Social Support in Developing School Purpose among Latinx Youth

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Hypotheses

• Stronger connections between sources of support are hypothesized to be positively correlated with school purpose.
• Presence of school purpose is hypothesized to be positively correlated with academic achievement and school engagement.

Anticipated Findings

• Higher respondent perception of parent and peer support rather than teacher support.
• Latinx students will more often hold academically-oriented, career-oriented, and financially-oriented purposes.
• Most participants will demonstrate low or no sense of school purpose due to lack of academically-related informational support; those with high sense of school purpose will have higher academic achievement and school engagement.

Discussion

• Teacher support is less frequently perceived than parent and peer support as a result of ethnic and racial disparities in classrooms.
• Latinx youth find that their parents are supportive but often lack social capital to support academically related challenges.
• School purpose is most likely to be financially-oriented, academically-oriented, or vocationally oriented among low-income, first generation Latinx students; some students mainly use these purposes as a way to “get out” of their hometowns to experience the world beyond them.

Conclusion

• Latinx students perceive sources of support to develop school purpose, resulting in school engagement and achievement.
• Connections among sources of support will aid Latinx students to understand and value the impact of education in their lives, their future success, and the world beyond them.
• Social Emotional Learning (SEL) curriculum should be implemented into the K-12 educational system to promote purpose development and connection between support sources.

Selected References


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