

Effect of Parent and Teacher Expectations on
Academic Achievement of Immigrant Mexican Youth

by

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Abstract

Mexican immigrants have the lowest incomes and over half of the population lives at or near poverty levels. It is suggested that one of the primary reasons for these trends is the relatively few years of schooling that immigrants have. Due to the growing challenges that Mexican immigrants face, this study focuses on a possible solution: academic achievement among Mexican immigrant youth. Specifically, this qualitative phenomenological study will address the question: In what ways do parent and teacher expectations affect academic achievement of immigrant Mexican youth? To do so, this study will take place at Overfelt William High School in San Jose, California. Through convenience sampling methods, this study will obtain three to five student participants, three to ten parent participants, and three to five teacher participants. Student and parent participants will partake in semi-structured interviews and teacher participants will fill out an open ended questionnaire. The anticipated findings are: if a student perceives their parent's expectations or teacher expectations to be low, then their academic performance will be negatively affected. Conversely, if parent and teacher expectations are high, then academic achievement will be positively affected, and the student will be more academically successful. From a transcultural perspective, social workers would have an ethical responsibility to develop culturally competent educational programs for parents and teachers in order to raise their awareness about the unique challenges of immigrant Mexican students, their impact on the student's academic achievement, and how to best communicate high expectations.

Introduction

Since the passing of the Immigration Act of 1965, the immigrant population in the United States has substantially increased. Mexico accounts for the greatest number of immigrants in the United States; about 31 percent of immigrants came from Mexico in 2005 (Camarota, 2005). Along with a greater number of immigrants come a greater number of challenges. Immigrants tend to have lower incomes, lack health insurance, and live at or near poverty levels. Mexican immigrants have the lowest incomes and nearly 63 percent of the population lives at or near poverty levels (Camarota).

Camarota (2005) suggests that one of the primary reasons for these trends is the relatively few years of schooling that immigrants have. Since less educated people are more likely to get lower-paying jobs and have higher rates of unemployment, it is no wonder that the poverty levels are so high. Also, because there are increasing demands for educated workers, the jobs that immigrants typically get are seen as if of little value and do not offer health insurance (Camarota).

Due to the growing challenges that Mexican immigrants face, this study focuses on a possible solution: academic achievement among Mexican immigrant youth. The question then becomes, what are contributing factors to the academic success of this population? Much research has been done on the variables that impact education attainment of the Latino population (Benner & Mistry, 2007; Ceballo, 2004; Jussim & Harber, 2005; Okagaki & Frensch, 1998; Quiocho & Daoud, 2006; Suarez-Orozco & Suarez-Orozco, 1996; Tenenbaum & Ruck, 2007), but none has specifically focused on Mexican immigrant youth. Two factors that have emerged as influential on academic success are parent and teacher expectations. Therefore, this study will explore how parent and teacher expectations affect the academic achievement of Mexican immigrant youth.

Relevance to Social Work

This study focuses on Mexican immigrant youth in the United States, which is an ethnic minority group that has been the victim of marginalization, discrimination, and poverty. The National Association of Social Workers (NASW) Code of Ethics (1999), states that social workers have the duty to improve the welfare of all human beings that experience oppression, deprivation, or injustices. Social workers are likely to come into contact with Mexican immigrant youth in schools, and it is therefore imperative that social workers understand what contributes to their academic success, and thusly improve their future well-being.

Further, from a transcultural perspective, this study contributes to the cultural knowledge and cultural competence of social workers (School of Social Work, n.d.). The NASW Code of Ethics (1999) articulates that social workers should have an understanding of the people's culture they serve and deliver services in a culturally proficient manner. Thus, research that explores Mexican immigrant youth enhances social workers' cultural knowledge, and when they put cultural knowledge into practice, social workers attain cultural competence in their work.

Literature Review

Background of Mexican Immigrant Youth and Academic Achievement

Over 6,500,000 Mexican immigrants currently live in the United States (Hoefler, Rytina, & Campbell, 2007). According to the U.S. Census Bureau (n.d.), over 69 percent of Mexican immigrants over the age of 25 did not have a high school diploma in the year 2000. Further, Mexican children have been found to be especially at risk of low academic achievement and high drop-out rates (Plunkett & Bámaca-Gomez, 2003). Only 4.4 percent of Mexican immigrants have a college or graduate degree, compared to 28

percent of the native-born population (Camarota, 2005). Sosa (2002) proposes that poverty, the University's lack of outreach, culturally biased testing, and unclear federal and state policies are fundamental reasons for the academic underachievement of Mexicans.

It is also important to note that Mexican immigrants face many unique stressors in their daily lives. First, United States immigration law has varied throughout history, at times welcoming Mexican immigrants and at other times banishing them (Library of Congress, 2002). Further, the rise in anti-immigration sentiment, as well as raids to round up undocumented workers have led Mexican immigrants to believe that non-Hispanic Whites hold negative views of their group and that they are being discriminated against in the United States (Shinnar, 2008). Moreover, the immigration experience itself and the stressors that arise such as learning a new language, finding jobs, and coping with discrimination can lead to both acculturation stress and familial stress (Bacallao & Smokowski, 2007). Specifically, parents have less time to spend with their children due to demanding new jobs. Decreased time as a family is associated with adolescents' loneliness, isolation, and risk-taking behavior. Consequently, Mexican parents may become authoritarian, precipitating parent-adolescent conflict resulting in familial stress (Bacallao & Smokowski). Hence, Mexican immigrant youth not only face challenges in the academic world but in their personal lives as well.

Systems Theory and Academic Achievement of Immigrant Mexican Youth

The systems theory provides a theoretical foundation for the academic achievement of Mexican immigrant youth. The systems theory proposes that there are three types of helping systems: informal or natural, formal, and societal (Payne, 2005). Further, these systems are composed of subsystems that are all interconnected

(Hutchinson & Charlesworth, 2003). Moreover, an important piece of the systems perspective is reciprocity, or the idea that if one alters a portion of a system, then that will create change in other parts of the system (Payne, 2005).

This study focuses on two specific systems in the immigrant Mexican student's life: the teacher in the societal system and the parent in the natural system. First, the student participates in a societal system that includes his/her school and teacher. Second, the student lives in a natural system that includes his/her parents and family. The societal system and the natural system are interconnected in the child's life (Hutchinson & Charlesworth, 2003). Therefore, due to the principle of reciprocity, if positive change is created in one system then it will positively impact and also change the other systems (Payne, 2005). With this in mind, one would hope that if a student is experiencing positive parent or teacher expectations, then this would improve academic achievement.

Teacher Expectations and Academic Achievement

The term "self-fulfilling prophecy" was coined by Robert Merton in a 1948 essay, and has since been used to describe the theory that people will fulfill their own expectations or expectations that are placed on them (Goldenberg, Gallimore, Reese, & Garnier, 2001). This phenomenon has been used to explain Rosenthal and Jacobson's (1968) landmark *Pygmalion in the Classroom* study (as cited in Jussim & Harber, 2005). Rosenthal and Jacobson administered a nonverbal intelligence test to children in kindergarten to fifth grade claiming it was an exam to distinguish students who would experience a dramatic intellectual growth in the upcoming year. The study found that teacher expectations created self-fulfilling prophecies in the students, resulting in higher IQ scores for the students randomly identified as intellectual "late bloomers" and lower IQ scores for the students in the control group. However, this study resulted in much

controversy about whether teacher expectations or an alternative factor impacted students' school performance, which Jussim and Harber (2005) attempted to put to rest with their meta-analysis on thirty-five years of research based on grades K-12. They found that self-fulfilling prophecies are present in classrooms, but the effects are typically minimal. However, Jussim and Harber (2005) also concluded that students from stigmatized groups may be particularly vulnerable to the effects of self-fulfilling prophecies, as well as children in the first, second, and seventh grades.

There have been a number of studies that have focused on the impact of teacher expectations on stigmatized groups, particularly minorities (Benner & Mistry, 2007; Hughes, Gleason, & Zhang, 2005; Obiakor, 1999; Tenenbaum & Ruck, 2007). Benner and Mistry (2007) found that teacher expectations negatively influenced low-income Latino youth's own educational expectations, which could potentially result in dampened academic outcomes. Obiakor (1999) found that a student's physical appearance created a source for discrimination and that language barriers became a basis for inappropriate treatment, all of which negatively impacted teacher expectations and the academic achievement of the student.

Favorable and unfavorable distinctions can also be made between minorities. Tenenbaum and Ruck (2007) found in their meta-analysis, which included grades K-12, that teachers had higher expectations for Asian Americans than for Latino students. Lower expectations for Latino students resulted in specific teacher behavioral practices: increased negative referrals, less praise, and more criticism. The study concluded that differential treatment could lead to lower academic performance and contribute to limited educational opportunities.

Parent Expectations and Academic Achievement

Some research has concluded that Latino parents have low academic expectations for their children (Okagaki & Frensch, 2006; Quioco & Daoud, 2006). Quioco and Daoud suggested that commonly held beliefs about Latino parents are: they are uneducated and do not support nor care about their children's education, they do not participate in school activities, and they do not have high academic standards. Further, Okagaki and Frensch (1998) found that Latino parents have lower academic expectations than Asian parents.

However, research has also found that Latino parents have high academic expectations for their children (Ceballo, 2004; Drummond & Stipek, 2004; Goldenberg et al., 2001; Hao & Bonstead-Bruns, 2007; Plunkett & Bámaca-Gomez, 2003). Goldenberg et al. found that Latino immigrant parents have high scholastic hopes for their children, but they are unsure of how to help them reach their academic goals. Further, Drummond and Stipek (2004) found that in circumstances where Latino parents perceived their children's achievement as low, they rated the importance to help them as high. Moreover, Latino parents have been found to be committed to the importance of education and tend to transmit their expectations nonverbally and through learning activities (Ceballo, 2004; Hao & Bonstead-Burns, 2007).

Although research has found that low parent and teacher expectations can negatively impact the academic achievement of minorities, it has failed to look at ethnic groups independently. Researchers tend to group all Latinos together, which does not capture factors that could particularly be true for one ethnic group and not another. Further, by grouping all Latinos together, researchers fail to identify the influence of acculturation on the results. In other words, what may be true for a newly arrived

Mexican immigrant may be different for a third generation Mexican-American. This study addresses these limitations by focusing on immigrant Mexican youth.

Research Question

Realizing that research has found mixed results about the impact of teacher and parent expectations on academic success, it is necessary to further study this area in order to disentangle the results and reach more conclusive findings. Further, research tends to group all Latinos together and has failed to look at ethnic groups independently. Since the academic literature is lacking on research pertaining to teacher and parent expectations on immigrant Mexican youth, this study hopes to lay a foundation for future research with this population. This qualitative study will address the following question: In what ways do parent and teacher expectations affect academic achievement of immigrant Mexican youth?

Methods

Research Design

The study will have a phenomenological research design in order to reach an understanding of the universal similarities that Mexican immigrant youth share as it pertains to parent and teacher expectations of their academic achievement. It is the goal of this study to describe their experiences free from judgments and expectations, and let the data speak for itself. This research will collect data from open-ended interviews, open-ended questionnaires, and demographic questionnaires.

Sample

This qualitative study will recruit three to five high school students aged fourteen to eighteen. This study will use convenience sampling. The sampling frame is immigrant Mexican youth at William C. Overfelt High School. Participants will be recruited from

referrals made to the researcher while serving as a school social work intern. Referrals are received from teachers, parents, administration, and self-referred. When the researcher receives a student referral, she will check the student's demographics through SASI Student Information System, and when it conveys that the country of origin is Mexico, the researcher will recruit the student for the study.

It is anticipated that there will be three to ten parent participants. The parents of the student participants will be asked to partake in the study. Ideally, this research would prefer to have both parents, but if it is not possible, then either parent that is available will be asked to take part in the interview. If there are no parents in the home, the primary caregiver will be asked to participate in the study. It is predicted that most parent participants will also be immigrants from Mexico and that they will be in middle adulthood.

It is expected that there will be three to five teacher participants. The researcher will interview the students' English teacher, so it is anticipated that each student may have a different teacher. Teacher participants will likely be well educated and from different ethnic backgrounds.

Study Site

This study will take place at William C. Overfelt High School, which is located in San Jose, California. The student interviews will be conducted in an office provided by the school. The office is located in the Student Support Services building, has two windows, and the door closes completely for privacy. Parents will have a choice for their interview to take place in their home or at school. If they choose their home, the researcher will request parents to designate an area where they feel comfortable and have a minimum of interruptions. If they choose the school, parent interviews will take place

in the same office as student interviews. Teacher participants will fill out the questionnaire in the setting of their choice.

Themes

The themes that will be explored in this study are 1) parent expectations and 2) teacher expectations perceived by the student to affect their 3) academic achievement. Parent expectations will be explored in the context of both verbal and non-verbal messages that are given to the student about his or her schoolwork. Teacher expectations will also be covered through verbal and non-verbal communication inside and outside of class. For the purposes of this study, academic achievement will be left to the student, parent, and teacher to define because interesting data may result from the different interpretations of school achievement.

Student participants will be asked to fill out a demographic questionnaire (Appendix A) then verbally answer in-depth open ended questions in Spanish during the semi-structured interview (Appendix B). Some sample questions that will be used are: 1) What do your parents expect of you academically? 2) How do you know what your parents expect from you? 3) How do your parent's expectations affect your school performance? 4) What does your teacher expect of you? 5) How do you know what your teacher expects from you? 6) How do your teacher's expectations affect your academic performance? 7) What do you expect of yourself academically? 8) How would your parent rate you academically?/ How would your teacher rate you academically?/ How would you rate yourself academically? 9) What would academic achievement look like for you? 10) In what ways does your status of Mexican immigrant affect your parent's academic expectations? 11) In what ways does your status of Mexican immigrant affect your teacher's academic expectations? 12) In what ways does your status of Mexican

immigrant affect your own academic expectations? The researcher will ask follow-up questions as appropriate.

Parent participants will also be asked to fill out a demographic questionnaire (Appendix C) then answer open-ended questions in Spanish during their semi-structured interview. Sample questions are: 1) What do you expect from your child academically? 2) How do you let your child know what your expectations are? 3) What do you think is your child's perception of your academic expectations? 4) How would you rate your child's overall academic performance? 5) What would academic achievement look like for your child? 6) In what ways does your child's status of Mexican immigrant affect your academic expectations? 7) In what ways does your child's status of Mexican immigrant affect the teacher's academic expectations? The researcher will ask follow-up questions as they come up during the session (Appendix D).

Teacher participants will be asked to fill answers a questionnaire with open-ended questions in English. Sample questions on the survey are: 1) What do you expect from your student academically? 2) How do you let your student know what your expectations are? 3) What do you think is your student's perception of your expectations? 4) How would you rate your student's overall academic performance? 5) What would academic achievement look like for your student? 6) How do you think your expectations affect your student's academic success? 7) In what ways do you think the student's Mexican immigrant status affect your academic expectations? The survey will contain extra space for any additional comments (Appendix E).

With the data collected from the interviews and surveys, the goals of the study are to 1) describe the experiences of the students, 2) reach an understanding of how the student's perception of their parent's and teacher's expectations influence their academic

performance, and 3) explore and identify the universal essence of the students' experiences.

Credibility and Verification of Qualitative Data

This study will establish verification of data through multiple venues. First, data is collected from multiple and different sources of information. By asking similar questions about the same person to three different people (i.e. the student, the parent, and the teacher) the data is diversified and enriched. Moreover, in the discussion of the results, the researcher will clarify her bias as it pertains to this study. The researcher is a first generation Mexican-American, and feels that teacher and parent expectations can have a negative or positive impact on a student's school achievement, especially when the student is an ethnic minority. Because of the specific challenges that being in an oppressed group present, it is important that a student is supported by both his or her teacher and parents in order to be academically successful. The researcher realizes that her bias may impact the data, but will strive to remain objective and let the experiential data speak for itself.

Human Subjects Consideration

Human Subjects Protocol will be submitted for IRB review and approval before study is conducted. All conversation and documents will be in Spanish. On student consent forms, there will be a place for minors to assent to their own participation. Parents will sign two consent forms, one to consent to the participation of their child and another to consent to their own participation (Appendices F & G). On the day of the interview, the researcher will again explain what informed consent is to students and parents, and will answer any questions. A consent form will be attached to the questionnaire that will be given to the teachers, and teachers will understand that by

filling out the questionnaire they are giving implied consent (Appendix H). To protect participants from harm, they will be informed that their participation is voluntary, and that they may withdraw from the study at any time, with no consequence to them. Students will be informed that they may opt out of the study multiple times: during the explanation of the consent form and during the interview.

To ensure confidentiality, once a student brings back signed consent forms, their name will be added to a master identification list and will be given a code. The master file that links names to codes will be maintained in a locked file cabinet in the researcher's school office; only the researcher will have the key to the file cabinet. All data pertaining to a particular student will be given the same identification number. The researcher will keep the key on her person at all times. Although the results of the study may be published in a report, no identifying information will be included in any written report.

Procedures and Data Collection Techniques

Once the researcher has identified potential participants for this research using convenience sampling, the researcher will call students in to her office to explain the study and determine if they are interested in participating. If students appear interested, they will be given an envelope with the following contents in Spanish: a minor consent form that requires a parent signature and a second consent form where parents consent to their own participation. Students should bring the consent forms back within two weeks, and the researcher will call the families to schedule appointments for the interviews within the next two weeks. If three to five students do not bring consent forms back, then the researcher will remind the student at school or by a call home. If the researcher still does not achieve the desired sample size, then the researcher will continue to use

convenience sampling methods by calling other referrals until the sample size is accomplished. Once the student has turned in the consent forms, the researcher will hand deliver an envelope containing the questionnaire to the teacher. Further, the researcher will orally explain the study to the teacher and inform him or her the name of the student for whom they will be answering the questions. The student's name will not appear on the teacher's questionnaire. Moreover, the teacher will be asked to not write the student's name in his or her answers, thus, no information that could identify the student will appear in the written responses. The teacher will be given up to three weeks to complete questionnaire. The teacher will be directed to call the researcher when they are done and the researcher will personally pick it up.

Interviews with students and parents will be conducted separately. The same researcher will conduct all interviews. Participants will have a choice to have interviews conducted on same or separate days. Further, students will be interviewed at school and parents will have the choice to be interviewed either at their home or on school campus. The interviews will initiate with a description of the study, a reminder about the consent forms, and a statement that they may withdraw at any moment. Participants will be allowed to ask questions; during this time the researcher will build rapport with participant. Researcher will then hand the participant a demographic questionnaire, which will be provided in participant's preferred language. Interviews will then be conducted in a conversation-like manner, guided by the predetermined open-ended questions. Participants will be aware that the interviews will be recorded using a digital recorder and the researcher will take notes as necessary.

At the end of the interview, students and parents will receive the \$5 gift card to Starbucks. Teachers will also receive their gift card when they have completed their questionnaire.

Analysis

This research will examine univariate statistics for students, parents, and teachers collected from the demographic questionnaires. For categorical variables such as gender, relationship to student, family income, marital status, primary language, education level, birth place, job title, and ethnicity, the percentage and frequency will be calculated. For continuous variables such as number of children, number of years in USA, age, grade point average, and number of years teaching, the mean and standard deviation will be calculated.

Univariate Statistics		
Variable	Level of Measurement	Statistics
Gender	Categorical, Nominal	Percentage, Frequency
Primary Language	Categorical, Nominal	Percentage, Frequency
Age	Continuous, Ratio	Mean, Standard Deviation
Birth Place	Categorical, Nominal	Percentage, Frequency
Grade Point Average	Continuous, Ratio	Mean, Standard Deviation
Relationship to Student	Categorical, Nominal	Percentage, Frequency
Family Income	Categorical, Ordinal	Percentage, Frequency
Marital Status	Categorical, Nominal	Percentage, Frequency
Number of Years in USA	Continuous, Ratio	Mean, Standard Deviation
Job Title	Categorical, Nominal	Percentage, Frequency
Ethnicity	Categorical, Nominal	Percentage, Frequency
Number of Years Teaching	Continuous, Ratio	Mean, Standard Deviation

Of Years That Has Known
Student

Continuous, Ratio

Mean, Standard Deviation

Analysis of transcribed and questionnaire data will occur in five steps. The first step consists of the formation of the analytical categories. In this stage, the researcher will begin with intensive and repeated readings of the material with a conscious effort to note topics that occur within the data, making sure that all data, whether in line or contradictory to the researcher's expectations, are analyzed. After the researcher has compiled a list of possible categories, she will compile a final list of analytical categories making sure that they are sufficiently different in order to avoid overlap. The second step consists of the development of the coding sheet. The coding sheet will include detailed descriptions of the individual categories, and for each category different versions will be formulated to assist with coding. In the third stage, the actual coding will take place and all the interviews will be coded according to the analytical categories on the coding sheet. In the fourth stage, the data will be compiled on tables to easily identify frequencies in categories and individual results for the cases. With the data organized in such a way, the researcher will have an opportunity to identify possible relationships between categories and cases, which may contribute to a richer discussion. In the final step, the researcher will generate and provide detailed case interpretations and present the findings.

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Appendix B

Sample Questions for Semi-Structured Interview Guide -- Student Participants

(English)

- 1) What do your parents expect of you academically?
- 2) How do you know what your parents expect from you?
- 3) How do your parent's expectations affect your school performance?
- 4) What does your teacher expect of you?
- 5) How do you know what your teacher expects from you?
- 6) How do your teacher's expectations affect your academic performance?
- 7) What do you expect of yourself academically?
- 8) How would your parent rate you academically?
How would your teacher rate you academically?
How would you rate yourself academically?
- 9) What would academic achievement look like for you?
- 10) In what ways does your status of Mexican immigrant affect your parent's academic expectations?
- 11) In what ways does your status of Mexican immigrant affect your teacher's academic expectations?
- 12) In what ways does your status of Mexican immigrant affect your own academic expectations?

Sample Questions for Semi-Structured Interview Guide -- Student Participants

(Spanish)

- 1) ¿Tus padres que esperan de tí académicamente ?
- 2) ¿Cómo sabes lo que esperan de tí tus padres ?
- 3) ¿Cómo te afectan académicamente las expectativas de tus padres ?
- 4) ¿Qué espera tu maestro(a) de tí académicamente ?
- 5) ¿Cómo sabes lo que espera de tí tu maestro(a) ?
- 6) ¿Cómo te afectan académicamente las expectativas de tu maestro(a)?
- 7) ¿Qué esperas de ti mismo(a) académicamente ?
- 8) ¿Cómo calificarían tus padres tu trabajo escolar ?
¿Cómo calificaría tu maestro(a) tu trabajo escolar ?
¿Cómo calificarías tú tu trabajo escolar ?
- 9) ¿Para ti, qué significa el éxito escolar ?
- 10) ¿De qué forma afecta tu estado de inmigrante Mexicano a las expectativas de tus padres?
- 11) ¿De qué forma afecta tu estado de inmigrante Mexicano a las expectativas de tu maestro(a)?
- 12) ¿De qué forma afecta tu estado de inmigrante Mexicano a tus propias expectativas?

Appendix C

Participant # _____

Date _____ / _____ / _____

Parent Questionnaire

Thank you for your participation today! You have been asked to participate in a research study investigating the effects that parent and teacher expectations may have on the academic achievement of immigrant Mexican youth. At this time I would like to remind you: 1) of your written consent to participate in this study, 2) that you are free to withdraw at any time, and 3) all information is ***confidential***.

The following information is very valuable to the study. Please fill out the information completely in *blue* or *black* ink. **If you have any questions, please ask the researcher.**

<i>Please Answer the Following Questions</i>	<i>For Office Use Only</i>
PLEASE CHECK ONE BOX FOR EACH QUESTION	
1) Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	1) _____
2) What is your relationship to the student? <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Other: _____	2) _____
3) What is your family income? <input type="checkbox"/> \$0-\$10,000 <input type="checkbox"/> \$10,001-\$20,000 <input type="checkbox"/> \$20,001-\$30,000 <input type="checkbox"/> \$30,001-\$40,000 <input type="checkbox"/> \$40,001 +	3) _____
4) What is your current marital status? <input type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Divorced <input type="checkbox"/> Living with partner <input type="checkbox"/> Widowed <input type="checkbox"/> Other: _____	4) _____
5) What is your primary language? <input type="checkbox"/> Spanish <input type="checkbox"/> English <input type="checkbox"/> Other: _____	5) _____
6) What is the highest level of education you <i>completed</i> ? <input type="checkbox"/> First Grade <input type="checkbox"/> Middle School <input type="checkbox"/> Second Grade <input type="checkbox"/> High School <input type="checkbox"/> Third Grade <input type="checkbox"/> Some College <input type="checkbox"/> Fourth Grade <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Fifth Grade <input type="checkbox"/> Graduate Degree <input type="checkbox"/> Sixth Grade <input type="checkbox"/> Other: _____	6) _____

8) Sitio de Nacimiento: _____ Ciudad, Estado, País	8) _____
9) Título de Empleo: _____ Por ejemplo: janitor, albañil, electricista, ama de casa	9) _____
10) ¿Cuántos hijo tiene? _____	10) _____
11) Numero de años en los Estados Unidos: _____	11) _____

¡Gracias por completar el cuestionario!

Appendix D

Sample Questions for Semi-Structured Interview Guide -- Parent Participants
(English)

1) What do you expect from your child academically?

Possible follow up questions:

What grades do you expect him/her to get?

What classes do you think are important?

2) How do you let your child know what your expectations are?

Possible follow up questions:

Do you verbally tell him/her? How?

Do you act a certain way?

3) What do you think is your child's perception of your academic expectations?

Possible follow up questions:

How do you know your child perceives your expectations this way?

4) How would you rate your child's overall academic performance? Why?

5) What would academic achievement look like for your child?

Possible follow up questions:

Is it important that your child graduate from high school?

Are there other things more important for your child now than academic achievement? What are they?

Do you think your child will go to college?

6) In what ways does your child's status of Mexican immigrant affect your academic expectations?

7) In what ways does your child's status of Mexican immigrant affect the teacher's academic expectations?

Sample Questions for Semi-Structured Interview Guide -- Parent Participants

(Spanish)

- 1) ¿Qué espera de su hijo(a) académicamente? ¿Qué calificaciones espera que reciba su hijo(a) ? ¿Cuáles clases son importantes?
- 2) ¿Cómo le deja saber sus expectativas a su hijo(a)? ¿Le dice verbalmente? ¿Actúa de cierta manera ?
- 3) ¿Cómo piensa usted que su hijo(a) entiende sus expectativas? ¿Cómo sabe que así piensa su hijo(a) ?
- 4) ¿Cómo calificaría el trabajo escolar de su hijo(a) ?
- 5) ¿De qué forma se manifestaría el éxito escolar en su hijo(a)? ¿Es importante que su hijo(a) se reciba de la preparatoria? ¿Hay cosas mas importantes en este momento que el éxito académico para su hijo(a)? ¿Cuáles son? ¿Piensa usted que si hijo(a) ira al colegio ?
- 6) ¿De qué forma afecta el estado de inmigrante Mexicano de su hijo(a) a sus expectativas ?
- 7) ¿De qué forma afecta el estado de inmigrante Mexicano a las expectativas del maestro(a) ?

Appendix E

Participant # _____
Date _____/_____/_____**Teacher Questionnaire**

Thank you for your participation! You have been asked to participate in a research study investigating the effects that parent and teacher expectations may have on the academic achievement of immigrant Mexican youth. At this time I would like to remind you: 1) of your implied consent to participate in this study by filling out this questionnaire, 2) that you are free to withdraw at any time, and 3) all information is *confidential*.

PLEASE DO NOT WRITE THE STUDENT'S NAME IN YOUR ANSWERS OR ANYWHERE ON THIS FORM. THANK YOU.

The following information is very valuable to the study. Please fill out the information completely in *blue* or *black* ink. **If you have any questions, please contact the Griselda Cervantez at 408-202-4670.**

<i>Please Answer the Following Questions</i>	<i>For Office Use Only</i>
PLEASE FILL IN THE BLANK	
1) Sex: Male _____ Female _____	1) _____
2) What is your date of birth? _____/_____/_____ Month Day Year	2) _____
3) What is your ethnicity? _____	3) _____
4) Amount of years teaching: _____	4) _____
5) For how long have you known the student? _____	5) _____
6) What is your educational background? _____ _____	6) _____
Example: BA in Liberal Arts, Masters of Education, etc.	

Participant # _____

1) What do you expect from your student academically?

2) How do you let your student know what your expectations are?

Participant # _____

3) What do you think is your student's perception of your expectations?

4) How would you describe your student's overall academic performance?

Participant # _____

5) What would academic achievement look like for your student?

6) How do you think your expectations affect your student's academic success?

Participant # _____

7) In what ways do you think the student's Mexican immigrant status affect your academic expectations?

8) Please include any additional comments that may help this study.

Thank you for participating in this study! Please contact Griselda Cervantez at 408-202-4670 to turn in the questionnaire and receive your \$5 Starbucks gift card.

Appendix F

Agreement to Participate in Research for STUDENTS

Responsible Investigator: Griselda Cervantez

Title of Protocol: Effects of Parent and Teacher Expectations on the Academic Achievement of Immigrant Mexican Youth

1. Your child has been asked to participate in a research study investigating the effects that parent and teacher expectations may have on the academic achievement of immigrant Mexican youth.
2. Your child will be asked to participate in a 60-minute, face-to-face, tape-recorded interview at William C. Overfelt High School, during the spring semester. The investigator will provide all forms and materials needed for completion of this study.
3. This study will involve minimal risk and discomfort. The probability of harm and discomfort will not be greater than daily life encounters. Risks may include emotional discomfort from answering interview questions.
4. Your child will not directly benefit from participating in this study. Indirect benefits will include the promotion of our understanding of the effects of how parent and teacher expectations influence the academic achievement of Mexican immigrant youth.
5. There are no alternative procedures.
6. Although the findings of this study may be published, no information that can identify your child, your family, or you will be included.
7. If your child participates in this study, he or she will receive a \$5 gift card to Starbucks. Your consent for your child to participate is being given voluntarily. You may refuse to allow his or her participation in the entire study or in any part of the study. During the interview, your child has the right to not answer questions that he or she does not wish to answer. If you allow his or her participation, you are free to withdraw your child from the study at any time, without any negative effect on your relations with San Jose State University or with William C. Overfelt High School. Your child has the right to withdraw at any time.
8. No service of any kind, to which you or your child are otherwise entitled, will be lost or jeopardized if you choose to not participate in the study.
9. Questions concerning this research may be addressed to Griselda Cervantez, (408) 202-4670. Complaints about this research may be presented to Peter Allen Lee, Ph.D., MSW Program Coordinator, (408) 924-5800. Questions about research subjects' rights or research related injury may be presented to Pamela Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, at (408) 924-2427.
10. At the time that you sign this consent form, you will receive a copy of it for your records, signed and dated by the investigator.

The signature of a parent or legal guardian on this document indicates approval for the child to participate in the study, that the child is freely willing to participate, and that the child is permitted to decline to participate, in all or part of the study, at any point.

The signature of a researcher on this document indicates agreement to include the above named subject in the research and attestation that the subject's parent or guardian has been fully informed of the subject's rights.

Student Signature

Date

Investigator

Date

Parent Signature

Date

Acuerdo de Participación en la Investigación Para el ESTUDIANTE

Investigadora Responsable: Griselda Cervantez

Título: Efectos de las Expectativas de los Maestros y Padres en el Éxito Académico de Jóvenes Inmigrantes Mexicanos.

1. Se le ha pedido a su hijo(a) que participe en un estudio que investiga los efectos de las expectativas de los maestros y padres en el éxito académico de jóvenes inmigrantes Mexicanos.
2. Su hijo(a) participará en una entrevista de 60 minutos, cara a cara, que será audio-grabada en la escuela William C. Overfelt durante el semestre de la primavera. La investigadora proveerá todas las formas y materiales necesarios.
3. El estudio conllevará riesgo e incomodidad mínima. La probabilidad de sufrir un daño o incomodidad a causa del estudio no es más que los riesgos diarios en actividades cotidianas. Riesgos pueden incluir incomodidad emocional al contestar las preguntas de la entrevista.
4. Su hijo(a) no recibirá beneficios directos al participar en este estudio. Beneficios indirectos incluyen promover al entendimiento de los efectos de las expectativas de los maestros y padres en el éxito académico de jóvenes inmigrantes Mexicanos.
5. No existen procedimientos alternativos.
6. Aunque es posible que el estudio se publique, ninguna información identificará a su hijo(a), a su familia, o a usted.
7. Si su hijo(a) participa en este estudio, él o ella recibirá un certificado de \$5 para Starbucks. Su consentimiento para que su hijo participe es voluntario. Usted puede negarse a que su hijo(a) participe en todo el estudio o en partes del estudio. Durante la entrevista, su hijo(a) puede negarse a contestar cualquier pregunta. Si usted permite que su hijo(a) participe en el estudio, puede arrepentirse en cualquier momento sin que le afecte su relación con San Jose State University o William C. Overfelt High School. Su hijo(a) también se puede retirar en cualquier momento.
8. Ningún servicio al cual su hijo(a) esté intitulado será perdido a causa de no participar en este estudio
9. Si tiene alguna pregunta sobre el estudio, favor de comunicarse con Griselda Cervantez al (408) 202-4670. Si tiene alguna queja puede contactar a Peter Allen Lee, Ph.D., MSW Program Coordinator, al (408) 924-5800. Preguntas sobre de sus derechos o si sufre una herida a causa de este estudio comuníquese con Pamela Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, al (408) 924-2427.
10. Usted recibirá una copia de esta forma al firmarlo.

Una firma del padre en este documento indica: que aprueba que su hijo(a) participe en este estudio. que el hijo(a) libremente participa, y que el hijo(a) puede retirarse en cualquier momento.

La firma de la investigadora indica que incluirá a su hijo(a) en el estudio y que le ha informado de sus derechos.

Firma del Estudiante

Fecha

Firma de la Investigadora

Fecha

Firma del Padre

Fecha

Appendix G

Agreement to Participate in Research for PARENTS

Responsible Investigator: Griselda Cervantez

Title of Protocol: Effects of Parent and Teacher Expectations on the Academic

Achievement of Immigrant Mexican Youth

1. You have been asked to participate in a research study investigating the effects that parent and teacher expectations may have on the academic achievement of immigrant Mexican youth.
2. If you agree to participate, you will be asked to participate in a 60-minute, face-to-face, tape-recorded interview either at your home or at William C. Overfelt High School. The investigator will provide all forms and materials needed for completion of this study.
3. This study will involve minimal risk and discomfort. The probability of harm and discomfort will not be greater than your daily life encounters. Risks may include emotional discomfort from answering interview questions.
4. You will not directly benefit from participating in this study. Indirect benefits will include the promotion of our understanding of the effects of how parent and teacher expectations influence the academic achievement of Mexican immigrant youth.
5. There are no alternative procedures.
6. Although the findings of this study may be published, no information that can identify you will be included.
7. If you agree to participate in this study, you will receive a \$5 gift card to Starbucks. Your consent is being given voluntarily. You may refuse to participate in the entire study or any part of the study. If you choose to participate in the study, you are free to withdraw at any time without any negative effect on your relations with San Jose State University or any other participating institutions or agencies.
8. No service of any kind, to which you are otherwise entitled, will be lost or jeopardized if you choose to not participate in the study.
9. Questions concerning this research may be addressed to Griselda Cervantez, (408) 202-4670. Complaints about this research may be presented to Peter Allen Lee, Ph.D. MSW Program Coordinator, (408) 924-5850. Questions about research subjects' rights or research related injury may be presented to Pamela Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, at (408) 924-2480.
10. At the time that you sign this consent form, you will receive a copy of it for your records, signed and dated by the investigator.

Signature

Date

Investigator's Signature

Date

Acuerdo de Participación en la Investigación Para LOS PADRES

Investigadora Responsable: Griselda Cervantez

Título: Efectos de las Expectativas de los Maestros y Padres en el Éxito Académico de Jóvenes Inmigrantes Mexicanos.

1. Se le ha pedido a usted que participe en un estudio que investiga los efectos de las expectativas de los maestros y padres en el éxito académico de jóvenes inmigrantes Mexicanos.
2. Si usted acepta, participará en una entrevista de 60 minutos, cara a cara, que será audio-grabada y tomará cabo en su hogar o en la escuela William C. Overfelt durante el semestre de la primavera. La investigadora proveerá todas las formas y materiales necesarios.
3. El estudio conllevará riesgo e incomodidad mínima. La probabilidad de sufrir un daño o incomodidad a causa del estudio no es más que los riesgos diarios en actividades cotidianas. Riesgos pueden incluir incomodidad emocional al contestar las preguntas de la entrevista.
4. Usted no recibirá beneficios directos al participar en este estudio. Beneficios indirectos incluyen el promover al entendimiento de los efectos de las expectativas de los maestros y padres en el éxito académico de jóvenes inmigrantes Mexicanos.
5. No existen procedimientos alternativos.
6. Aunque es posible que el estudio se publique, ninguna información que lo identifique será usada.
7. Si usted participa en este estudio, usted recibirá un certificado de \$5 para Starbucks. Su consentimiento para participar es voluntario. Usted puede negarse a participar en todo el estudio o en partes del estudio. Durante la entrevista, usted puede negarse a contestar cualquier pregunta. Si usted participa en el estudio, puede arrepentirse en cualquier momento sin que le afecte su relación con San Jose State University o William C. Overfelt High School.
8. Ningún servicio al cual usted sea intitulado será perdido a causa de no participar en este estudio
9. Si tiene alguna pregunta sobre el estudio, favor de comunicarse con Griselda Cervantez al (408) 202-4670. Si tiene alguna queja puede contactar a Peter Allen Lee, Ph.D., MSW Program Coordinator, al (408) 924-5800. Preguntas sobre de sus derechos o si sufre una herida a causa de este estudio comuníquese con Pamela Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, al (408) 924-2427.
10. Usted recibirá una copia de esta forma al firmarlo.

Firma

Fecha

Firma de la Investigadora

Fecha

Appendix H Teacher Questionnaire

Agreement to Participate in Research

Responsible Investigator: Griselda Cervantez

Title of Protocol: Effects of Parent and Teacher Expectations on the Academic Achievement of Immigrant Mexican Youth

1. You have been asked to participate in a research study investigating the effects that parent and teacher expectations may have on the academic achievement of immigrant Mexican youth.
2. If you agree to participate, you will be asked to fill out this questionnaire containing demographic information and seven questions related to your academic expectations of your student.
3. This study will involve minimal risk and discomfort. The probability of harm and discomfort will not be greater than your daily life encounters. Risks may include emotional discomfort from answering questions.
4. You will not directly benefit from participating in this study. Indirect benefits will include the promotion of our understanding of the effects of how parent and teacher expectations influence the academic achievement of Mexican immigrant youth.
5. There are no alternative procedures.
6. Although the findings of this study may be published, no information that can identify you will be included.
7. If you agree to participate in this study, you will receive a \$5 gift card to Starbucks. Your consent is being given voluntarily. You may refuse to participate in the entire study or any part of the study. If you choose to participate in the study, you are free to withdraw at any time without any negative effect on your relations with San Jose State University or William C. Overfelt High School.
8. No service of any kind, to which you are otherwise entitled will be lost or jeopardized if you choose to not participate in the study.
9. Questions concerning this research may be addressed to Griselda Cervantez, (408) 202-4670. Complaints about this research may be presented to Peter Allen Lee, Ph.D. MSW Program Coordinator, (408) 924-5800. Questions about research subjects' rights or research related injury may be presented to Pamela Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, at (408) 924-2427.
10. By filling out the teacher questionnaire and turning it in, you are giving consent to participate in the study. Please keep this form for your records.