



***Moral Capital, Parental Support and their Role in  
the Retention of Latino Immigrant Students at  
the Post Secondary Level***

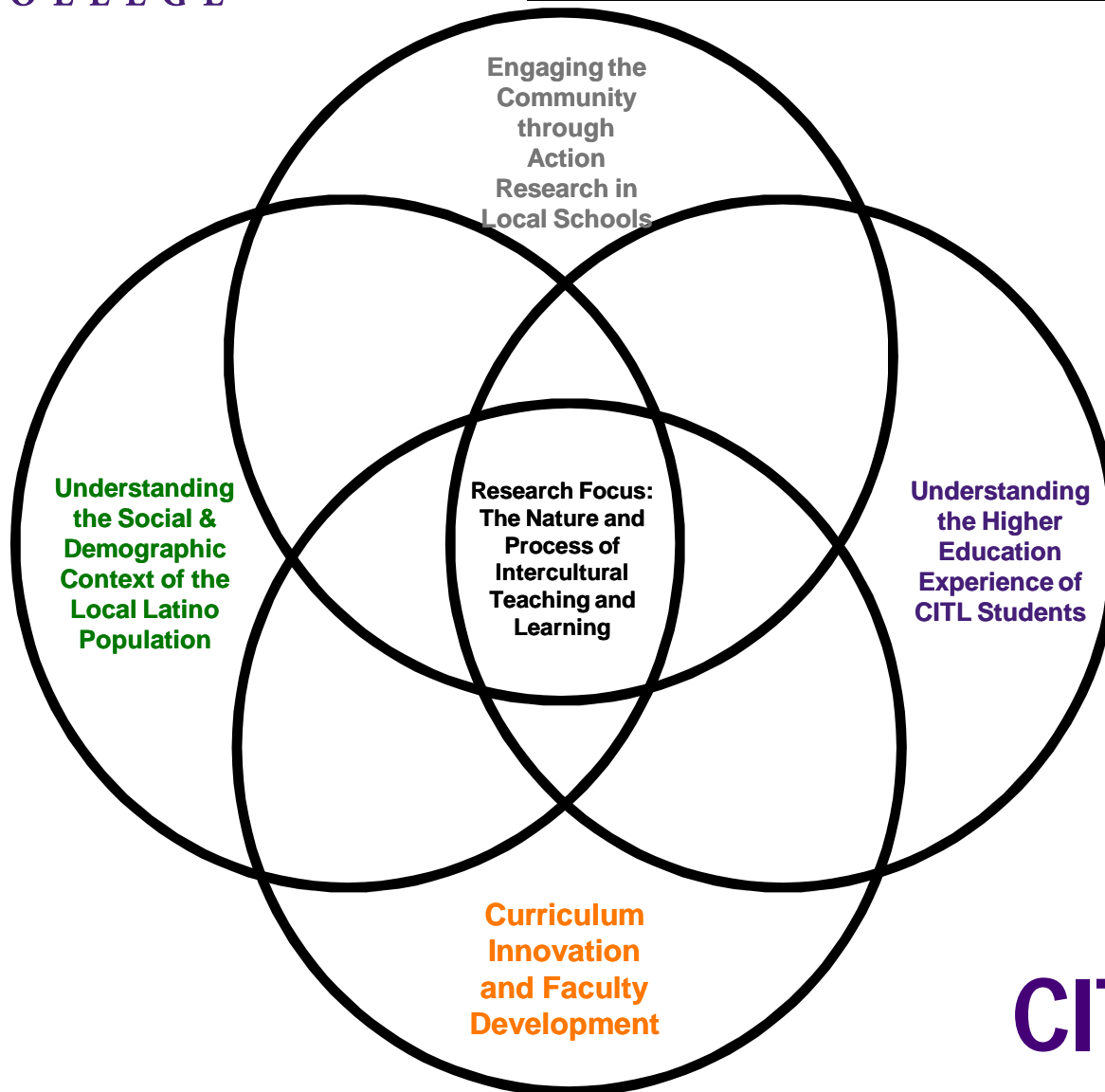
International Society for the Scholarship Teaching &  
Learning (ISSOTL) Annual Conference  
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*Goshen College, Goshen, Indiana*

**CITL** Center for Intercultural  
Teaching and Learning



***CITL promotes and assesses collaborative internal and external initiatives that aim to transform both our own campus and the educational environment in our region.***



***Recruitment and Retention***

***Curriculum and Campus Transformation***

***Research***

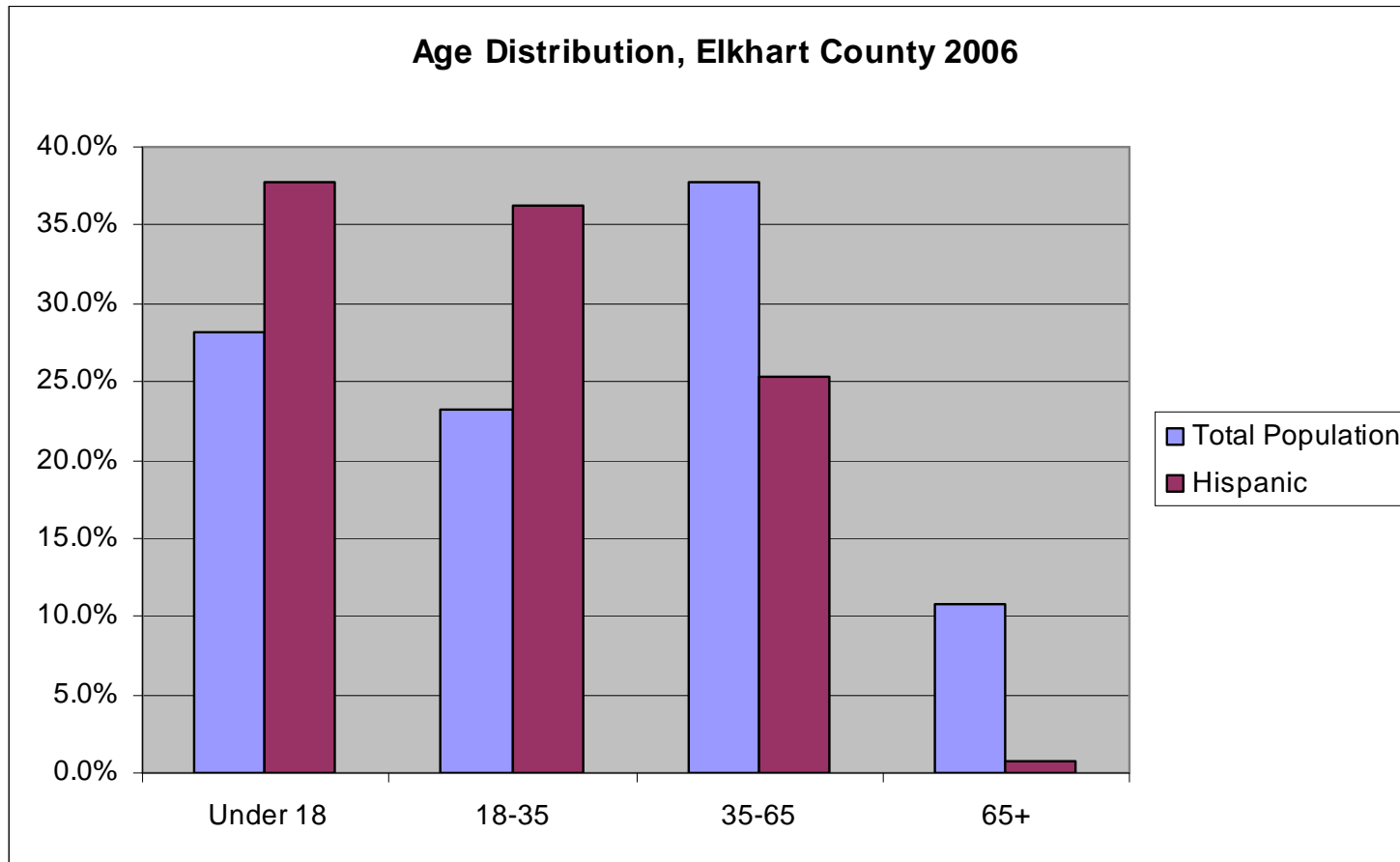
**CITL** Center for Intercultural Teaching and Learning



# **Demographic, Economic and Educational Context: Latinos in Elkhart County, IN**

# Age Distribution, Elkhart County 2006

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## Economic Context : Latinos in Elkhart County

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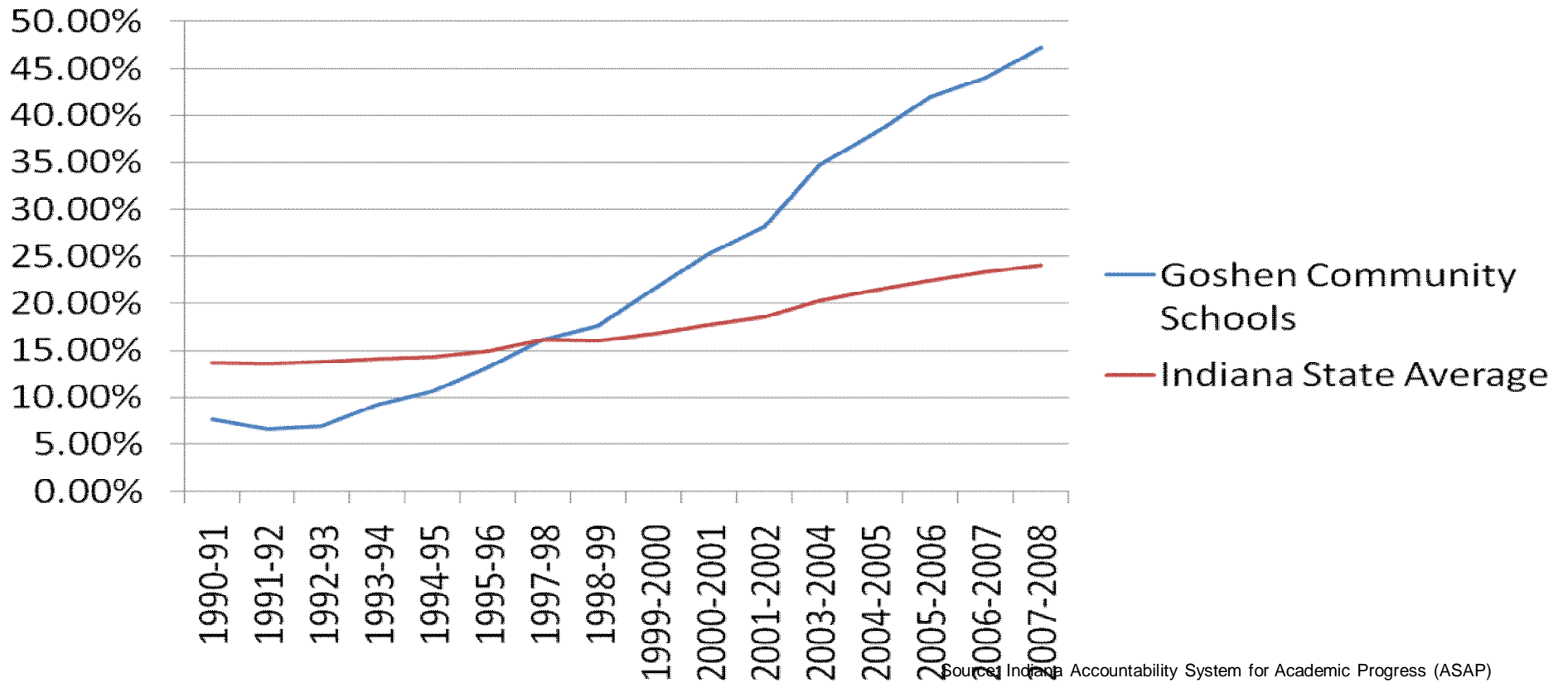
- Earn \$38,000 which is \$10,000 less than the majority population
- Migrate to Midwest for the purpose of attaining jobs available in the unskilled labor market, specifically food processing and light industry.
- RV manufacturing was particularly popular, but the recession has cut employment by 15%
- 27% of Latinos have less than a high school education (total population 3.5%)

*(Source: 2006 American Community Survey and Indiana Department of Workforce Development)*



# School Snapshot: *Minority Student Population 1990-2008*

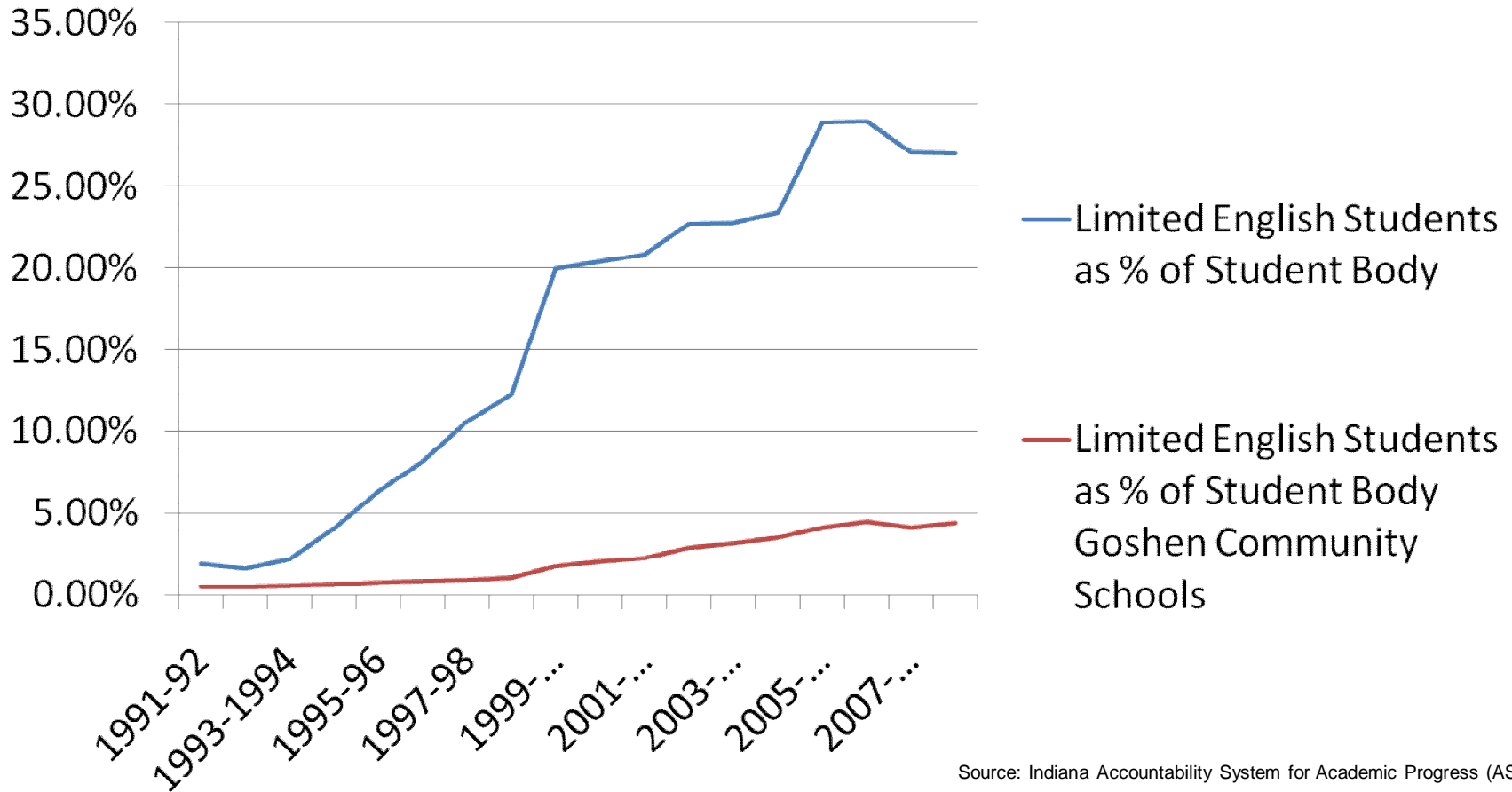
## Minority Students as % of Total Student Body





## School Snapshot: *Limited English Student Population 1991-2007*

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Source: Indiana Accountability System for Academic Progress (ASAP)



# FOCUS OF TODAY'S PRESENTATION

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## Parents Data: Understanding Latino Parental Involvement and its Implications for Academic Achievement



# Methodology: Overall Study

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- Mixed approach of quantitative & qualitative methodology.
- Online survey administered using Qualtrics.
- Qualitative interviewing, observation & documents.
- Semi-structured interviews with open-ended questions are being administered to students, parents, teachers & administrative staff.
- The quantitative data will be entered in SPSS & analyzed using the appropriate statistical tools.
- The responses were transcribed & analyzed using thematic analyses.



# INTERVIEW PARTICIPANTS

<b>Participants</b>	<b>Target</b>	<b>Interviewed</b>	<b>Transcribed</b>
1 <sup>st</sup> Year CITL Latino Sts.	14	<b>13</b>	<b>13</b>
2 <sup>nd</sup> Year CITL Latino Sts.	7	<b>7</b>	<b>7</b>
Non-CITL Latino Students	10	<b>10</b>	<b>10</b>
Non-Latino Students	5	<b>5</b>	<b>4</b>
Teaching Faculty & Mentors	14	<b>14</b>	<b>13</b>
Administrative Staff	11	<b>11</b>	<b>11</b>
Parents	20	<b>14</b>	<b>14</b>
Total	81	<b>74</b>	<b>72</b>

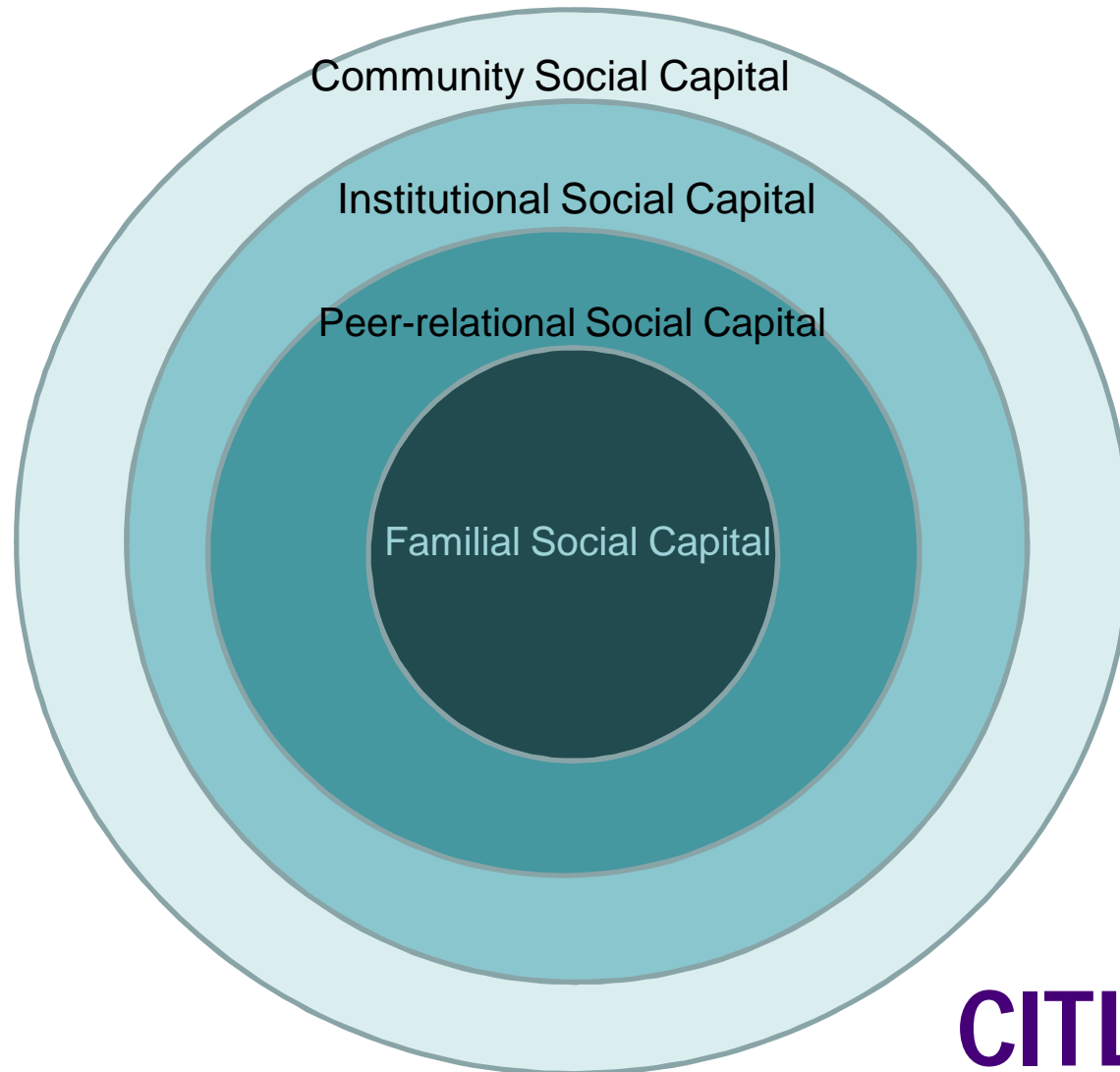
# Social Capital Theory

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- Means to understand how resources are acquired through social relationships and networks
- Three components of social capital (Portes 1998):
  - 1.The Possessors of Social Capital
  - 2.The Sources of Social Capital
  - 3.The Resources

# Sources of Social Capital

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# Cultural Beliefs & Practices

## *The Role of Cognitive Schemas*

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- Cultural Cognitive Schemas are native interpretive systems that can function as goals or “master motives” for how people think or act (D’Andrade, 1992)
- Cultural Schema of “Educación” (education)
  - For Latinos “educación” encompasses both moral training, based in the home, as well as, academic training, based in school, with the former a condition for the latter (Auerbach, 2006 p. 278).
    - A child who is “*bien educado/a*” (well educated, well-mannered) is a good person with correct behavior and a respectful manner (“*respeto*”) who follows the “*buen camino*” (right/good path) in life.
    - Latino parents see their role primarily as educational motivators and encouragers (Azmitia et al., 1996; Delgado-Gaitan, 1994; Valdes, 1996; Auerbach, 2006, p 278)

# Cultural Beliefs & Practices

## *The Role of Cognitive Schemas*

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- The Use of “*Consejos*” (Narrative forms of indirect teachings & nurturing advice)
- Types of “*Consejos*”
  - Hard Work Ethic
    - This type of advice that applies the strong immigrant work efforts to school tasks.
  - Cautionary Tales
    - The type of advice meant to steer children away from parent’s own example and motivate them to succeed in school (Gandara, 1995; Goldenberg & Gallimore, 1995; Stanton-Salazar, 2001; Treviño, 2004, Auerbach, 2006).
  - Clearing out the Path (combination of advice and actions)
    - Some parents clear the way of potential distractions, such as family chores or the need to work while in school.



# Parent's Views of Higher Education Study

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- Results and Analysis of the Data



# Parents' Group Characteristics

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- 14 Parents of Latino students
  - (13 CITL, 1 Non-CITL Latino Student Parent)
  - 1<sup>st</sup> year student parent(9); 2<sup>nd</sup> year student parent(4); 3<sup>rd</sup> year(1)
- Gender:
  - 9 Females, 5 Males
- Ancestry: Mexico(10); Puerto Rico (2); White (2)
- Level of Education:
  - **Never attended formal school (1);**
  - **Primary school (2);**
  - **Secondary school (3);**
  - **Secondary school + training (5);**
  - **College degree (2)**
- Economic Status:
  - **Low(8);**
  - **Lower Mid(1);**
  - **Middle(3)**
  - **Upper (1)**



# Parent's View regarding Educational Involvement

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- Question: How do you contribute to your child's education?
  - Parents reported serving as encouragers or providing advice.
  - They talked to their children.
  - They push them or put pressure on their children to do their work Contributing financially even if it was only minimally.
  - Provided support academically with their homework.

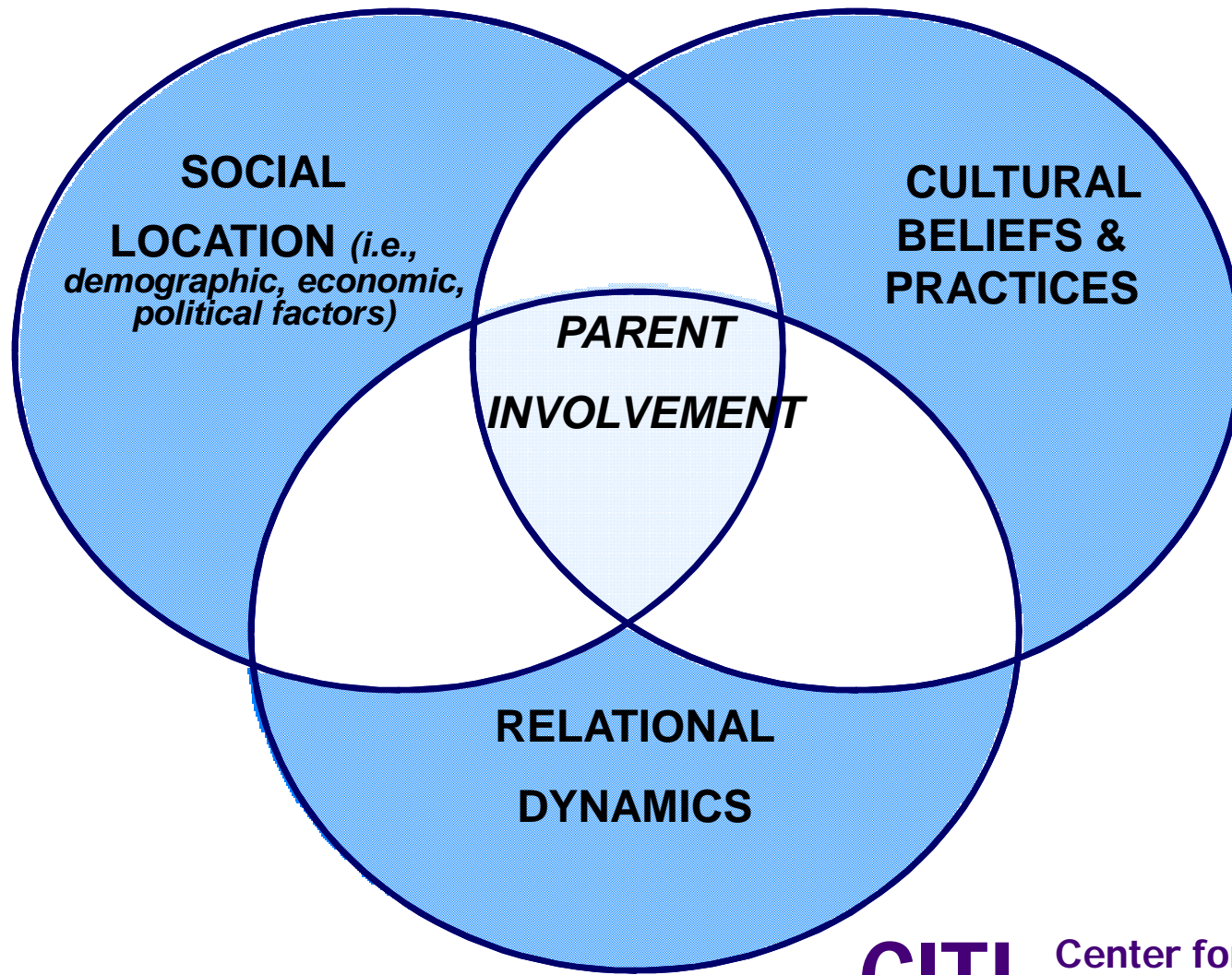
# Presence of Moral Support Statements

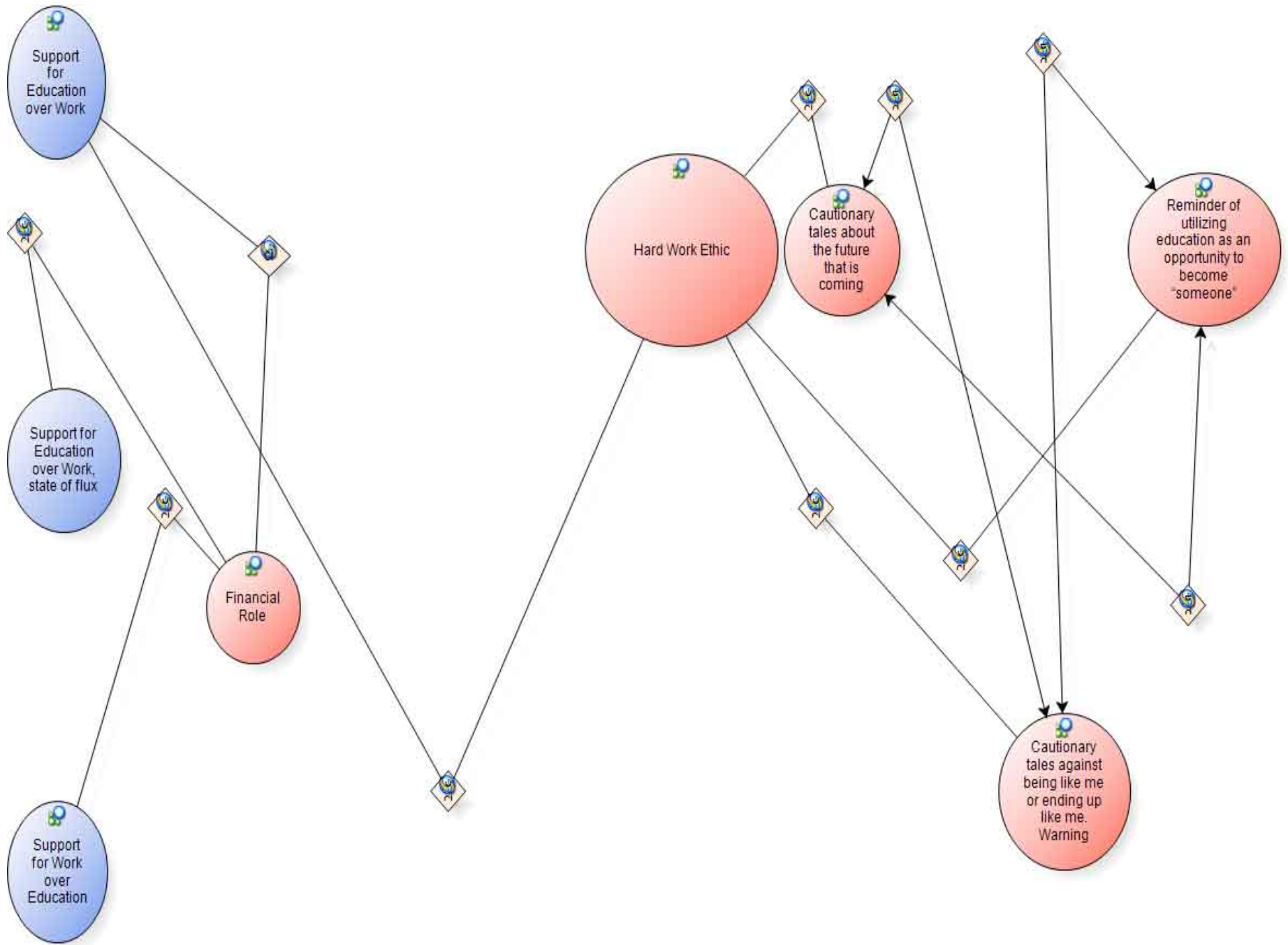
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- Question: What kind of “*Consejos*” or nurturing advice did parents provided?
  - Descriptions of *Hard Work Ethic* were often intertwined with statements of encouragement.
  - *Cautionary Tales* was the most dominant type of consejos that was utilized by parents. (7)
  - *Clearing out the Path* type of statements. There was no direct reference to the use of this type of “consejos”.

# Components of Moral Support in Auerbach's Framework

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## Part #1: Interaction between Cultural Beliefs/ Practices and Parental Involvement *“Consejos” Used by Parents*

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- Use of Cautionary Tales

- Cautionary tales against being like me or ending up like me.

- “We just make more pressure on her to be in the school every time & to have good grades. We are trying to help her more..... I am working in the RV company. I tell her my worst experiences & she needs to have a good career”.
    - “Encouragement. I talk to her. I advise her. I explain to her the life I’ve lived. How I had to struggle to support her”.
    - “Give him support & advice about our experiences as immigrants, we have a busy lifestyle, with more pressure. I tell him so he can analyze what we had lived & if he wants to be someone in life, he has to go to school.”



## Part #1 : Interaction between Cultural Beliefs/ Practices and Parental Involvement *“Consejos” Used by Parents*

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- Use of Cautionary Tales
  - Cautionary tales about the future that is coming.
    - I say her “go forward, you’ll have a better life if you keep studying, if you get prepared, is for you & for your children”
    - “I’m always saying to him, you can do it, you are intelligent & b/s he had to take me as a role-model since he was very little, I’m divorced & take care of them. I say him that he has to be the best & you have to do it faster, work harder, b/s a family will depend on you, you are going to be the base of a family”.



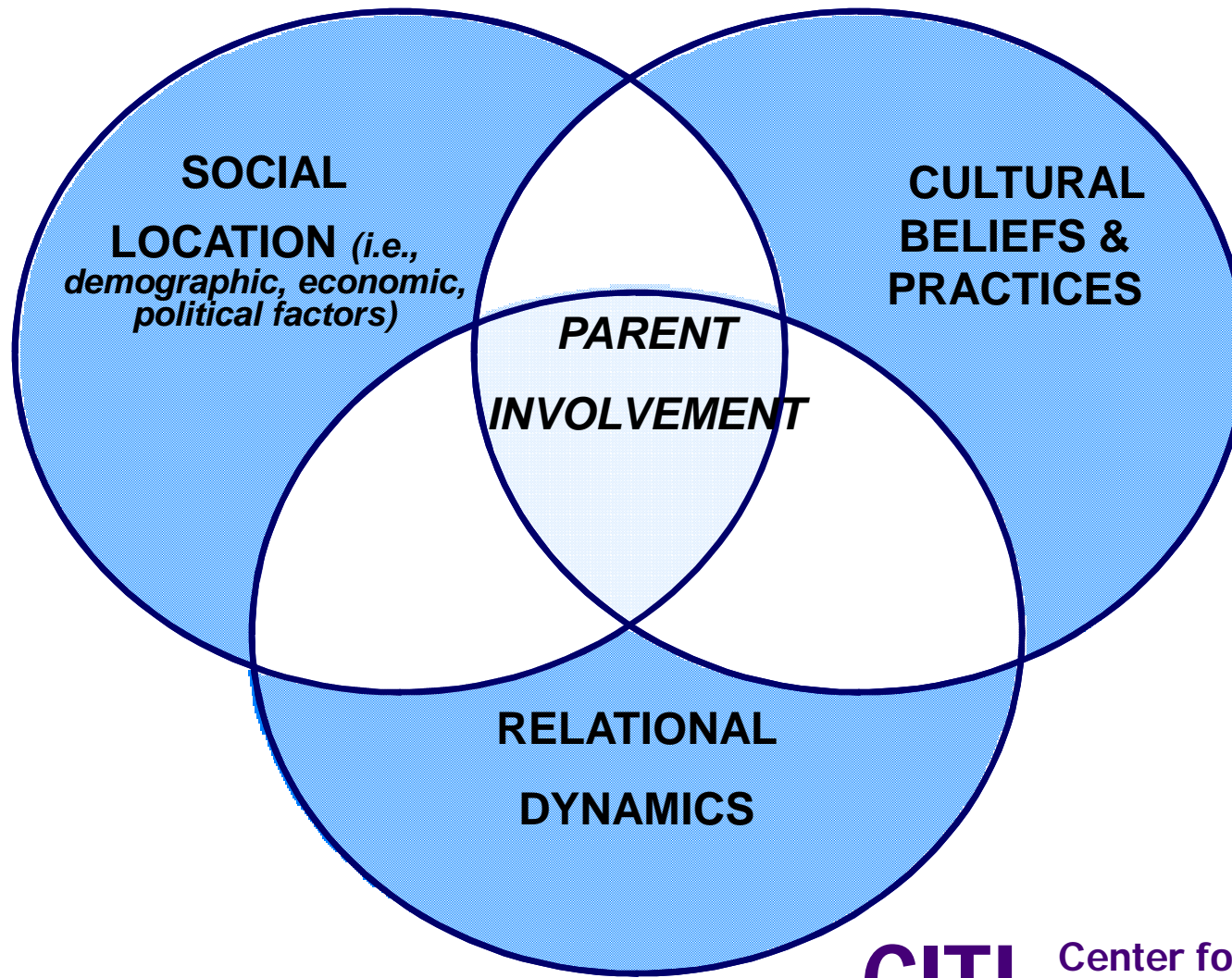
## Part #1: Interaction between Cultural Beliefs/ Practices and Parental Involvement *“Consejos” Used by Parents*

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- Use of Cautionary Tales
  - Reminder of utilizing education as an opportunity to become “someone”.
    - “I’m pushing him, come on, do your HW, try to be a better person & that’s the only way I can get involved.”
    - “Give him support & advice about our experiences as immigrants, we have a busy lifestyle, with more pressure. I tell him so he can analyze what we had lived & if he wants to be someone in life, he has to go to school.”

# Components of Moral Support in Auerbach's Framework

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## Part #2 - Interaction between Social Location and Cultural Beliefs and Practices: Influence of Economic Challenges

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- Shifting in Mindset among Parents: Interaction Between Support for Education and Ability to Address Economic Challenges.
- Views regarding the interaction regarding the value education and economic constraints.
  - Support for Education over Work, “*no matter what*”
  - Support for Education over Work, “*if we can pay*” (state of flux)
  - Support for Work over Education



## Part #2 - Interaction between Social Location and Cultural Beliefs and Practices: Influence of Economic Challenges

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- *What is your views on students working part-time while going to college?*
- **Support for Education “no matter what”**
  - Not working, I cover everything for her. She tried to have a part-time like other students when she’s in the high school. But, we talked with her. The better way to have good grades is to have time to study. If you start working, you waste your study time. Just study. Also, if you work & get money, you probably have more chance to continue to work & say that I don’t need to go to college b/s I have money already.
  - he is very worried b/s he wants a job, but I say to him, you have to study, I will pay for this, I don’t know how, but I’m going to pay that money, get the books, I will pay for them, b/s I am the only support for them since he was 8 years



## Part #2 : Interaction between Social Location and Cultural Beliefs and Practices: Influence of Economic Challenges

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- **What is your views on students working part-time while going to college?**
- **Support for Education “if we can pay”**
  - She’s not working. But, I asked her to get a job today. Trying to make her work right here at the school. I said her “I don’t have money, you have to work.” Before I, was always trying to feel like a good life that she focus in the school & study the best that she can b/s I know that she needs more hours than another kid. First I said her “study hard, I’ll take care of your bills.” But, now I told her, “You know, honey, you have to work. I don’t know how you’re going to do it, but you have to work. By this, you can help yourself”
  - he doesn’t work; he’s focused in his school. Sometimes when he’s not satisfied with the things we give him, he tells me that he wants to work, I tell him it’s your choice. It is my responsibility to support him so he can move forward related to his studies. But, we can help him a little, & until now he didn’t need to work but I don’t know, you see the economic crisis, may be later, we won’t have enough money, maybe he has to leave the school b/s we can’t afford his books, pay his tickets, to give him for his lunch, I don’t know.



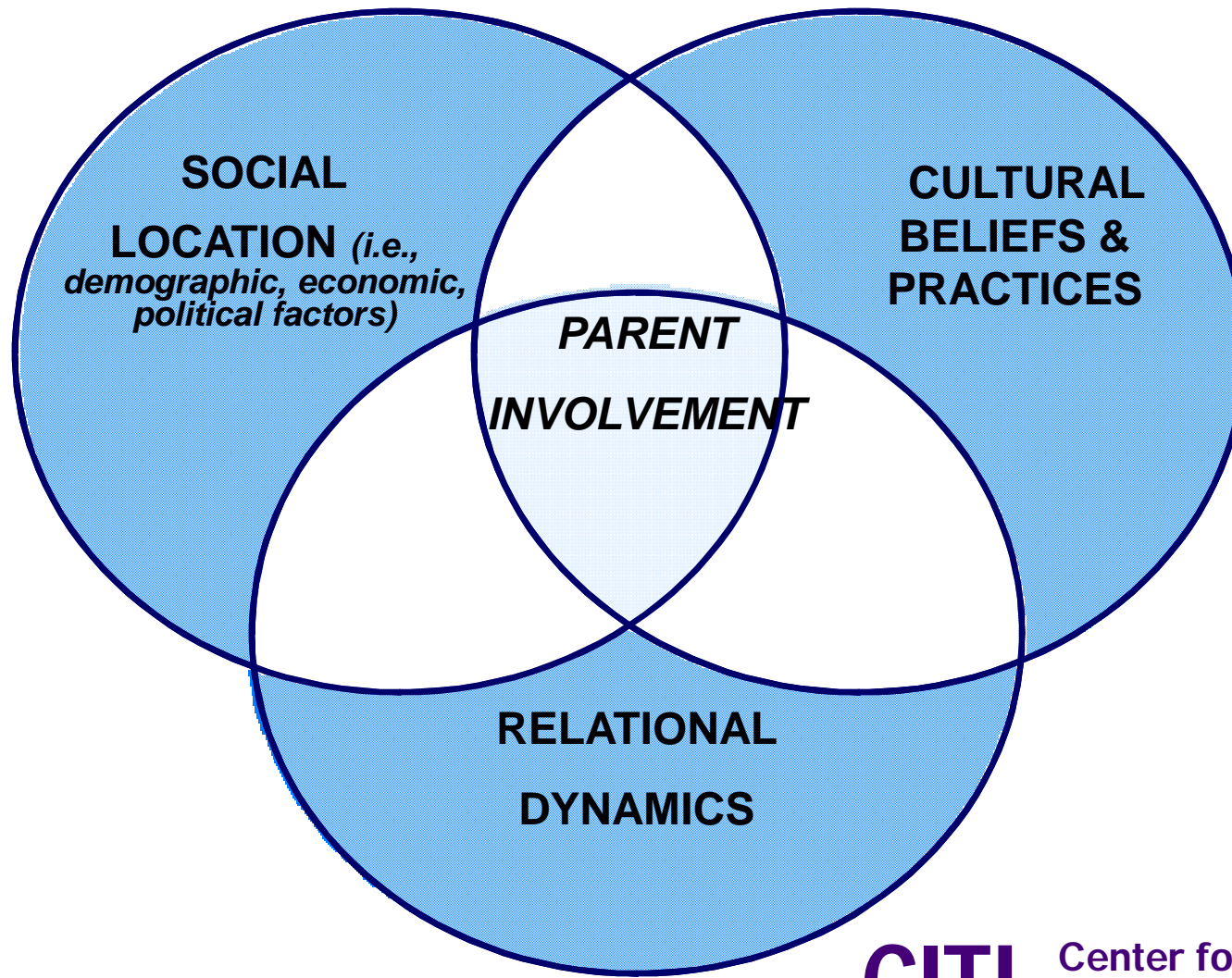
## Part #2 - Interaction between Social Location and Cultural Beliefs and Practices: Influence of Economic Challenges

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- *What is your views on students working part-time while going to college?*
- Support for Work
  - She works b/s I am not working & she needs the money. She also wants to be independent.
  - She is working. We're trying to help her out a little bit right now. Because I lost my job here last September, it's kind a hindered us. That's what's hitting us right now. But, with any money coming, I try to help, some, but not a whole lot right now.

# Components of Moral Support in Auerbach's Framework

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## Conclusions: Recommendations for Action

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### **What types of school support are most helpful for Latino Parents?**

- Honor the ways Latino parents are involved
- Find culturally appropriate ways to provide parents support, rather than trying to “fix” them. (Auerbach, 2006)
- Make them feel appreciated and comfortable
- Provide connections to other parents and educators
- Provide a climate of dialogue & mutual support
- Engage parent in learning about college pathways
- Most valuable source of information is personal narratives of college planning and college life by college students, educators, professionals, and fellow parents who look like them. (Auerbach, 2004b)



## Discussion Questions

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What type of issues do you see at your communities as you work with parents? What is your experience?

- How do you think we may be able to use “moral support capital” in advancing educational achievement within this population?
- **For more information contact Dr. Robert Reyes at [rreyes@goshen.edu](mailto:rreyes@goshen.edu)**

**Thank You**

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# References

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