor job of both assessing and providing support for children experiencing traumatic events (Stallard, Taylor, Anderson, Daniels, Simpson, Phillips & Skryabina, 2014). There are many school districts that provide no specialized training in assessing or supporting children of immigrants whose academic performance could be impacted by their parental deportation. The results of this study may provide a basis for encouraging school staff to put in place a support program for these students’ who may be at risk for academic underachievement.

Summary and Transition

Children of deported parents face many challenges dealing with the uncertainty of their future. The sometimes abrupt removal of a parent from a home, change in family structure, and financial hardship are just a few of the challenges faced by this growing population of U.S born children who are left behind when parents are deported. Studies have found that this traumatic event can have detrimental effect on the psychological wellbeing of the child, including anxiety, depression, and academic struggle. The purpose of the study is to examine the factors that contribute to academic success in ESL middle and high school students whose parents are illegal immigrants at risk of deportation, as perceived by their ESL teachers. Chapter 2 provides information on literature review that has already been conducted on this population and what is currently known. The chapter will address the gap in literature this study is intended to fill.

Chapter 2: Literature Review

There is growing interest in the effect of deportation on children's wellbeing (Zayas et al., 2015). However, there is a gap in existing literature on how deportation and the sudden removal of parents by deportation can affect *student factors* (e.g., ability to focus, make friends, and persist on school tasks) and domains of *academic performance* (e.g., basic skills, arts, humanities, STEM, and physical fitness). While there have been some studies examining mental health conditions (ADHD, anxiety, depression) on academic outcome measures (attendance, conflicts, GPA), these studies do not provide insight as to the challenges and consequences these students face. Among school staff, teachers are most likely to build meaningful relationships with students (Ma, Du, Hau, & Liu, 2017). Ma et al. (2017) found that for English Learners (EL), ESL teachers play an important role in their students' English proficiency, and academic success. However, an examination of ESL teachers' perceptions of how these students perform in school has not been conducted. Therefore, the purpose of the proposed research is to examine the factors that contribute to academic success in ESL high school students whose parents are undocumented immigrants at risk of deportation, as perceived by their ESL teachers.

Chapter 2 presents a review and discussion of literature regarding U.S. born children who experience the risk of parental deportation. The chapter will begin with a review of the literature on families' immigration status, children with at least one parent in the immigration system, their utilization of Social Services, a review of ESL, ESL teacher/student relationships and involvement, and socioeconomic status as a risk factor

in children's education. Research on families separated through the immigration system showed that over half the children of immigrant parents who are facing deportation belong to low income families (Race Forward, 2017). Many of these families had more than one child.

Literature on children's emotional responses to disaster, family separation, and uncertainty will also be explored in this chapter. Emphasis will be placed on literature focused on children going through the legal system because of parental deportation, attention problems, and the impact on school attendance. The terms Hispanic, immigrant, deportation, and detained will be explored for clarification on the population and their living conditions before discussing data on the children's responses. This chapter is organized by discussions on family environment, undocumented parents, economic factors, fear of separation through the immigration system, the impact on school interest, and a brief history on attention deficit problems.

Literature Search Strategy

The information and research I obtained for this literature review was gathered through Walden University's online library and consisted of books and peer-reviewed online articles. The databases included Academic Search Complete, PsycInfo, PsychArticles, ProQuest Central, and SAGE Premier. Online articles used were: National Institute of Health (NIH), Migration Policy Institute (MIP), Race Forward, Family Unity Family Health, Springer, Pew Research Center, Center for Disease Control and Prevention (CDC) and WebMD. Key searches used to obtain my data and other

information included: *immigration, deportation, children of undocumented parents, Latinos, separation through deportation, children and uncertainty, and children and anxiety*. The peer reviewed literature spanned the years from 1995 through 2018.

Because literature on undocumented immigrants, deportation, and the Latino population is a broad research topic, I focused on literature that included mental health of Latino children, their caregivers, and more specifically, on U.S. born children of undocumented parents.

Theoretical Foundation

I used Sewell's conceptualization of the duality of structures as the conceptual framework to explain the interplay between teachers and their students (Sewell, 1992; Wassell, Hawrylak, & Scantlebury, 2017). According to Sewell, there are three key concepts to understand the structure of a given social relationship: schemas, resources, agency. Structure is defined as "rules and resources' composed of schemas and resources (p.13). Schemas are mental shortcuts used to interpret and organize information based on past experiences, while resources, are available tools that help shape schemas. Sewell defines agency as "the ability to access and appropriate resources" that one finds useful (p. 13).

In this framework, Sewall theorizes that agency and structure cannot be separated, because they consist of "interrelated components" that make the goals, priorities, and values of the organization (Sewell, 1992). Sewell (1992) argued that structures "shape people's practices, but it is also people's practices that constitute structures".

Wassell, et al (2017) used Sewell's duality of structure as framework to explore teachers' conceptualization of family involvement in their Spanish speaking student's education attainment. As a theoretical framework, it helped their study by examining teachers' perception and their involvement in shaping their ELL students and families within the school structure. Their study revealed an acknowledgement of barriers that interfered with family involvement. Family involvement, according to Hornby and Lafaele (2011) consists of four areas that can represent challenges: parent/family factors, child factors, societal factors, and parent-teacher factors. Wassel et al. (2017), found that some barriers that surfaced in their study included: home schedule, intimidation or lack of trust in schools, language barrier between dominant language at school and the one spoken at home, economy, and poor education in the sciences. Their study concluded that parents of ELL students may depend more on teachers for their children's school achievement because they lack the knowledge and resources to help with school work.

In another study, Wassell, Hawrylak and LaVan (2010) used Sewell's duality of structure to serve as a framework for exploring classroom experiences of 14 ELL students in urban high schools. The purpose of their study was to obtain perspective of directly from the ELL students and to allow them to voice what they found was effective or challenging of their school experience. The study revealed that students perceived some structures created by their ESL teacher as helpful or constraining either academically or socially (Wassell, et al., 2010). Fear and anxiousness were among the major voiced experience because of the students' limited English proficiency and because

of their difficulty understanding the culture. The authors concluded that ESL teachers can either empower or constrain ELL students' comfort and success in their classroom. This included extra support, encouragement, and time to learn and build relationships with other students (Wassell, et al. 2010).

Sewell's duality of structures serves as the conceptual framework for understanding the relationship between the school structure and home environment on school performance among students of unlawful immigrants. For children of unlawful immigrants, language barrier and lack of schoolwork knowledge may represent some of the most prevalent barriers to family involvement. According to Sewell, structures are made of schemas and resources, which are virtual and actual respectively. In this study, it is hypothesized that teachers use these schemas to draw inferences about their students and which factors are more influential in their school performance. Sewell's framework was used to explore teachers' perceptions of what factors influence their ESL students' performance and to recognize the relationship between the school structure and home environment as dual resources for academic success among student experiencing unlawful.

Historical Context

Throughout the history of the United States, people have immigrated for a variety of reasons, including to escape violence, political unrest, and economic distress (Ignatiev, 2003). They often arrive at the U.S. border traumatized by events in their home country or by the process of entering U.S. territory. Immigration of Mexicans to the United States

has been no different. Initially, male workers saw the opportunity to change their living conditions, escape violence, or flee political unrest. They settled in a few states where laborers were in full demand with the hope of providing for and reuniting with their families. The rate of immigration changed in 1986, when the numbers increased dramatically from mainly males to groups of families settling in many states throughout the United States (Massey, 2015). As the influx of new immigrants continued, Congress targeted groups to control the surge of immigration (Bennett, n.d.).

Immigration laws need to be adapted to changing economic, political, and cultural surges that fluctuate with immigration trends. The purpose of the 1921 Emergency Quota Act was to control the number of immigrants based on their country of origin by restricting the entry of immigrants to three percent of the total population of each nationality. The Quota system was later replaced by the Immigration Nationality Act of 1965 with a family preference quota, with the purpose of increasing skilled laborers, and to reunify families and avoid their separation. The annual ceiling for family members who could be sponsored by their legal family member was imposed to control for both origin and those who fit into the “qualifying relationship” category. This type of immigration makes the bulk of most immigrant petitions filed each year for qualifying family members of U.S. citizens and legal residents (Hatch, n.d.). With the strict limitations of immigration laws, people who would like to migrate to the United States lawfully may sometimes have to wait years. As a result, those who feel they are in dire need to enter the United States may resort to entering unlawfully. In sum, the researchers

have argued that the negative feelings of nativists toward new immigrants have been influential in shaping immigration laws in the United States, and the purpose of restrictions on immigration vary by political party, from controlling for the influx of undesired races, seeking desired skilled workers, or to control the overall number of immigrants (Huang & Theriault, 2012).

Historically, immigrants to the U.S. have faced challenges such as employment, housing, language barriers, cultural differences and discrimination. Studies reveal the significant health complication these stressors can have on the overall health of the person (Baily, Henderson, & Taylor, 2016). With primary support programs in place, preventive measures can be taken to reduce the impact of mental health disorders in local communities.

Current Immigration Issues

Today, Latinos, Hispanics, or Spanish speaking individuals from South or Central America represent the largest group of immigrants to the U.S. (Gonzalez-Barrera, & Krogstad, 2014). They are also the largest growing minority population in the U.S. (Cohn, Passel, & Gonzalez-Barrera, 2017). To account for the number of undocumented immigrants in the United States, the Pew Research Center obtains the number of admitted immigrants through the Department of Homeland Security and subtracts that from the total number of immigrants obtained through the national census (Cohn et al., 2017). The difference is the number of unauthorized immigrants living in the United States. An estimated 11.1 to 11.4 million unauthorized immigrants living in the United States was

reported between 2011 and 2013 (Cohn et al., 2017; Satinsky, Hu, Heller, & Farhang, 2013). The Pew Research Center estimated that children born to immigrant parents make up 23% of all children in the U.S, and approximately 85% of these children were born in the U.S. The Pew Hispanic Center reports that children born to unauthorized immigrants make up more than 8 percent of the child population in the U.S, and with the estimated median age of 35.5 for all undocumented adults, they are at a higher fertility rate than the median age of 46.3 for all U.S. born adults (Passel & Cohn, 2017).

The history of immigration also tells us that mass immigration to the U.S. and infiltration into the educational institutions underscored the importance of learning the English language. According to Hunter (1988), English teaching in schools was popularized by a need to “save the souls” of the children and address social problems among England’s growing population through moral teachings in Sunday schools in the 1780s. Even though many languages were spoken, the establishment of the U.S. required a common language for unity and English was chosen because it was the most common language spoken (Brass, 2011). Teaching English was adapted into the colonies with the same intentions to establish social and moral norms (Hunter, 1988). Hunter (1988) argued that it was the bureaucratic state that had the administrative and political resources to instill these attributes into an entire population. According to Crawford (2004), the English language movement was started to control immigration. ESL classes in the U.S. were created as a need to assimilate to the dominant language and avoid being left behind

(Crawford, 2004). With the influx of new immigrants, schools acknowledged the need for ESL programs and educational institutions adopted and supported bilingual education.

The Education of Non-English-Speaking Immigrants

Currently, 10% of all U.S. students attending public schools are ESL learners (Face the Facts USA, 2018). According to Face the Facts USA, the ratio of teacher to student in ESL classes is one for every 150 students, while the ratio for standard students is one teacher for every 15 students across America. According to the National Center for Education Statistics (NCES) the number of ELL students increased from an estimated 4.5 million in 2013-2014 to 4.6 million in 2014-2015. Additionally, Spanish language speakers represented 77% of all ELL students (NCES, 2018). According to these statistics, the number of Hispanic ELL students continues to increase, with the most concentration in urbanized areas (NCES, 2018).

Federal laws mandate that school districts have a system in place for identifying EL students. Schools are then required to test ELs for English language speaking, reading, writing and listening. All students who are determined to be ELs are entitled to participate in ESL program to help acquire appropriate English language proficiency (U.S. Department of Justice [DoJ], 2018). The program's goal is to ensure that all EL students participating in the ESL program have access to all curricular and extracurricular program with highly qualified teachers and staff while at the same time preventing unnecessary segregation (U.S. DoJ, 2018).

A demand for ESL programs was first recognized in Florida in the early 1960s because of the growing number of Cuban immigrants in the state (Crisp et al., 2009). The needs of EL students were finally addressed in the 1968 Bilingual Education Act in response to the growing population of children with non-English speaking backgrounds. The education program was funded by the Education Act to help EL students achieve English proficiency and to address the high number of EL students struggling academically (Nunez Cardenas, 2018). With the No Child Left Behind Act (NCLB) required testing and strict curriculum for funding. According to Nunez Cardenas (2018), the testing requirements and strict curriculum led to inaccurate representation of English language and academic progress of ELs to meet Federal guidelines for funding. Many negative consequences of this policy resulted, particularly for Latinos, because of the strict demands (Haretos, 2005). Nunez Cardenas found that questionable practices were uncovered among schools that made every effort to meet these demands by attempting to prevent Hispanic students from testing. Practices such as encouraging students to seek their GED or drop out of school and suspending them before testing were some of the negative consequences of the NCLB Act (Nrcs.usda.gov, 2018). The Every Student Succeeds Act (ESSA) enacted in 2015 by President Obama was intended to address these issues by placing EL curriculum education control at a state level, while maintaining entry and exit requirements at a federal level (Nunez Cardenas, 2018). Federal involvement is necessary because these programs result in segregation and accessibility

to other programs is limited or prevented altogether placing EL's at risk for poor college preparation (Carnock & Ege, 2015).

ESL classes are offered through schools and taught by teachers certified through Teaching English to Speakers of Other Language (TESOL). Since the implementation of ESL programs in public schools, many concerns have been raised concerning the effectiveness of the program and quality of training for teachers, such as the teachers' ability to predict their students' academic performance and the inferences they make about each student (Thiede et al., 2015).

Haneda and Alexander (2015) studied the relationship between ESL students' academic success and ESL teachers' cultural competence. In a study of 34 ESL teachers they found that multilingual teachers (and, to some extent, mono-lingual teachers) acted as advocates for these students and were characterized as displaying intercultural competence. Thiede et al. (2015) found that teachers who received professional development training were able to more accurately predict their student's academic performance. Thiede et al. posited that predicting student performance is a crucial element in modifying instruction to lead to enhanced academic achievement. Teachers' with professional developmental training were also found to be more involved in extracurricular activities outside of school and in student's acculturation. This research concluded that a balance of teacher experience and involvement contributes to EL students' academic success. Other studies support the importance of a culturally responsive environment (Blanchet-Cohen & Reilly, 2013). In sum, these researchers

suggest that teachers who are more culturally responsive have better communication, have less value clashes, and less challenges with contradicting political views, which can often place teachers in a conflicting position with their students. Teachers also recognized that the main challenges of working with culturally diverse students are inadequate support and students' lack of preparedness. Blanchet-Cohen and Reilly (2013) highlighted the importance of multicultural awareness and training in working with their multiculturally diverse students such as ESL students.

Hispanic Students and Academic Achievement

As the fastest growing group of new immigrants, Latinos represent a large portion of ESL students (Thiede et al., 2015). In states with a higher concentration of Latinos, such as California, Arizona, Texas and New York, many students attend school with an average of over 50% Latino population (Krogstad, 2017). Much research has been conducted on adult ESL education of Hispanic immigrants, their experiences, needs, challenges, and teacher's qualification as a requirement for acquiring English proficiency (Fernandez, Peyton, & Schaetzel, 2017).

Hispanic children face a multitude of disadvantages in their educational attainment according to research (Schneider, Martinez, & Ownes, 2006). Many begin their schooling experience at a socioeconomic disadvantage as well as with a lack of social resources. Parents' immigration status and their lack of knowledge about the school system adds to their weak support and involvement in their children's academic attainment. The inadequate resources offered by schools and the students' poor

relationships with their teachers also decreases their chance of academic success (Schneider et al., 2006). Schneider et al. indicated these disadvantages in early school years lead to low high school graduation rates and college degree attainment among Hispanic students (Schneider et al., 2006).

Although there has been some gain in graduation rate, Rodriguez and Oseguera (2015) argued that the changes have been modest and that Hispanic students continue to face challenges succeeding and navigating through the school system. Rodriguez (2014), suggests that it is the disparities in opportunities that continues to effect drop-out rates among Latino students. Latinos, along with other people of color, attend the most racially segregated and socioeconomically disadvantaged schools in the country (Fry, 2003). They are also known to remain more isolated than any other immigrant group, affecting their rate of assimilation. This can create greater disadvantages not only affecting the first generation but also the second and third generation of this population (Rodriguez & Oseguera, 2015). Rodriguez (2014) concluded that these disparities in opportunities and resources for children of immigrants is of major concern to all because it leads to undereducated, lower income earners, and less productive members of society among a population that is the fastest growing minority group of the country.

Educational institutions serve as a learning environment to build academic skill, learn social interaction, and adapt to cultural values and behavioral norms (Martinez-Taboada et al., 2017). Martinez-Taboada et al. (2015) suggested that these skills and adaptations can significantly predict the student's academic success, the roles they play in

society, and their future socioeconomic status. For children of recent immigrant parents particularly, school environment can serve as a direct way to acclimate and acculturate into the dominant culture, utilize resources, and find support for upward mobility. Martinez-Taboada et al. suggested that students who have difficulties integrating experience fear of being viewed as different, show less interest, and have less participation in school activities. According to Martinez-Toboada et al., (2017), students who isolate themselves from the host culture tend to experience a greater attachment to their ethnic group and perceive their environment as more hostile and discriminating.

Hispanic Students in STEM Programs

In recent years there has been an interest in increasing the number of Hispanic students pursuing a Science, Technology, Engineering, Math (STEM) degree (Crisp, Nora, & Taggart, 2009). Federal support sponsored through the National Institute of Health (NIH) and the National Science Foundation has focused on supporting STEM education with an interest on recruiting Hispanic students (National Institute of General Medical Sciences, n.d). But despite the effort to recruit more students, Hispanic students are still largely underrepresented (Gumpertz, Durodoye, Griffith, & Wilson, 2017). With over 200 programs in place to help students complete STEM degrees, very few studies have been conducted to determine what variables or factors are associated with successful STEM degrees completion (Crisp et al., 2009). In a recent study conducted, researchers explored the importance of family involvement on student's STEM achievement.

Wassell, Hawrylak, and Scantlebury (2017) explored how ELL teachers perceived family/home involvement for their students. Wassell et al. found great disparities between family/home involvement for ELL students in STEM classes and family/home involvement for non-ELL students in STEM classes. Parents of ELL students communicated less frequently and were less involved in their children's schooling than the native speakers. Among the other barriers to parent teacher communication, studies revealed that intimidation of or lack of trust in school and language barriers were major contributors. Low representation of Hispanic students in STEM degree completion is an increasing concern considering the growing number of job availability resulting from baby boomers retiring (Crisp et al., 2009).

Factors that Influence Academic Success in Hispanic Immigrants

Family factors. The association between environmental influences and academic success has been well established through research. Peters and Woolley (2015) added through their study that when children experience "higher levels of personal safety" it is reflected in their school performance. Peters and Woolley hypothesized that students who experience higher sense of control in their environment achieve better academic performance. Their findings suggest that students who perceive their environment as unsafe are less likely to achieve academic success than student who perceive their environment as safe. Their study also supports that students are more likely to achieve academic success when they receive high levels of support and feel a sense of control.

Although there are markedly documented differences among Hispanic groups, there is a well-recognized conceptualization that Hispanics tend to exhibit a higher level of “familism” compared to non-Hispanics (Landale, Oropesa, & Bradatan, 2006).

Familism refers to the interconnectedness of family members and the value placed on family priorities as a unit rather than individual priorities (Molina & Alcantara, 2013).

The structure and priorities placed on the family as a unit suggests that family is the most important social institution in Latino culture and plays an intricate role in dealing with psychosocial stressors (Molina & Alcantara, 2013).

Molina and Alcantara (2013) suggested that sustaining the family cohesion is an essential form of defense against mental health issues because it emphasizes family support and positive social relations. Currently, there has been a significant decline in this type of family structure among recent immigrants (Pew Research, 2015). According to Pew Research, couples are opting to marry at an older age, and the number of couples cohabitating rather than having a traditional marriage has increased. Research also shows that with a decline in marriage, the birthrate of children born outside of marriage among immigrants has increased substantially. As the number of unmarried couples increases, these roles have also shifted; women are taking on more roles as the head of household or as single parents (Pew Research, 2015). Family separation through unauthorized immigration suggests that supporting members of the family are left behind, leading to decreased social support and care for their U.S. born offspring. With this change in

family arrangements, researchers posit that there is an “erosion of familism” and support among more recent immigrant families (Landale, Oropesa, & Noah, 2014).

Student factors. Children of immigrants face multiple risk factors, including poverty, discrimination, poor school resources, and high violence neighborhoods. These risks factors have been linked to poor academic performance, lack of academic interest, and poor attendance. Motti-Stefanidi, Mast, and Asendorpf (2014) studied school engagement and academic achievement among adolescent students of immigrants and those of non-immigrant. Their study found increased school absenteeism among children of immigrants. Motti-Stefanidi et al. (2014) suggested that loss of school engagement may be a way for children of immigrants to protect themselves from academic failure. They add that students who establish positive relations at school show better academic performance.

Children’s social skills have been linked to their language development and academic performance (Ansari & Gershoff, 2015). Ansari and Gershoff found that although teachers’ class instruction did not predict short term academic performance, it did predict students’ learning-related social skills such as taking turns and following directions. Ansari and Gershoff suggested that these learning-related social skills may be necessary for academic success.

Jensen, Reese, Hall-Kenyon, and Bennett (2015) found that Latino students’ strong social skills but weak academic/language abilities may be the result of teachers’ and parents’ different perception of social competence. In his book, Bryan Jensen

(Jensen, 2013) highlighted the important role teachers and parents play in promoting healthy social skills through cultural competency among children of immigrants. He added that supporting their cultural values can help them become better adjusted in the “multiple worlds” they live in (Jensen, 2013, p. 235). Jensen suggested that schools can play a crucial role in ensuring academic success among the fastest growing minority group whose educational attainment will impact the nation’s future (p 2). According to the Pew Research Center, by the year 2050 more than one third of students under age 17 attending schools will either be immigrants or have at least one parent who is an immigrant (Passel & Cohn, 2016).

Undocumented immigrant family environment. Parents’ right to care for their children is protected under the constitution (Conway, 2017). Parents have the legal right to determine what is in the best interest of their children, and unless parental fitness is called into question, parental rights cannot be terminated. This may not be the case with undocumented parents. Undocumented parents are a vulnerable population when fighting for custody of their children and deciding what is in their best interest. Their legal status has great impact on their ability to convince the courts of their suitability as parents. In some cases, the negative perception of the parent’s country of origin or the parent’s legal status in the U.S. may be used as a factor when considering what is in the best interest of the child. Although child safety or a threat to imminent danger has been the criteria used for removal from the home, this is not always the case for undocumented parents facing deportation. Documented cases show that subjective criteria, such as allowing the child

to have an American upbringing, have been used to decide whether the undocumented parent can resume parental custody (Yabion-Zug, 2012).

Separation through deportation can have a lasting effect on families and children. Children of undocumented parents experience multiple emotional responses to their parents' removal with the multitude of changes ranging from unstable childcare arrangements, new schools, to reduced income and financial strains (Cisneros, 2015). Parental detainment is a stressful life event that can have an adverse impact on the child's psychological wellbeing. Studies show that children who have experienced parental detainment are at risk for many mental health issues including anxiety, antisocial behavior, poor academic performance, and drug abuse (Murray, Farrington, & Sekol, 2012).

Mental Health Issues

Studies show that Hispanics experience high levels of stress associated with immigration and acculturation. Among the recent immigrants, older adults and children are more vulnerable to these stressors (APA, 2014). Studies also found that children of immigrants born in the U.S. have higher rates of mental health disorders than foreign born children of immigrants. They are also more likely to experiment with illicit drugs or alcohol than non-Hispanic youth (APA, 2014).

Latinos are at a higher than normal risk of mental health issues such as anxiety and depression (Arbona et al., 2010). Among the Latino population, U.S. born Latinos and Latinos who have been long term U.S. residents are more likely to experience mental

health issues and disorders than foreign-born or recently immigrated Latinos (Arbona, et al., 2010). Although studies have found a high prevalence of anxiety and other mental illnesses among this population, the clear majority go untreated. This could be because they lack health insurance or financial resources for evaluation and treatment. When they do receive healthcare, many report feelings of nervousness and restlessness (Arbona et al., 2010).

ADHD and academics. Attention Deficit Hyperactivity Disorder (ADHD) is the most prevalent neurodevelopmental disorder in both adults and children. It is a disorder characterized by the inability to pay attention, with or without conduct problems and hyperactivity (Martinez-Badia & Martinez-Raga, 2015). It is one of the most researched disorders leading to controversial diagnoses because of the overlapping symptoms and comorbid disorders that make ADHD difficult to treat as an independent syndrome. Some co-occurring disorders include, conduct disorder, autism spectrum disorder, opposition defiant disorder, and learning disabilities (Martinez-Badia & Martinez-Raga, 2015). According to critics, ADHD is often used as a used label for children who are difficult to manage at home and at school. Researchers have also found similarity in symptoms in children who have experienced traumatic events (Ruiz, 2014) Dr. Nicole Brown, a researcher at Johns Hopkins Hospital in Baltimore, found that the hypervigilance and dissociation exhibited by children could be the result of the trauma and not inattention; the impulsivity could also be explained by the intense response to the stress caused by the traumatic event (Ruiz, 2014). Children who have been exposed to traumatic events show

symptoms of attention deficit, making them at risk for loss of school interest leading to low school attendance (Dahl, 2016). More research is needed to prevent misdiagnosis and to provide preventive treatment and support.

Summary

This literature review explored research on Latino family culture, immigration status, separation through deportation and its effect on U.S. born children and their academic achievement. Undocumented parents and families of mixed legal status are at a high risk of family separation through the legal system. Abrupt separations, such as deportation, can be a traumatic experience for the children who are left behind. While some studies have examined the effect of deportation on the family unity, few have focused on the effect parental deportation has on a child's attention deficit problems, and their school attendance. Separation through deportation is an abrupt and unexpected unraveling of events that threatens stability and everything that was once familiar to the children. Researchers suggest that children can perceive a parent's absence as a loss, with children lacking parents' emotional and physical availability (Goodman, Stroh, & Valdez, 2012).

This chapter emphasized that separation through deportation can be a traumatic experience for U.S. born children of immigrants, and more research is needed regarding the impact it has on children's psychological wellbeing. Information is needed on the lifelong effect that an unexpected separation through deportation can have on their school

progress. Further research could elaborate on the effect of school disinterest and dropout as a catalyst for problems and challenges beyond school.

Most researchers agree on the implications of family dissolution on undocumented immigrants and their mixed-status family members. Undocumented immigrants share a unique set of circumstances that includes acculturation, lower wages because of their undocumented status, and inability to acquire assistance out of fear of deportation (Potochnic & Perreira, 2010). Latino youth are impacted by their parents' immigration status. The fear of immigration raids can shape the child's perception of a safe environment and contribute to poor socioemotional outcome leading into adulthood. The stressors of deportation among Latino youth have been associated with depression, hopelessness, risk taking behavior, and even suicide attempts (Potochnic & Perreira, 2010).

Chapter 3: Research Method

The purpose of the study was to examine the factors that contribute to academic success in ESL middle and high school students whose parents are illegal immigrants at risk of deportation, as perceived by their ESL teachers. This study will serve to better understanding of how parental removal by immigration, family issues and learning issues can influence academic success. In this chapter the study design, population and sampling plan, instrumentation, data collection and analysis plans are presented. Ethical considerations, assumptions, validity threats, and limitations with possible sources of errors are detailed and described.

Research Design and Rationale

This study utilized a quantitative, correlational research design. Correlational designs are applicable when the purpose of the research is to measure the relationship between two variables of interest (Howell, 2013; Williams, 2007). Correlational research is an umbrella concept that incorporate the use of both correlational and linear regression analyses (Leedy & Ormrod, 2010). Other research designs such as experimental and quasi-experimental were considered for the research. An experimental design would have been appropriate if participants were randomly placed into treatment or control groups with and intervention (Bordens & Abbott, 2008). A longitudinal design was not utilized because variables are not being measured at multiple points in time.

Data was gathered by administering an online survey containing psychometrically valid questionnaires (described below) to ESL teachers who teach Hispanic students between the ages of 13-18 years. The proposed independent variables for this study are:

- Teacher factors;
- Student factors; and
- family/home factors

The Perception of Teacher, Student, and Family/Home Factors Influencing Student Performance measure is a 14-item survey developed to examine preservice and practicing teachers' perception of what factors influence students' academic performance. The survey instrument consists of three subscales: teacher factors (4 items), student factors (6 items), and family/home factors (4 items).

The proposed dependent variables for this study are:

- Basic skills
- Humanities
- STEM
- Arts
- Phys-Ed
- A summary score of the five measures

The Domain-Specific View of Ability and Effort is a 22-item survey that was developed to measure five domains that reflected content area distinctions. The survey consists of five domains: basic skills, arts, humanities, STEM, and physical.

Demographic data was also collected. This includes age, gender, years teaching, state of residence, years teaching ESL students, grade(s) taught, special education classes (y/n), type of classroom teaching (regular/online/both) and date of TESOL certification. These were used to describe the characteristics of the sample and were examined as potential predictors in the regression analyses, as prior research has indicated that demographic characteristics may be important in understanding academic success.

Research Questions

Research Question 1: What are the teacher factors, student factors, and family/home factors that predict academic performance among children of Latino immigrants as perceived by their ESL teachers?

H₀1: teacher, student, family/home factors do not predict performance on basic skills.

H₀2: teacher, student, family/home factors do not predict performance on arts.

H₀3: teacher, student, family/home factors do not predict performance on humanities.

H₀4: teacher, student, family/home factors do not predict performance on STEM.

H₀5: teacher, student, family/home factors do not predict performance on physical fitness.

Population

The population of interest is ESL teachers of Hispanic U.S born student who have at least one parent detained or deported by the U.S Immigration and Customs Enforcement (ICE). The target population is from two online ESL teachers group: approximately 27500 teachers from ESL EFL Teachers/TEFL CELTA DELTA TESOL/Instructors Worldwide Group and 2200 ESL teachers from ESL Teacher Pub: Free Speech Allowed group.

Sampling and Sampling Procedures

Convenience sampling involves the selection of participants who are accessible and proximal to the researcher (Golafshani, 2003; Melnyk, Page, Wu, & Burns, 2012). The inclusion criterion for the teachers is that they a) teach ESL, and b) teach Hispanic students with at least one parent deported or experiencing immigration issues.

An a priori power analysis was conducted with a multiple linear regression and the results indicated a sample of at least 114 participants (F test; $p < .05$; effect size = .10; power = .80) would be appropriate for this design (Faul, Erdfelder, Buchner, & Lang, 2009). Others have suggested a “rule of thumb” of “ $n > 50 + 8m$ ”, where m is the number of variables (in this case $m = 5$) and advised if the dependent variable is skewed or the likely effect size is small, a larger n is recommended (Wilson Van Voorhis & Morgan, 2007). Therefore, the researcher collected data from at least 130 cases.

Procedures for Recruitment, Participation, and Data Collection

ESL teachers were recruited through an online group community. After receiving permission from the Walden IRB, the online group manager announced the invitation for

participation to ELS teachers who are members of the online group community (Appendix B). This invitation explains the nature of the study, the inclusion criteria, and the link to the Informed Consent and online survey (Appendix C & D), hosted by Survey Monkey™ (2018). The Informed Consent form was presented as the first page of the survey (see Appendix F). The Informed Consent letter includes background information on the study, procedures for participation, explanation of voluntary participation, disclosure of confidentiality and ethical concerns. As the form explains, clicking on the link to begin the survey indicated consent.

Instrumentation and Operationalization of Constructs

Perception of Teacher, Student, and Family/Home Factors Influencing Student Performance. The survey instrument is a 14-item questionnaire intended to assess the teachers' perceptions of what factors influence academic performance (Patterson, Kravchenko, Chen-Bouck, & Kelley, 2016). Teacher factors and family/home factors each consists of four survey items. Student factors consists of six survey items. The questions are rated from "not at all important" to "very important" on a scale from 1 to 6. The composite scores are computed through an average of the respective items comprising each scale. The Cronbach alpha value ranged from .87 to .93 for all three scales (Patterson, et al. 2016). This measure is shown in Appendix C.

The Domain-Specific View of Ability and Effort. The instrument is a 22-item survey that was developed to measure five domains that reflected content area distinctions. The measure was created with the most common curriculum areas such as

math, English/language arts, science, and social studies. Experts in the field were consulted on standard and existing classification of curriculums for groupings and exclusions of academic areas not commonly included (Patterson, et al., 2016). The survey is comprised of five domains: basic skills, arts, humanities, STEM, and physical. Each item is recorded on a seven-point Likert scale ranging from almost all effort (1) to almost all ability (7). The subscales were measured with an average of the respective items making up each scale. This measure is shown in Appendix D. Permission letter from developer to use is in Appendix F.

Demographic characteristics form. In order to describe the resulting sample, a brief questionnaire containing the following questions was included (Appendix D):

1. Gender (male/female/other: please describe).
2. Age
3. Highest degree completed
4. Type of ESL certification
5. Number of years as ESL teacher (tenor)
6. Ethnicity
7. Average years teaching

Open-ended question. In order to give participants an opportunity to express additional thoughts, the survey included the question:

Is there anything else you would like to share about working with immigrant students whose parents may be at risk for deportation?

Data Analysis Plan

Survey Monkey was used to collect and stored the data anonymously for short-term period. No names, phone numbers, or email addresses was collected. Participants were provided with a confidential numeric identifier. The data was stored in .csv files and downloaded and exported to SPSS version 24.0 for Windows. Any identifying information was not captured so all records will remain anonymous. All electronic data files are password-protected.

To examine the nominal characteristics, frequencies and percent distributions were provided. To examine the continuous variable characteristics, means and standard deviations was calculated. The data was examined for partial and incomplete responses. Participants who did not respond to a majority of the questionnaire were subsequently removed from further analysis. (Tabachnick & Fidell, 2013). Bivariate measures of association were examined to check for multicollinearity, and potential relationships between individual predictors and outcome variables.

To address the research questions, a series of multiple linear regressions were conducted to examine the predictive relationship between teacher factors, student factors, and family/home factors on the five measures of academic performance among children of Latino immigrants as perceived by their ESL teachers. A multiple linear regression is an appropriate statistical tool when assessing the predictive relationships between a group of independent variables and a continuous criterion variable (Tabachnick & Fidell, 2013). Prior to analysis, the assumptions of normality, homoscedasticity, and absence of

multicollinearity was tested. The F test was used to make the overall comparison on whether a significant predictive relationship exists between the variables. Individual t -tests was conducted to assess the predictive relationship of each independent variable. The coefficient of determination, R^2 , describes the variance in the criterion variable that can be explained by the predictors.

The one open-ended question was examined using word counts and a thematic approach to attempt to organize and present common elements and ideas shared by teachers.

Threats to Validity

Threats to Internal Validity

There are several limitations that exist within the scope of quantitative methodologies. Through use of a quantitative methodology, the researcher is limited in terms of exploring the underlying perceptions of the participants. Instead, the researcher explored the relationships and hypotheses with a level of statistical confidence. Due to participants not being randomly selected, there is potential bias in the researcher's identification of the sample (Kothari, 2004). Potential bias on self-report measures could be influenced by participants' beliefs, their views on education programs, years of teaching experience and level of education. In addition, there could be confounding variables (e.g., academic ability, language ability) that increase the risk of Type I and Type II error (Tabachnick & Fidell, 2013). Therefore, the results of this study were interpreted with caution.

Threats to External Validity

Threats to external validity correspond to portions of the research that can cause bias in regard to generalizing the findings to the population. Statistical conclusion validity is a potential threat, such that if the sample size is not large enough or if the statistical assumptions are not met, then there is a threat for a Type II error. Because the sample is not randomly selected, the results cannot directly be generalized to the target population.

Ethical Procedures

The informed consent was distributed to all participants as described in the above data collection section. The informed consent letter outlined the purpose of the study, procedures for participation, description of the voluntary nature of participation, and disclosure of confidentiality and ethical concerns. Possible risks or benefits of this study was also delineated. Participants provided consent in order to continue with the survey process. To ensure participant anonymity, no identifying information (first or last name, classroom or address) was included in the data collection instruments. Participants were also advised that participation is voluntary and that any questions or concerns could be addressed to the researchers. Participants were allowed to withdraw at any time during the process. All data is secured on a password protected computer and will subsequently be deleted after a five-year period.

Summary

The purpose of the study was to examine the factors that contribute to academic success in ESL middle and high school students whose parents are illegal immigrants at risk of deportation, as perceived by their ESL teachers. This chapter identified and justified the methodology and research design selected for the current study. A quantitative correlational design with a multiple regression analysis was used to examine the relationships to answer the research questions. The population, sampling, and data collection procedures were identified. The variables were measured using a survey instrument. The measurements were scored and data analysis performed using SPSS. The next chapter presents the findings of the data collection and analysis

Chapter 4: Results

The purpose of this study was to examine the contributing factors in academic success of ESL students of whose parents may be at risk of deportation, as perceived by their ESL teachers. This study will add to the existing literature on how parental deportation can impact their overall children's mental health. A quantitative correlational design with a multiple regression analysis was used to examine the relationships to answer the research questions. The survey was posted on several online ESL teachers' group to examine the predictive relationship between teacher factors, student factors, and family/home factors on the five measures of academic performance among children of Latino immigrants as perceived by their ESL teachers. In this chapter, I will analyze and present the results. The data collection process and the demographics of the sample will also be presented.

Data Collection

An invitation to participate was posted on three online ESL teachers group inviting teachers to participate in the stud. The survey was available via SurveyMonkey to all teachers for a period of two months. An a priori power analysis conducted with a multiple linear regression indicated a sample of at least 114 participants (F test; $p < .05$; effect size = .10; power = .80) would be appropriate for this design (Faul, Erdfelder, Buchner, & Lang, 2009). A total of 133 responses were collected, with only 122 of those completed fully. Post hoc analysis of achieved power was $\beta = .96$. Teachers who did not

complete the full survey or whose survey was missing more than 70% of their information were excluded from the study.

Results

Demographic Characteristics

The summary statistics were calculated for gender, ethnicity, and type of certification. Of the 122 teachers who responded, 27 were male (22.1%) and 95 were female (77.9%). The distribution for ethnicity was 86 (69.9%) Whites, 9 (7.3%) Hispanics, 4 (3.3%) Blacks, 15 (12.2%) Asian, and 9 (7.3%) for Other. Of teachers with certification, 57 (70.4%) had TESOL, 16 (19.8%) had TEFL, 2 (2.5%) had CELTA and 6 (7.4%) had Other.

Table 1

Demographic Characteristics of the Sample

Variable Name	Categories	Frequency	Percentage
Gender	Male	27	22.1
	Female	95	77.9
	Total	122	100.0
	Missing	10	
Ethnicity	White	86	69.9
	Hispanics	9	7.3
	Blacks	4	3.3
	Asian	15	12.2
	Other	9	7.3
	Total	123	93.2
	Missing	9	6.8
Certification	TESOL	57	70.4
	TEFL	16	19.8
	CELTA	2	2.5
	OTHER	6	7.4
	Total	81	61.4
	Missing	9	38.6

There were 3 scale demographic variables. The average age was 47.03 years ($SD = 11.71$), ranging from 24 to 70 years old. The average tenure was 14.00 years ($SD = 10.24$), ranging from less than one year to 40 years. The average number of years of experience 18.79 years ($SD = 10.65$), ranging from 2 to 48 years). Skewness and kurtosis were also calculated and is presented in Table 2. All variable distribution shapes are well within the range of acceptable values for the conduct of the multivariate analyses to answer the research questions (Westfall & Henning, 2013).

Table 2

Summary Statistics Table for Interval and Ratio Variables

Variable	M	SD	n	SE_M	Skewness	Kurtosis
Age	47.03	11.71	100	1.17	0.03	-0.91
Tenure	14	10.24	99	1.03	0.76	-0.28
Years Experience	18.79	10.65	100	1.06	0.56	-0.38

Note. '-' denotes the sample size is too small to calculate statistic.

Analyses for Research Questions

Missing data for research questions. Of the 132 cases, 10 cases had missing data for the demographic variables, as shown above. Closer inspection of the data revealed that an additional 22 cases had completed demographic questions but not the instruments for the research questions. A comparison of demographics revealed no significant

differences between respondents who only completed the demographics and those who completed the entire survey.

Calculation of summary scores for predictor variables. Each of the variables for the research questions is a summary of 4 or more items pertaining to that factor. These were examined for internal consistency using Cronbach's alpha. The item statistics and reliability statistics are presented in Table 3.

For Teacher Factors, The Quality of Instructions the Student Receives had an average of 5.72 ($SD = 0.51$), ranging from 4.00, to 6.00. The Teacher's Ability to Manage the Classroom had an average of 5.58 ($SD = 0.64$), ranging from 4.00 to 6.00. A Warm and Supportive Classroom Environment had an average of 5.66 ($SD = 0.74$), ranging from 2.00 to 6.00. Teacher's Knowledge of the Content Areas They Teach had an average of 5.63 ($SD = 0.60$), ranging from 4.00 to 6.00. Skewness and kurtosis were also calculated in Table 3. All variable distribution shapes are well within the range of acceptable values for the conduct of the multivariate analyses to answer the research questions (Westfall & Henning, 2013). For Student Factors, The Student's Ability to Focus and Concentrate on Classroom Tasks had an average of 5.34 ($SD = 0.79$), ranging from 3.00 to 6.00. The Student's Ability to Make Friends and Get Along with Peers had an average of 4.85 ($SD = 0.96$), ranging from 2.00 to 6.00. The Student's Ability to Regulate Behavior and Follow Rules at School had an average of 5.14 ($SD = 0.98$), ranging from 2.00 to 6.00. The Student's Motivation to Succeed in School had an average of 5.60 ($SD = 0.67$), ranging from 3.00 to 6.00. The Student's Willingness to Work Hard

and Persist on Challenging Tasks had an average of 5.54 ($SD = 0.72$), ranging from 2.00 to 6.00. The Student's Intelligence had an average of 4.25 ($SD = 1.01$), ranging from 2.00 to 6.00. Skewness and kurtosis were also calculated in Table 3.

For Family and Home Factors, A Warm and Supportive Home Environment had an average of 5.22 ($SD = 0.85$), ranging from 3.00 to 6.00. Having Someone at Home Who is Willing and Able to Help with Homework had an average of 4.49 ($SD = 1.16$), ranging from 2.00 to 6.00. Having Clear Boundaries, Rules, and Routines at Home had an average of 4.88 ($SD = 1.09$), ranging from 2.00 to 6.00. Having Adequate Financial Resources so That Basic Needs (such as food and clothing) are Met had an average of 5.10 ($SD = 1.16$), ranging from 1.00 to 6.00. Skewness and kurtosis were also calculated in Table 3. All variable distribution shapes are well within the range of acceptable values for the conduct of the multivariate analyses to answer the research questions (Westfall & Henning, 2013).

Table 3

Internal Consistency and Items Statistics for Predictor Variables

	Mean	SD	N	Coef. A*	Lowest Interitem r	Highest interitem r
Teacher Factors				.738	.238	.543
Quality of Instructions the Student Receives	5.72	.514	100			
Teacher's Ability to Manage the Classroom and Keep Students on Task	5.58	.638	100			

A Warm and Supportive Classroom Environment	5.66	.742	100			
Teacher's Knowledge of the Content Areas They Teach	5.63	.597	100			
Student Factors				.778	-.013	.649
The Student's Ability to Focus and Concentrate on Classroom Tasks	5.35	.796	95			
The Student's Ability to Make Friends and Get Along With Peers	4.91	.912	95			
The Student's Ability to Regulate Behavior and Follow Rules at School	5.20	.963	95			
The Student's Motivation to Succeed in School	5.61	.673	95			
The Student's Willingness to Work Hard and Persist on Challenging Tasks	5.54	.727	95			
The Student's Intelligence	4.25	1.010	95			
Family and Home Factor				.788	.197	.776
A Warm and Supportive Home Environment	5.22	.856	98			
Having Someone at Home Who is Willing and Able to Help with Homework	4.49	1.160	98			
Having Clear Boundaries, Rules, and Routines at Home	4.88	1.087	98			
Having Adequate Financial Resources so That Basic Needs (such as food and clothing) are Met	5.09	1.158	98			

*Cronbach's alpha ranged from .738 to .788 and all are in the range of acceptable internal consistency (Tabachnick & Fidell, 2003).

Calculation of summary scores for criterion variables. A summary statistic was calculated for the dependent variables. They were examined for internal consistency using Cronbach's alpha. The item statistics and reliability statistics are presented in Table 4.

For Basic Skills, Communication Skills had an average of 4.43 ($SD = 1.45$), ranging from 1.00 to 7.00. Critical Thinking had an average of 3.91 ($SD = 1.73$), ranging from 1.00 to 7.00. Focus had an average of 4.08 ($SD = 1.44$) ranging from 1.00 to 7.00. Logical Reasoning had an average of 3.72 ($SD = 1.46$), ranging from 1.00 to 7.00. Memory had an average of 3.65 ($SD = 1.55$), ranging from 1.00 to 7.00. Problem Solving had an average of 4.05 ($SD = 1.34$), ranging from 1.00 to 7.00. Public Speaking had an average of 4.30 ($SD = 1.44$), ranging from 1.00 to 7.00. Social Skills had an average of 3.71 ($SD = 1.41$), ranging from 1.00 to 7.00.

For Humanities, Writing had an average of 2.88 ($SD = 1.21$), ranging from 1.00 to 7.00. Foreign Language had an average of 4.41 ($SD = 1.34$), ranging from 1.00 to 7.00. Reading had an average of 4.68 ($SD = 1.62$), ranging from 1.00 to 7.00. Social Studies had an average of 4.80 ($SD = 1.64$), ranging from 1.00 to 7.00. Spelling had an average of 4.54 ($SD = 1.50$), ranging from 1.00 to 7.00. Vocabulary had an average of 4.70 ($SD = 1.39$), ranging from 1.00 to 7.00.

For STEM, Advanced Math had an average of 4.41 ($SD = 1.71$), ranging from 1.00 to 7.00. Basic Math had an average of 4.47 ($SD = 1.52$), ranging from 1.00 to 7.00. Science had an average of 4.30 ($SD = 1.60$), ranging from 1.00 to 7.00.

For Arts, Critical Writing had an average of 3.83 ($SD = 1.60$), ranging from 1.00 to 7.00. Music had an average of 3.68 ($SD = 1.73$), ranging from 1.00 to 7.00. Visual Arts had an average of 3.08 ($SD = 1.48$), ranging from 1.00 to 7.00.

For Physical, Fitness had an average of 4.27 ($SD = 1.78$), ranging from 1.00 to 7.00. Sports had an average of 3.66 ($SD = 1.57$), ranging from 1.00 to 7.00.

Table 4

Internal Consistency and Items Statistics for Criterion Variables

	Mean	SD	N	Coef. A	Lowest Interitem cor.	Highest interitem cor
Basic Skills				.80	.095	.644
Communication Skills	4.4.	1.45	99			
Critical Thinking	3.91	1.73	98			
Focus (paying attention to the task at hand, not becoming distracted easily)	4.08	1.44	96			
Logical Reasoning	3.72	1.46	98			
Memory	3.65	1.55	96			
Problem Solving	4.05	1.34	97			
Public Speaking	4.30	1.44	97			
Social Skills	3.71	1.41	96			
Humanities				.78	-.180	.749
Academic Writing (such as writing essays and research papers)	2.88	1.21	99			
Foreign Language	4.41	1.34	98			

Reading	4.68	1.62	99			
Social Studies (including history, geography and civics)	4.80	1.64	95			
Spelling	4.54	1.50	98			
Vocabulary	4.70	1.39	99			
STEM				.78	.391	.744
Advanced Math (such as calculus)	4.41	1.71	82			
Basic Math	4.47	1.52	93			
Science	4.30	1.60	91			
Arts				.72	.401	.585
Creative Writing (such as writing stories and poetry)	3.83	1.60	99			
Music	3.68	1.73	91			
Visual Arts (such as drawing and painting)	3.08	1.48	92			
Physical					.391	.391
Physical Fitness	4.27	1.78	89			
Sports	3.66	1.57	89			

Cronbach's alpha ranged from .72 to .80 and all are in the range of acceptable internal consistency (Tabachnick & Fidell, 2003). Each set of items was summarized into each respective scale. These are presented Table 5.

Table 5

Descriptive Statistics for Summary Scales

		Teacher Factor	Student Factor	Home/Family Factor	Basic Skills	Humanities	STEM	Arts	Physical
N	Valid	100	100	100	100	100	94	100	100
	Missing	32	32	32	32	32	38	32	32
Mean		22.59	30.9100	19.85	28.550	26.42	13.811	11.410	8.82
Median		23.00	31.00	20.00	28.00	26.50	13.50	11.00	8.00
Mode		24.00	31.00 ^a	24.00	25.00 ^a	24.00	12.00	12.00	8.00
Std. Deviation		1.85	3.39	3.49	7.98	6.27	4.13	4.41	3.50
Skewness		-1.698	-.647	-.312	.213	-.176	-.138	.441	.301
Std. Error of Skewness		.241	.241	.241	.241	.241	.249	.241	.241
Kurtosis		2.998	-.052	-.091	1.510	1.460	.474	-.380	-.068
Std. Error of Kurtosis		.478	.478	.478	.478	.478	.493	.478	.478
Minimum		16.00	21.00	10.00	7.00	6.00	3.00	3.00	2.00
Maximum		24.00	36.00	29.00	56.00	48.00	24.00	24.00	16.00

a. Multiple modes exist. The smallest value is shown

Tests of Assumptions for Multivariate Statistics

Prior to conducting the multivariate analyses, the data were examined to evaluate the extent to which statistical assumptions were met. Bivariate measures of association were examined to check for multicollinearity, and potential relationships between individual predictors and outcome variables. These are shown in Table 6.

Table 6

Multivariate analyses

		Student Factor	Home/ Family Factor	Basic Skills	Human- ities	STEM	Arts	Physical
Teacher Factor	R	.469**	.335**	0.006	0.028	0.077	0.037	-0.022
	Sig.	0.000	0.001	0.954	0.782	0.461	0.716	0.825
	N	100	100	100	100	94	100	100
Student Factor	R	1	.380**	-0.053	0.012	0.001	-0.039	-0.162
	Sig.		0.000	0.598	0.908	0.994	0.698	0.108
	N		100	100	100	94	100	100
Home/Family Factor	R		1	-0.002	-0.014	0.034	0.069	-0.028
	Sig. (2- tailed)			0.986	0.893	0.745	0.496	0.783
	N			100	100	94	100	100
Basic Skills	R			1	.722**	.612**	.626**	.436**
	Sig.				0.000	0.000	0.000	0.000
	N				100	94	100	100
Humanities	R				1	.756**	.517**	.462**
	Sig.					0.000	0.000	0.000
	N					94	100	100
STEM	R					1	.495**	.540**
	Sig.						0.000	0.000
	N						94	94
Arts	R						1	.699**
	Sig.							0.000
	N							100

A preliminary analysis revealed an understanding of the analysis of assumptions. Correlations were examined among the predictor variables. They ranged between .38 to .469, indicating that they are significantly correlated but not sufficient enough to warrant concern about multicollinearity.

Correlation among the criterion variables range from .495 to .756, all statistically significant.

Correlations of predictor variables with each of the criterion variables revealed almost no relationship. Correlations ranged from .162 to .077, indicating no predictor relationship. Therefore, the formal set of analyses of multicollinearity regression were not computed. These findings will be discussed further in Chapter 5.

Summary

In this chapter, the results were presented. The study settings and demographics were described. The data analysis strategy was reviewed and explained. The data analysis is presented in the tables. The findings revealed almost no correlations between predictor variables and criterion variables and no further analysis was computed. In chapter five, discussion on the implications, study results, measures used, and the theory used to guide this study will be discussed.

Chapter 5: Discussion, Conclusions, and Recommendations

The growing interest in the well-being of children of immigrant parents has led to an increase in literature on how the threat and experience parental deportation can affect student school performance (Zayas et al., 2015). However, the existing research does not address how these family experiences affect student factors (e.g., ability to focus, make friends, and persist on school tasks) and specific domains of academic performance (e.g., basic skills, arts, humanities, STEM, and physical fitness). Research findings have also suggested that ESL teachers have greater insight into their students' experiences (Ma, Du, Hau, & Liu, 2017). The purpose of this study was to examine the ESL teachers' perceptions of the factors that contribute to academic success in ESL high school students whose parents are illegal immigrants at risk of deportation.

A correlational design was employed to collect online survey data from 122 teachers using the Domain-specific beliefs about ability and effort survey and the Teacher, Student, Family, Factors Measure (Paterson et al., 2016). The survey participants were ESL teachers with an average age of 47.03 years, an average of 18.79 years of experience and a tenure average of 14 years. Teachers were recruited through an online group community. The teachers self-reported survey data was examined using SPSS. All research hypotheses were directed towards examining how much the Teacher, Student and Family factors influenced any of the five criterion measures (Basic Skills, Humanities, STEM, Arts, and Physical). While all summary scales demonstrated adequate internal consistency, the results indicated no significant correlations between

the predictor variables (teacher factors, student factors, and family/home factors) and the criterion variables (the five measures of academic performance). The absence of significant findings is discussed in light of the published research and theoretical framework presented in Chapter 2.

Interpretation of the Findings

Comparison with Prior Literature

Family involvement has been clearly identified as a key factor in academic success, from kindergarten up through college (McNeal, 2014). Gilbert, Brown & Mistry (2017) studied 68 Latino students between third and fourth grade and found that parental participation in this study was positively correlated to the students' academic success, and that parents with higher financial stress had less participation in their children's school work. In the current study, no significant relationship between family/home and any of the measures of academic performance.

Prior studies have also pointed out that ELL teachers play a major role in their students' academic performance. Parents of ELL students often lack knowledge and resources to help their children, they rely more on teachers' support with school work (Wassell, Hawrylak, & Scantlebury, 2017). In contrast, the current study did not reveal any significant relationships between teacher factors and student performance.

Student factors, such as self-regulation and motivation, have been linked to academic performance. Daniela's (2015) study of 270 students concluded that academic performance is strongly impacted by the students' level of motivation and self-regulation.

Daniela (2015), argued that high levels of self-regulation and a high degree of motivation strongly influence school performance. A study conducted by Cleary & Kitsantas (2017) revealed a strong correlation between self-regulation/motivation and student academic achievement. The study conducted on 331 students concluded that motivation was a strong predictor of student's self-efficacy and self-regulating learning behaviors, which act as critical factors in school performance (Cleary & Kitsantas, 2017). Student factors and school performance in this study did not show a significant relationship.

The absence of significant relationships suggests several possible interpretations. Methodological implications are discussed below. And, it may also be worth considering that changes in the political climate have made a study like this difficult to conduct and produce results comparable to the past studies. Immigration raids and deportations in the U.S have increased substantially during the Trump administration, creating short term impacts (e.g., childcare challenges, loss of home security) and longer term consequences (economic challenges, psychological stress, trauma, and stigma) for children, and contributing to a greater fear of exposure and “distrust” of school personnel among children of immigrant parents (Capps, 2007). School absenteeism has also been reported making it harder for teachers to provide accurate feedback (Jones & Jones, 2018). Stigmatization bullying and racism (Jones & Jones, 2018) was also reported as factors impacting children of immigrants (Howard & Taylor, 2015, Jones & Jones, 2018). These larger contextual factors are not typically measured in studies like this, and it is

recommended that future studies consider the socio-political context and how it affects the school's climate and perception of migration.

Comparison with Theoretical Framework

In this study, Sewell's duality of structure served as the conceptual framework for understanding the home and school environment on school performance among ELL students of unlawful immigrant parents. Sewell's duality of structure posits that people use schemas, resources and agency, which Sewell defines as "an actor's power that originates from awareness of schema or control of resources" (p. 16), in social relationships, to organize and interpret information based on past experiences (Sewell, 1992). This framework was used as a hypothesis that teacher's use schemas to draw inferences about their students and factors (teacher, family/home, and student factors) that are most influential on their students' school performance.

Wassel, Hawrylak and LaVan (2010) used Sewell's duality of structure as a framework for exploring ELL students experiences in the classroom. Their study included the perspective of ELL students on their school experiences and challenges. The study, using a qualitative approach, showed that ELL students experienced fear and anxiousness because of their difficulty understanding the culture. The conclusion of the study revealed that, from the students' perspective, the ESL teachers can either empower or constrain their ELL students' comfort and success in their classroom (Wassell et al., 2010).

Sewell's conceptualization of the duality of structure may not have been the appropriate framework to help guide this study because this theory focused on the use of schemas and resources by the individuals themselves, rather than persons in their social sphere (in this case ELL teachers and their students) reporting on perceived resources, schema and agency. In contrast to Wassel's et al, (2010) study, whose qualitative research was conducted in person and in actual time, this study was conducted anonymously online requesting participants to give their perception of past experiences with their students.

The Family Economic Stress Model (FESM) used by Gilbert et al. (2017) to explore the association between parental involvement and school performance could be a more appropriate framework to use, as stress related to immigration and acculturation experienced by parents and financial stress are identified as some of the main stressors disproportionately experienced by Latino immigrant families (Gilbert et al., 2017). FESM takes into account the association between parental stresses and the parent-child relationship (Conger, Conger, & Martin, 2010). Use of this model could have guided the research towards inclusion of variables more pertinent to prediction of poor academic performance in school, if ELL teachers were privy to that information (Gilbert et al, 2017).

Limitations of the Study

There were several limitations imposed by the methodological choices and scope of the study that resulted in non-significant findings and the acceptance of the null

hypothesis. In terms of measurement reliability and validity, several issues were present. First, the Teacher, Student, Family Factors measure and the Beliefs About Ability were the tools used to measure the correlation between predictor and criterion variables. Prior studies reported good psychometric properties on 53 practicing teachers enrolled in education graduate programs. This sample was based on an online convenience sample of ELL teachers from different schools. It is possible that this tool was not appropriate for this population. Psychometrically, internal consistency among all summary scores was acceptable. Among the predictor variables, the alpha co-efficient were sufficient (alpha ranged from .738 to .788, $p > .05$), and correlations among predictors were significant but not sufficient to warrant concern about multicollinearity, ranging from .38 to .469, $p > .05$ (Westfall & Henning, 2013).

The criterion variables' alpha coefficients ranged from alpha .72 to .80, and correlations among these variables indicated some overlap among the constructs (ranging from .495 to .756, $p > .05$). Examination of the correlations among predictors and criterion variables revealed no statistically meaningful relationships (ranging from .077 to .162, $p > .05$). These findings resulted in accepting the null hypothesis, in contrast to what was hypothesized based on the prior literature and theoretical framework.

The lack of significance could be due to sample formation. The anonymous nature of data collection using online surveys is a limitation because of the inability of the researcher to qualify participants and observe how they are completing the questionnaire. For example, the online participants may have included unknowledgeable staff that were

not familiar with the population being studied. Further, the unique experiences of immigrant children who may be living in fear of deportation/separation by immigration or who are experiencing acculturative stress may not have been accessible to the participants because of changes in school climate that have occurred as a result of recent changes in Federal policy (Jones & Jones, 2018; Zayas et al., 2017.).

Recommendations

This study was an attempt to elucidate the predictors of academic performance for junior high students who have one or more parents at risk for deportation or already deported. The methods used (anonymous survey research of ELL teachers) was at best an effort to indirectly examine possible predictors from the perspective of ELL teachers. As pointed out in the limitations, research like this is at risk for null results – not because the constructs are unrelated – but because more direct measures of the key constructs were not carried out. Circumstances beyond the researcher’s control prevented her from gaining access to school data, or to directly survey teachers or students.

First, it is recommended that more direct measures of all the key constructs be considered when implementing future studies. Studies like the one done by Zayas et al. (2015) were able to find significant and substantive findings in part because they were in the school system. Specifically, in order to more rigorously examine the relationship of student class experience and academic performance, the following recommendations are made:

Second, assessments of immigration status should be explored and documented accurately. Prior research has shown how the uncertainty of the parent's legal status impacts the overall wellbeing of their children. In Zayas et al. (2015) it was revealed that children who experience abrupt separation from their parents had higher levels of anxiety, emotional problems, and mood/physical symptoms. Allen et al. (2013) also found a high correlation between parental deportation/unlawful immigration status and its adverse effect on the emotional and behavioral health of children, as well as the detrimental effects on their education. A more accurate and inclusive tool on students' parental immigration status and direct teacher access to students could help address these limitations. This type of study would require a measuring tool with more in-depth family structure questions, family immigration status questions, and direct teacher access.

Third, direct assessments of student mental health, social health and school performance can help reveal more accurate results. Zayas et al. (2017) explored how traditional developmental models used to assess children of deported parents may not "adequately account for the complexity of transitional family structures" unique to this group. Experiences such as exposure to trauma, educational gaps, and acculturative stress are some of the unique experiences of children of immigrant parents (Zayas et al., 2017). Zayas et al also advised that incorporating a qualitative approach using a developmental theory such as grounded theory should be "applied flexibly" to address the complexities of deportation and migration experienced by this group.

Finally, studies involving direct interviews with or access to parents or students have revealed a strong link between parental unlawful immigration status/deportation and its detrimental effects on children. Satinsky et al. (2013) conducted and documented reports from a focus group and found that participants disclosed living in fear of deportation and described their children's academic decline after an immigration raid.

These studies involving direct contact with parent/teacher or children using more in-depth measuring tools indicate a strong link between children with parents of unlawful status and the detrimental effects it has in every aspect of their children's life. Therefore, further studies with the appropriate assessment tools and direct contact with teachers, parents, and the student population is recommended.

Implications

There are several implications that can be drawn from this study. First, the growing body of research points to the detrimental effects of sudden separation from parents by immigration, making it evident for schools and practitioners to incorporate interventions for a population that has been significantly growing (ICE data, 2018). Although this research did not reveal a link between teacher factors, family/home, and student factors and academic performance, it did reveal recognition among researchers that attention to this population is warranted and that schools with a higher number of children of immigrants can expect to see a decline in their students' overall mental health. It is important for policy makers, school personnel, and caregivers to recognize how the abrupt separation can influence and impact every aspect of the students' life. The

importance of school programs that support and address the barriers to learning for these students cannot be overemphasized.

Conclusion

The findings from this study did not support the hypotheses proposing that teacher factors, family/home factors, and student factors predict academic performance measures among ESL students of immigrant parents. The tools used were two surveys to measure their ESL teacher's perception of factors that contributed to academic performance. It is possible that these measurement tools were not sensitive enough to capture individuals who have direct knowledge (e.g. sample group, measuring tools) or that additional personalized questions may be needed on the surveys to capture more accurate responses. Although much research supports the claim that parental or family involvement are strong predictors of academic performance, the tools used, or sample might not have been appropriate for this study. Recommendation for additional studies using tools that address the unique qualities of this population could help shed light on the effect of parental deportation on academic performance among ESL students of deported parents.

Many concerns arise from the findings of the cited research in this study. It has been well documented that untreated child mental health issues have a debilitating impact on adulthood and the ability to lead productive lives. As a growing population, a large number of students impacted by parental separation will be entering the workforce, communities, and becoming the very fabric of our society. Some long term concerns

include burdening of medical/mental health facilities and government assistance for underqualified low-income earners.

There are implications for improving school programs that address the unique circumstances of this population. School and community programs can play a large part in addressing student isolation, school performance decline, loss of interest in school, and behavioral and mental health concerns. If schools are to help support equity of opportunities to all students, initiatives that focus on not only the students who have experienced parental deportation, but also the ones who are living in fear of separation through deportation, should be a priority.

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Appendix A:

Invitation Letter to Teachers Requesting Participation in Data Collection

Hello,

I am Osiris Ciminera, a Ph.D. Clinical Psychology student at Walden University and I am inviting you to participate in the data collection of my research within your ESL teachers of your online community. This research explores the factors that contribute to academic performance among ESL students whose parents are experiencing immigration issues/deportation. This study will contribute to positive social change by bringing awareness to how the sudden separation from parents by deportation can have detrimental effects on children and their school performance.

If you agree to participate, simply click on the link below. This will take you to the website where you will be asked to read the Informed Consent letter. If you understand and agree, you'll click the link "***Start the Survey***" and the survey will appear. It will take approximately 20 minutes, and all answers are anonymous. The results will be presented so that no one person can be identified.

If you wish to have a copy of the results once the study is completed, there will be instructions at the end of the survey to make that request.

I am very appreciative of your willingness to participate.

Thank you,

Osiris.

<https://www.surveymonkey.com/r/S55JJVX>

Appendix B: Teacher, Student, Family Factors Measure

Multiple factors may contribute to student success or failure in school. Review the list of factors below and indicate how important you believe each factor is in contributing to students' academic performance.

1 The quality of instruction the student receives

1	2	3	4	5	6
Not at All	Not Very	A Little	Somewhat	Pretty	Very
Important	Important	Important	Important	Important	Important

2 The teacher's ability to manage the classroom and keep students on task

1	2	3	4	5	6
Not at All	Not Very	A Little	Somewhat	Pretty	Very
Important	Important	Important	Important	Important	Important

3 A warm and supportive classroom environment

1	2	3	4	5	6
Not at All	Not Very	A Little	Somewhat	Pretty	Very
Important	Important	Important	Important	Important	Important

4 Teachers' knowledge of the content areas they teach

1	2	3	4	5	6
Not at All	Not Very	A Little	Somewhat	Pretty	Very
Important	Important	Important	Important	Important	Important

5 The student's ability to focus and concentrate on classroom tasks

1	2	3	4	5	6
Not at All	Not Very	A Little	Somewhat	Pretty	Very
Important	Important	Important	Important	Important	Important

6 The student's ability to make friends and get along with peers

1	2	3	4	5	6
Not at All	Not Very	A Little	Somewhat	Pretty	Very

Important Important Important Important Important Important

7 The student's ability to regulate behavior and follow rules at school

1	2	3	4	5	6
Not at All Important	Not Very Important	A Little Important	Somewhat Important	Pretty Important	Very Important

8 The student's motivation to succeed in school

1	2	3	4	5	6
Not at All Important	Not Very Important	A Little Important	Somewhat Important	Pretty Important	Very Important

9 The student's willingness to work hard and persist on challenging tasks

1	2	3	4	5	6
Not at All Important	Not Very Important	A Little Important	Somewhat Important	Pretty Important	Very Important

10 The student's intelligence

1	2	3	4	5	6
Not at All Important	Not Very Important	A Little Important	Somewhat Important	Pretty Important	Very Important

11 A warm and supportive home environment

1	2	3	4	5	6
Not at All Important	Not Very Important	A Little Important	Somewhat Important	Pretty Important	Very Important

12 Having someone at home who is willing and able to help with homework

1	2	3	4	5	6
Not at All Important	Not Very Important	A Little Important	Somewhat Important	Pretty Important	Very Important

13 Having clear boundaries, rules, and routines at home

1	2	3	4	5	6
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Not at All Important	Not Very Important	A Little Important	Somewhat Important	Pretty Important	Very Important
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14 Having adequate financial resources so that basic needs (such as food and clothing) are met

1 Not at All Important	2 Not Very Important	3 A Little Important	4 Somewhat Important	5 Pretty Important	6 Very Important
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15. Are you currently teaching an ESL class now?

16. Is there anything else you would like to share about working with immigrant children whose parents may be at risk for deportation?

Subscales:

Teacher / School: 1, 2, 3, 4

Student: 5, 6, 7, 8, 9, 10

Family / Home: 11, 12, 13, 14

Appendix C: 22-Item Survey

Beliefs about ability across domains

In some cases, people tend to think of performance as mostly based on ability—how naturally smart or talented a person is in a particular area. In other cases, people tend to think of performance as mostly based on effort—how hard a person works or how much they practice in a particular area. For each of the following areas, indicate how much you believe that performance and achievement in this area is due to natural ability versus effort and practice.

Academic writing (such as writing essays and research papers)

1	2	3	4	5	6
	7				
Almost all	Mostly	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Almost all Effort	Ability	Ability and Effort	Effort	Effort

Advanced math (such as calculus)

1	2	3	4	5	6
	7				
Almost all	Mostly	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Almost all Effort	Ability	Ability and Effort	Effort	Effort

Basic math (such as arithmetic)

1	2	3	4	5	6
	7				
Almost all	Mostly	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Almost all Effort	Ability	Ability and Effort	Effort	Effort

Communication skills

1	2	3	4	5	6
Almost all	Mostly 7 Almost all	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort

Creative writing (such as writing stories and poetry)

1	2	3	4	5	6
Almost all	Mostly 7 Almost all	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort

Critical thinking

1	2	3	4	5	6
Almost all	Mostly 7 Almost all	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort

Focus (paying attention to the task at hand, not becoming distracted easily)

1	2 7	3	4	5	6
Almost all Ability	Mostly Almost all Ability Effort	Slightly more Ability	Equally Ability and Effort	Slightly more Effort	Mostly Effort

Logical reasoning

1	2 7	3	4	5	6
Almost all Ability	Mostly Almost all Ability Effort	Slightly more Ability	Equally Ability and Effort	Slightly more Effort	Mostly Effort

Foreign language

1	2 7	3	4	5	6
Almost all Ability	Mostly Almost all Ability Effort	Slightly more Ability	Equally Ability and Effort	Slightly more Effort	Mostly Effort

Memory

1	2 7	3	4	5	6
Almost all Ability	Mostly Almost all Ability Effort	Slightly more Ability	Equally Ability and Effort	Slightly more Effort	Mostly Effort

Music

1	2 7	3	4	5	6
Almost all	Mostly Almost all	Slightly more	Equally	Slightly more	Mostly

Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort
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Physical Fitness

1	2 7	3	4	5	6
Almost all Ability	Mostly Almost all Ability Effort	Slightly more Ability	Equally Ability and Effort	Slightly more Effort	Mostly Effort

Problem solving

1	2 7	3	4	5	6
Almost all Ability	Mostly Almost all Ability Effort	Slightly more Ability	Equally Ability and Effort	Slightly more Effort	Mostly Effort

Public speaking

1	2 7	3	4	5	6
Almost all Ability	Mostly Almost all Ability Effort	Slightly more Ability	Equally Ability and Effort	Slightly more Effort	Mostly Effort

Reading

1	2 7	3	4	5	6
Almost all Ability	Mostly Almost all Ability Effort	Slightly more Ability	Equally Ability and Effort	Slightly more Effort	Mostly Effort

Science

1	2	3	4	5	6
Almost all	Mostly 7 Almost all	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort

Social skills

1	2	3	4	5	6
Almost all	Mostly 7 Almost all	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort

Social studies (including history, geography, and civics)

1	2	3	4	5	6
Almost all	Mostly 7 Almost all	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort

Spelling

1	2	3	4	5	6
Almost all	Mostly 7 Almost all	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort

Sports

1	2	3	4	5	6
Almost all	Mostly 7 Almost all	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort

Visual art (such as drawing and painting)

1	2	3	4	5	6
Almost all	Mostly Almost all	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort

Vocabulary

1	2	3	4	5	6
Almost all	Mostly Almost all	Slightly more	Equally	Slightly more	Mostly
Ability	Ability Effort	Ability	Ability and Effort	Effort	Effort

Scoring

Average across items for each domain

Basic Skills

- Communication skills
- Critical thinking
- Focus (paying attention to the task at hand, not becoming distracted easily)
- Logical reasoning
- Memory
- Problem solving
- Public speaking
- Social skills

Humanities

- Academic writing (such as writing essays and research papers)
- Foreign language
- Reading
- Social studies (including history, geography, and civics)
- Spelling
- Vocabulary

STEM

- Advanced math (such as calculus)
- Basic math (such as arithmetic)
- Science

Arts

- Creative writing (such as writing stories and poetry)
- Music
- Visual arts (such as drawing and painting)

Physical

- Physical Fitness
- Sports

Appendix D: Demographic Data Collection Form

Variable Name	Description	Choices
Gender	Gender	Male/Female/Other: Please Describe
Age	Age of participant	
Type of ESL certification	Certification required to teach English as a second language	TESOL/ TEFL/ CELTA
Number of years as ESL teacher (tenor)	Number of years teaching ESL	
Ethnicity		Hispanic/Black/white
Avg years teaching	Average years teaching	

Appendix F: Permission From Developer

Dear Osiris,

I would be happy to have you use the measure for your dissertation. I have attached a copy of the measure with instructions, items, and response scales. To the best of my knowledge, the measure has not yet been used in subsequent research. Please let me know you find in your research, I would love to know your results!

Best,
Meagan

Meagan M. Patterson, PhD
Associate Professor
Department of Educational Psychology
University of Kansas
JRP 632
1122 West Campus Road
Lawrence, KS 66045
785-864-9763
<http://meaganpatterson.com/publications/>