

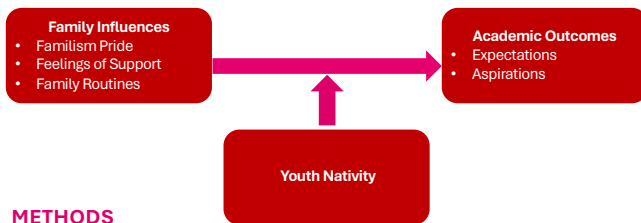
The Familial Influence on Educational Aspirations and Expectations: The Roles of Familism Pride, Feelings of Support, and Family Routines

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INTRODUCTION

- **Post-high school education matters for economic mobility¹.**
- **Latines** make up a **growing and large percentage of U.S. youth²**; therefore, it is important to understand what promotes academic success, including how far they would like to go in school (**aspirations**) and whether they think they can achieve those goals (**expectations**).
- Family-centered attitudes are highly salient among Latines³.
 - Values focused on making your family proud (**familism pride**), receiving **familial support**, and engaging in consistent **family routines** that promote cohesion and collaboration are three aspect of family life that may be important for academic adjustment – though research has not explored these factors concurrently.
- Considering that Latines experiences may differ, families from diverse **immigrant backgrounds** may have unequal access to resources and understanding of the education system, shaping how family influences educational outcomes⁴.

CURRENT STUDY



METHODS

Participants

- **Cross-sectional self-reported survey data**
- 453 Hispanic/Latine participants
 - Average age: 15.75 yrs; 55.81% girls; 94.48% U.S. Born

Measures

Measure	Response Scale	Sample Items	Reliability (α)
Familism Pride ⁵	1 = Strongly disagree to 7 = Strongly agree	"One of the reasons I want to do well in life is to make my family proud"	0.86
Feelings of Support ⁶	1 = Strongly disagree to 7 = Strongly agree	"My family really tries to help me"	0.86
Family Routines ⁷	0 = Never to 2 = A lot	"You and your parent regularly enjoyed activities together"	0.85
Academic Aspirations/Expectations ⁸	0 = Some high school; 1 = High school graduate/GED; 2 = Some college (no degree/military); 3 = Associate's; 4 = Bachelor's; 5 = Master's; 6 = Doctorate, MD, etc.	"How far would you like to go in school?" (Academic Aspirations) "How far do you really think you will go in school?" (Academic Expectations)	—

METHODS (continued)

Analytical Plan

- **Hierarchical regression analyses** evaluated the association between **family factors** and **academic aspirations and expectations**.
- Interaction terms were added to test **moderating effects of youth nativity**, and significant moderations were probed per Aiken and West (1990)⁹ recommendations.
- In both models, we **controlled** for:
 - Adolescents' **age** (continuous), **gender** (0 = boys, 1 = girls), and their own **parents' nativity** (0 = U.S.-born, 1 = immigrant) and **education** (0 = less than high school, 1 = high school diploma or GED, 2 = associates degree, 3 = some college, 4 = college degree, 5 = professional degree).

RESULTS

Main Effects (Table 1)

- Preliminary findings indicated **familism pride predicted higher academic aspirations**.
- **Gender, father's education, and father's nativity** were also significant.
 - Girls reported higher academic aspirations and expectations than boys.
 - Higher level of father education was associated with greater aspirations & expectations.
 - Children of immigrant fathers reported higher aspirations.

Table 1.
Regression Results for Latine Youth's Academic Aspirations and Expectations (N = 453).

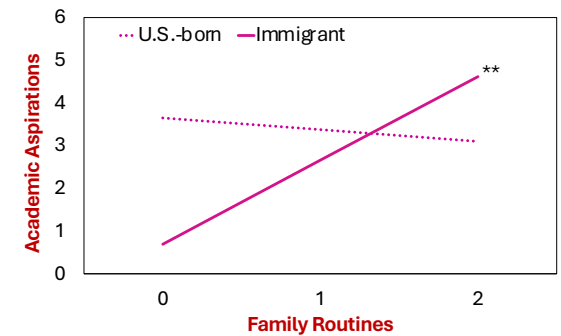
	Aspirations		Expectations	
	β	(SE)	β	(SE)
Intercept	0.50	(1.33)	0.64	(1.45)
Age	0.15	(0.08)	0.09	(0.09)
Gender	0.94*	(0.17)	0.78*	(0.18)
Mother Nativity	-0.22	(0.19)	-0.01	(0.20)
Father Nativity	0.44*	(0.19)	0.40	(0.20)
Father Education	0.21*	(0.07)	0.25*	(0.07)
Mother Education	0.07	(0.05)	0.06	(0.06)
Family Support	0.04	(0.08)	0.09	(0.08)
Familism Pride	0.16*	(0.08)	0.15	(0.09)
Family Routines	-0.20	(0.20)	0.10	(0.21)
Youth Nativity	-0.01	(0.37)	0.05	(0.39)
R-Squared	.16		.13	



RESULTS (continued)

Moderating Effects

- **Familism pride** was **promotive** for both **U.S.-born and immigrant youth aspirations**.
- **Family routines** were **significant for immigrant youth aspirations** ($b = 2.24, SE = .96$), not US-born youth.
- No hypothesized predictors were linked to academic expectations.



DISCUSSION

- **Main Take Aways**
 - **Values focused on making family proud was promotive for everyone, but family routines were only important for immigrant youth.**
 - Other family background factors, especially fathers' background, are salient to youth's academic outcomes.
 - It is important to include family strengths in understanding what promotes academic success.
- **Strengths and Limitations**
 - Measure of familism pride is novel and hasn't been studied extensively
 - Focus on younger adolescents instead of older adolescents who are actively making college-related decisions
 - Small foreign-born sample.
- **Future work**
 - Move beyond the dyad to explore the larger family system
 - Integrate family focused research to shape family-based interventions that promote Latine student college attendance.

