



# Educational Missteps Schools Commit Regarding

## Hispanic/Latinx Students

Malena Romero and Mickey Langlais, PhD

Florida State University



### INTRODUCTION

- Education attainment is important for several reasons; for example, it's associated with current and future wellbeing (Ryan et al., 2017) and subsequent economic opportunities (Bill and Melinda Gates Foundation., 2018).
- Research has consistently shown that Hispanic students underperform academically, particularly compared to white students (Schneider et al., 2006).
- Hispanic students are greatly underrepresented in post-secondary programs, which may occur because of a lack of knowledge regarding college admissions while one is in high school (Aguilar & Kim, 2019).
- More research is needed to understand why Hispanic students struggle academically, particularly in high school, to ensure Hispanic adolescents improve their developmental potential.
- The goal of this qualitative study is to help address this concern by asking Hispanic college students about their experiences in high school to identify what resources helped them academically and what resources they wish they had that could have helped them perform academically.

### RESEARCH QUESTIONS

- What resources do high school students have to succeed academically?
- What resources do high school students recommend to promote academic success?

### METHODS

Participants were recruited via cultural organizations on campus and volunteering Human Development and Family Science courses. Participants were asked to fill out a demographic survey. Upon completion of said survey, interview dates were assigned according to participants' availability. Interviews were conducted one-on-one over Zoom in sessions that ranged from 15 to 20 minutes. Data was analyzed using thematic analysis (Creswell, 2007). All procedures were approved by the Florida State University Institutional Review Board.

### REFERENCES

Aguilar, & Kim, A. Y. (2019). Hispanic Students' Sense of Control in Relation to Post-Secondary Enrollment Outcomes. *Social Sciences (Basel)*, 8(2), 67–. <https://doi.org/10.3390/socsci802067>

Bill and Melinda Gates Foundation (2018). All lives have equal value. Retrieved November 10, 2017, from [www.gatesfoundation.org](http://www.gatesfoundation.org)

Golinick, D.M., & Chinn, P.C. (2017). *Multicultural education in a pluralistic society* (10th ed.). Upper Saddle River, NJ: Pearson.

Ryan, R.M., & Moller, A.C. (2017). Competence as central, but not sufficient, for high-quality motivation: A self-determination theory perspective. In A.J. Elliott, C.S. Dweck, & D.S. Yeager (Eds.), *Handbook of competence and motivation* (2nd ed.). New York: Guilford.

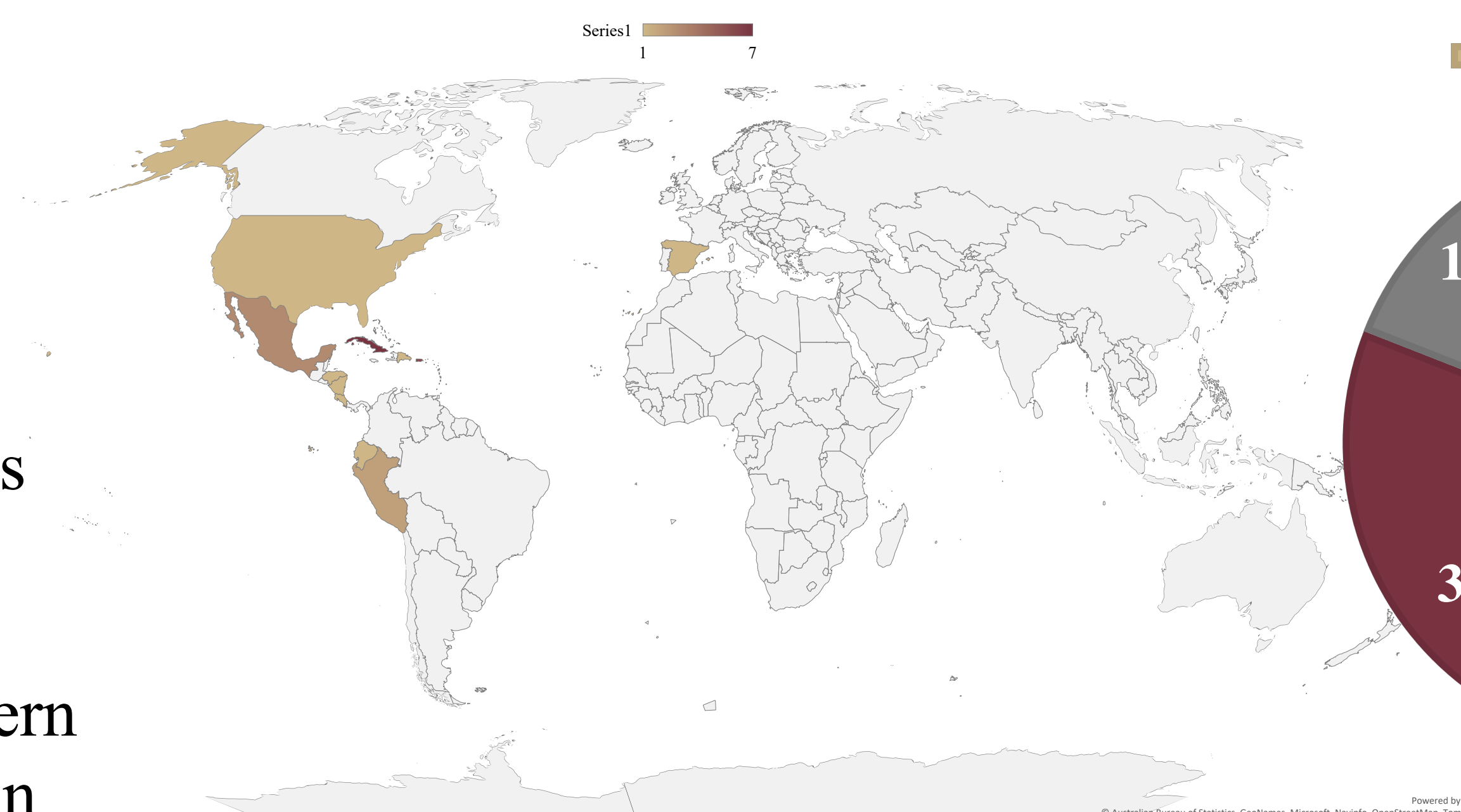
Sawyer, S.M., & Patton, G.C. (2018). Health and wellbeing in adolescence: A dynamic profile. In J.E. Lansford & P. Banati (Eds.), *Handbook of adolescent development research and its impact on global policy*. New York: Oxford University Press.

Schneider, B., Martinez, S., & Owens, A. (2006). Barriers to educational opportunities for Hispanics in the United States. In: National Research Council (US) Panel on Hispanics in the United States (Tienda, M. & Mitchell, F., Eds). *Hispanics and the Future of America*: National Academies Press (US).

### PARTICIPANTS

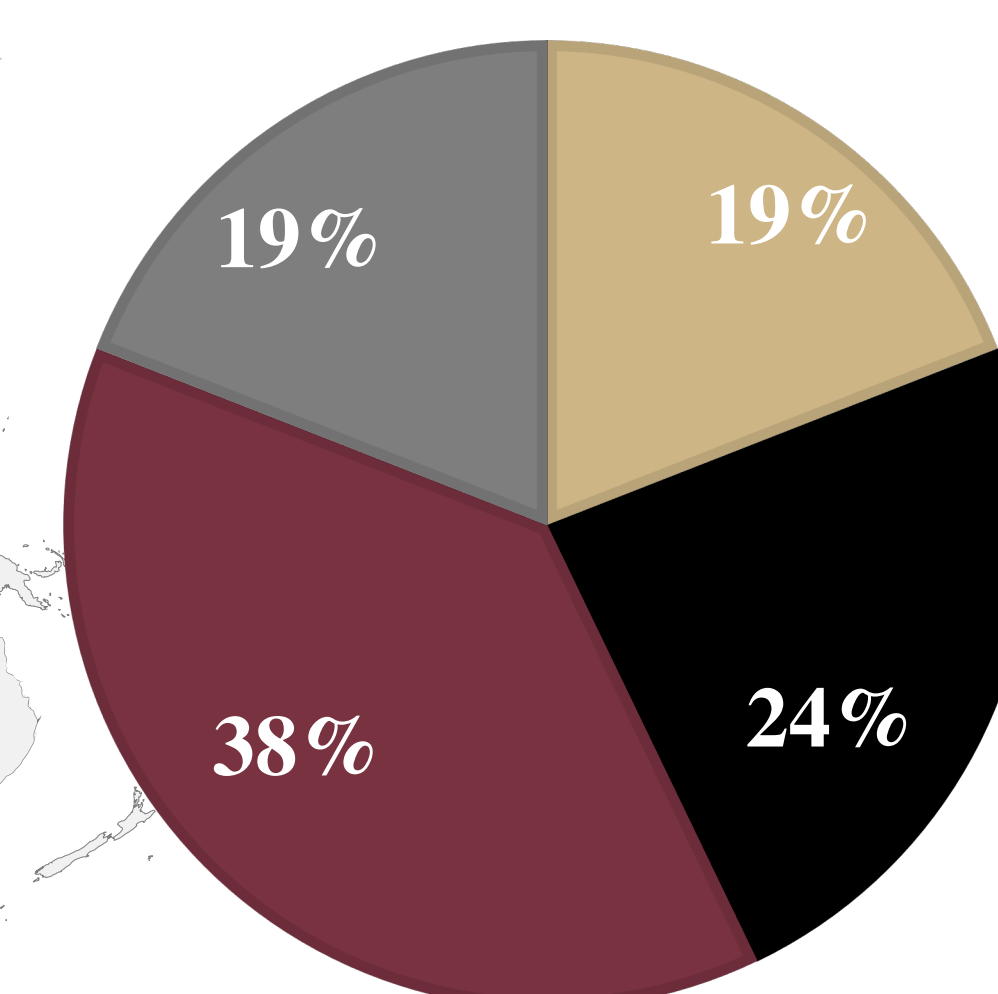
Participants were from Florida State University (N=21). Nine participants (43%) were male and 12 (57%) were female. Additionally, 16 participants attended public high schools (76%), 3 attended a private high school (14%), and 2 attended a charter high school (10%)

#### COUNTRY OF ORIGIN



#### AGE

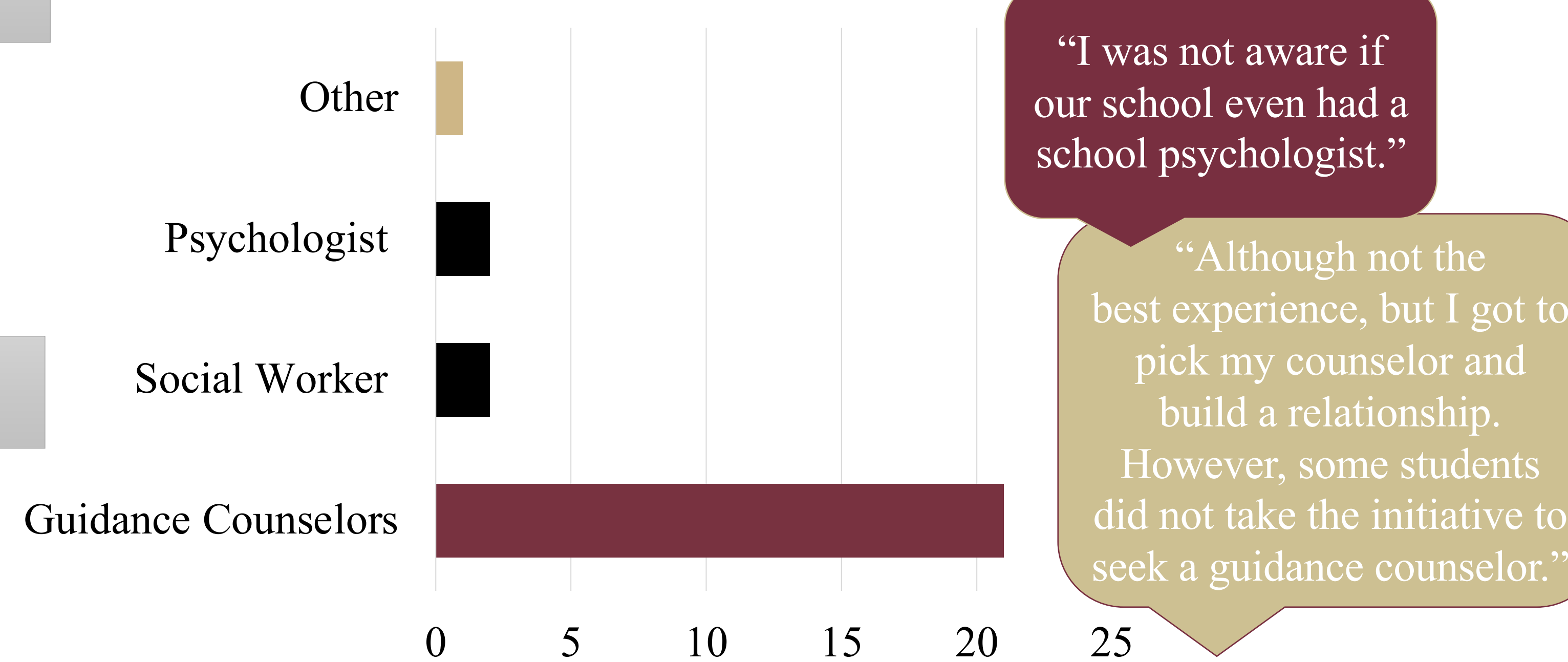
■ 18 ■ 19 ■ 20 ■ 21



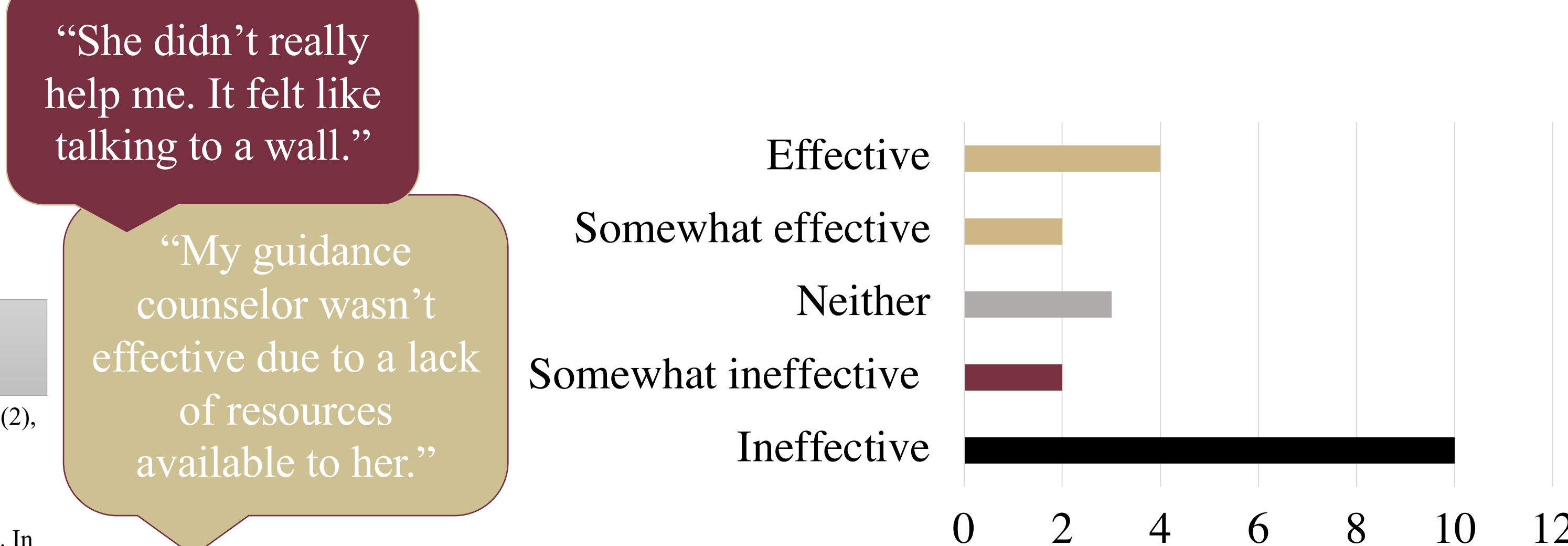
### RESULTS

#### What psychological resources did your school have?

#### PSYCHOLOGICAL RESOURCES



#### RESOURCE EFFECTIVITY

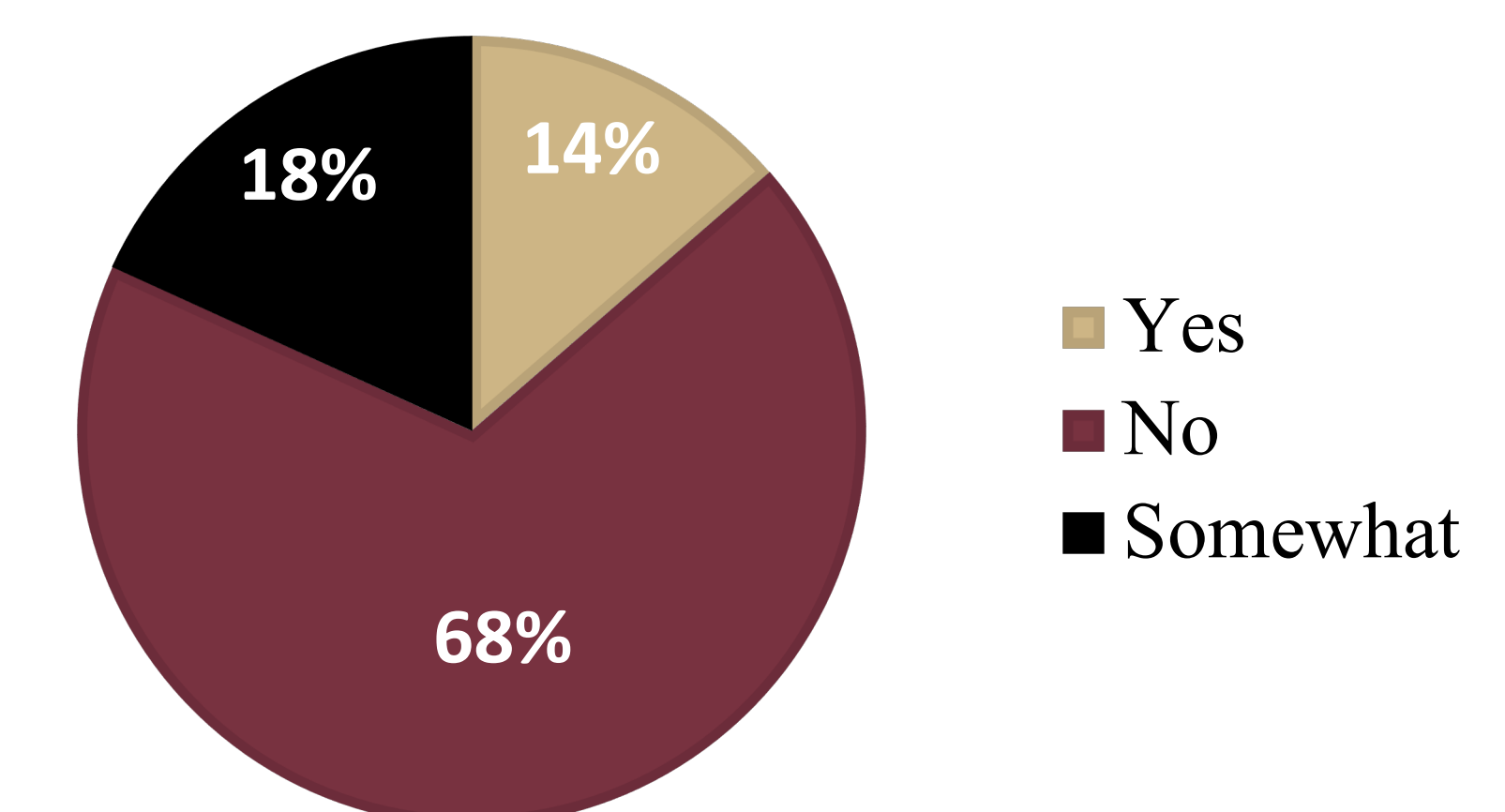


76% of participants said that they rarely went to their guidance counselor and when they did it was due to a mandatory academic meeting regarding schedules for the upcoming school year.

### RESULTS CONTINUED

#### Did you feel a sense of identification with the resources that your school provided?

#### SENSE OF IDENTIFICATION

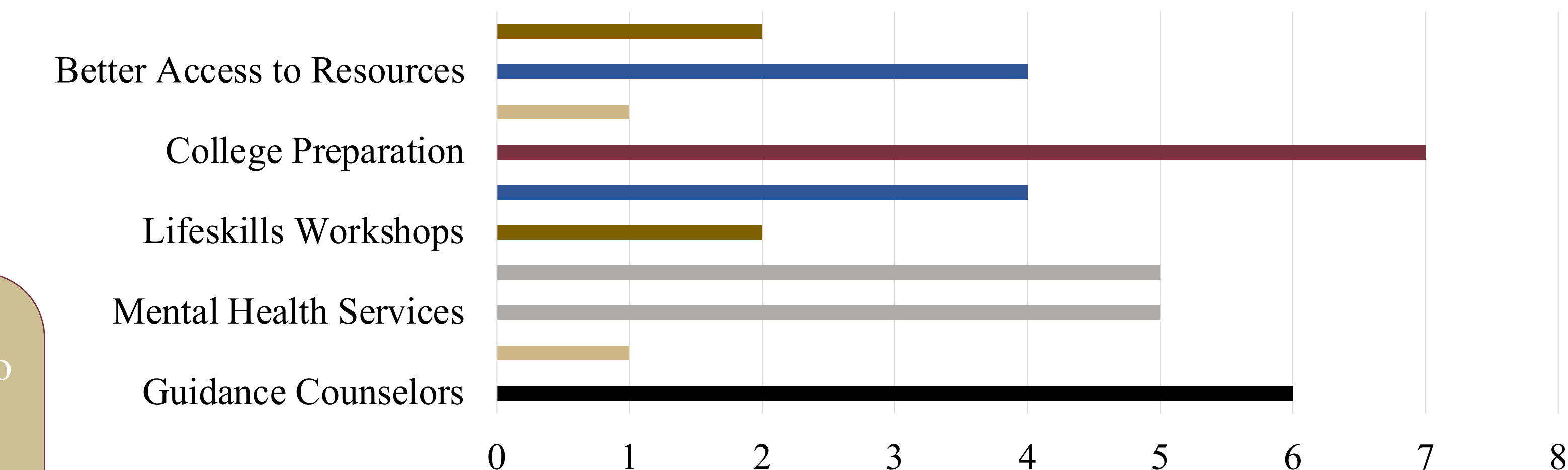


#### What educational resources did you have access to?

- 90% of participants noted the ability to receive tutoring at their school but had mixed results. Some stated that it was beneficial to be able to approach teachers and receive their aid while others had tutoring conducted by peers and did not feel like the information was being carefully reviewed.
- Other students said that resources that helped them included membership initiatives, where 90% of students said these resources were free and 10% said they did not interact with resources to know if they were free or not.

#### What resources did you wish you had access to?

#### RESOURCE WISHLIST



### DISCUSSION & RECOMMENDATIONS

- Results of this study illustrate school variation in resources and individual variation regarding whether or how they sought resources.
- One specific individual difference was with the motivation to seek resources, as individuals who were intrinsically motivated to find resources were more likely to take advantage of available resources; some participants said that they wished they were more active in finding and seeking additional support.
- There are also notable systemic issues within schools where perceptions and accessibility to resources should be changed.

1. Market mental health, academic, and other resources better
2. Develop "go-to" documents to answer frequently asked questions
3. Invest in guidance counselors
4. Make efforts to have bilingual resources

Acknowledgements: I would like to acknowledge Sofia Farach and Sheldyn Winkler for assistance with data collection.