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## High school Hispanic dropouts: Beliefs and attitudes among Hispanic parents

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Vanessa R. Zambrano

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HIGH SCHOOL HISPANIC DROPOUTS: BELIEFS AND  
ATTITUDES AMONG HISPANIC PARENTS

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Social Work

---

by  
Karina Elizabeth Miranda  
Vanessa R Zambrano

June 2007

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ATTITUDES AMONG HISPANIC PARENTS

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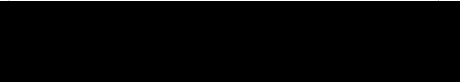
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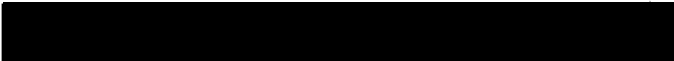
June 2007

Approved by:

  
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Dr. Paulina Martinez, Faculty Supervisor

6/5/07  
Date

  
\_\_\_\_\_  
Gary McMane, M.S.W., Caritas Counseling  
Services

  
\_\_\_\_\_  
Dr. Rosemary McCaslin,  
M.S.W. Research Coordinator

## ABSTRACT

Dropout rates among Hispanic adolescents are a concern to the future of the Hispanic population in Southern California. It is an even greater concern in Riverside and San Bernardino counties because it is quickly rising. In this study the researchers looked at Hispanic parents' beliefs and attitudes about high school Hispanic dropout rates. For this qualitative study the researchers conducted interviews with 13 Hispanic parents who were receiving services from Caritas Counseling. The data was analyzed by hand using a qualitative method. Responses were categorized in order to identify and explore recurrent themes. Themes for drop out factors are: Lack of Support and Motivation, Negative Influences, Financial Stressors, and Academic Problems. The findings of this study will help empower parents in intervening with their children's education as well as helping social workers become more culturally sensitive when intervening with issues that emerge among this population.

## ACKNOWLEDGMENTS

With appreciation to Dr. Martinez for all of your help, patience and for going through this process with us, thank you. A special thanks to Caritas Counseling Services for allowing us to conduct our interviews at the agency. A special thanks to the dedicated parents who participated in this study for their insightful contributions. Without you this study could not have been completed.

I would like to thank my mom and my dad for supporting me and giving me guidance, los quiero mucho. To my sister Jesse, thanks for letting me de-stress with you and for always being there for me. To my little sister Veritos, thanks for your supportive text messages and for helping me smile. I love you two. And a special thanks to my husband Fabian, gracias por aguantar mis corajes, por siempre apoyarme, y por creer en mi, te amo! To my partner Karina for your dedication and support.

Vanessa Zambrano

To my family, thank you for being patient with me during my many stressful moments. Gracias por aguantarme mis enojos. Thank you for all your love and support during this chapter of my life. To Vanessa, thank you for

putting up with my demands and for all your support and  
dedication to the end.

Karina Miranda

## TABLE OF CONTENTS

ABSTRACT .....	iii
ACKNOWLEDGMENTS .....	iv
LIST OF TABLES .....	viii
CHAPTER ONE: INTRODUCTION	
Problem Statement .....	1
Purpose of the Study .....	5
Significance of the Project for Social Work .....	6
CHAPTER TWO: LITERATURE REVIEW	
Introduction .....	8
Statistics .....	8
Theories Guiding Conceptualization .....	9
Factors .....	11
Prevention .....	13
Summary .....	16
CHAPTER THREE: METHODS	
Introduction .....	17
Study Design .....	17
Sampling .....	17
Data Collection and Instruments .....	19
Procedures .....	21
Protection of Human Subjects .....	22
Data Analysis .....	23
Summary .....	23

CHAPTER FOUR: RESULTS

Introduction .....	24
Presentation of the Findings .....	24
Hispanic Dropouts .....	28
Summary .....	41

CHAPTER FIVE: DISCUSSION

Introduction .....	43
Discussion .....	43
Limitations .....	50
Implications and Recommendations for Social Work Practice, Policy and Research .....	51
Conclusion .....	53

APPENDIX A: FLYER (ENGLISH VERSION) .....	55
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APPENDIX B: FLYER (SPANISH VERSION) .....	57
---	----

APPENDIX C: QUESTIONNAIRE (ENGLISH VERSION) .....	59
---	----

APPENDIX D: QUESTIONNAIRE (SPANISH VERSION) .....	62
---	----

APPENDIX E: INFORMED CONSENT (ENGLISH VERSION) .....	65
--	----

APPENDIX F: INFORMED CONSENT (SPANISH VERSION) .....	67
--	----

APPENDIX G: DEBRIEFING STATEMENT (ENGLISH VERSION) .....	69
---	----

APPENDIX H: DEBRIEFING STATEMENT (SPANISH VERSION) .....	71
---	----

REFERENCES .....	73
------------------	----

ASSIGNED RESPONSIBILITIES PAGE .....	77
--------------------------------------	----



LIST OF TABLES

Table 1. Demographic Characteristics of Participants .....	26
Table 2. Hispanic Children that Have Dropped Out .....	29
Table 3. Factors that Lead to Hispanic Drop Out .....	33
Table 4. Preventative Factors for School Personnel .....	37
Table 5. Preventive Factors for Parents .....	41

## CHAPTER ONE

### INTRODUCTION

The high school drop out rates in the United States are alarming, especially among minority populations (National Center for Education Statistics, 2001). In this chapter we will examine the history and severity of this problem and its effects not only on those that drop out but also on society. We will attempt to provide a lay out of the existence of a social problem that is increasing and in need of immediate intervention and we will discuss attempts that have been made to try to resolve the problem. We will also discuss our specific research study and our attempt to focus this study on Hispanic parents.

#### Problem Statement

The education system in the United States is undeniably a major issue as it relates to minority students dropping out of school. In the United States 1 in 8 children never graduate from high school (Christenson & Thurlow, 2004). Among those included in this group and also the one with the highest percentage of dropouts are Hispanic students. In the United States, in 2001 there were 3.8 million students that dropped out

of school. Of those 27% were of Hispanic origin (National Center for Education Statistics, 2001). The continued incidents of dropouts in this country is increasing and contributing to many other social problems such as a loss in billions of dollars in revenues, welfare programs, unemployment and increase in crime rate (Christenson, Sinclair, Lehr, & Hurley, 2000). Research indicates that those who do not graduate from high school have higher probabilities of having children at a younger age, being single parents, being incarcerated, being unemployed or having low wage jobs and often times also being recipients of public assistance programs (Hansen, 2006).

We will take this nation wide problem and focus it specifically on Hispanic parent's views. We think that Hispanic parents are the ideal sample for this study because they have experience and insight to this problem, and they may be able to name different factors that lead to Hispanic students dropping out that other individuals would not be able to.

We will also focus this study at the local level. In a nationwide study done from 2003-2004, it was found that in Riverside County, Hispanic students have the highest dropout rate which is about 12%, while San Bernardino

County has both Hispanic and African American ethnicities as the highest percentage of students that dropout of school (Hispanics ~20%, African Americans ~22%) (Quality of life, 2004). It is important for us to try to understand why Hispanic students are dropping out in Riverside and San Bernardino Counties specifically. This is because their reasons for dropping out may be different from those Hispanic students dropping out in other counties in the state and in the country. If we were to specifically find out what some major concerns are that the parents have for their children in school, we could address those in a better way. It is also important to identify reasons why Hispanic students dropout of school in order to provide an early intervention. If we could some how remedy the problem, it would mean more money for school districts, more money for the government because more children would be going to school and actually graduating, and in turn they might be able to acquire better jobs with higher wages.

In the past there have been numerous attempts by government and local organizations to try to stop the increasing numbers of dropout's altogether. In 2002 the government enacted the "Dropout Prevention Act" which

provides schools grants and holds them accountable for helping decrease incidents of dropouts in their schools (Hansen, 2006). Another attempt to remedy the problem is the "No Child Left Behind Act" enacted in 2001 that designated \$1 billion to help provide student's high-quality education including drop out prevention services (Hansen, 2006).

Currently, a monetary incentive such as a High School Attainment Credit (HSAC) has been proposed. HSAC is a \$10,000 reward given to parents for each child that graduates from high school. This credit would serve as a motivation for parents to get involved in their children's education and encourage their kids to graduate (Hansen, 2006). Locally, each district has its own policies for retaining students in school and penalties for absenteeism or truancy which is an indicator or potential risk for dropping out (McCray, 2006).

It is important for us as researchers to understand the nature of this problem to help us begin to make a change. If we can help our "paisanos" out, so that instead of people seeing Hispanics as being troublemakers or as just the poverty class, they can also be seen as successful high school graduates.

## Purpose of the Study

The purpose of this study is to examine Hispanic parent's beliefs and attitudes about high Hispanic drop out rates. We would like to look at the reasons why Hispanic parents believe that Hispanic adolescents do not finish high school. Specifically, we will be targeting Hispanic parents who have children that are between the ages of 14 to 18. These parents also have to be currently living in Riverside or San Bernardino Counties. We are aiming to interview at least 20 Hispanic parents. The targeted sample will come from Caritas Counseling Services. This agency serves the Riverside and San Bernardino communities. The majority of the families which receive services from Caritas Counseling Services are Hispanic.

The research method that we will be using is qualitative interviews. We will include four prompting, open-ended questions and eight questions that ask about demographics. The four prompting questions will address reasons why Hispanic parents believe Hispanic adolescents drop out of high school. They will also address issues of prevention, and things that would help the adolescent stay in school. We feel that Hispanic parents are a good

sample to interview because they are able to help provide early interventions with their adolescents. We also chose to do qualitative interviews because we want the Hispanic parents to speak freely about the problems they see and we do not want to restrict their answers or alter a parent's answer by giving them a survey.

We would like to obtain a big sample size in order to be able to see different opinions or even patterns between answers. In addition, we want to keep interviews to an estimated time of half an hour so that the parents stay on track and avoid discussing irrelevant topics as well as so that they do not get impatient.

#### Significance of the Project for Social Work

The results of this project are important for social workers to know because it can educate them on intervening with this population. It could also help make social workers more culturally competent because they will have an idea of some of the concerns that parents have about their children.

In addition, this study could contribute to policy in that the findings may help implement new and better policies that would intervene with Hispanic adolescents

earlier before they actually decide to drop out of school. The new policies could also address the specific needs expressed by the parents, and be more proactive in early intervention.

Currently there are a number of articles that deal with high Hispanic dropout rates. Our research project is original in that it asks for the parent's point of view, and also in that it only focuses on the two specific Counties previously mentioned.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

In the following literature review we will look at different articles that have been published which are directly related to Hispanic adolescents and school drop out rates. We have divided up the current literature into four categories. This literature review will cover the following categories. First, this chapter will look at literature on current statistics that exist about the Hispanic school drop out rates. Second, it will look at theories that have been brought up to deal with this problem. Third, we will examine factors that are associated with Hispanic dropouts. Finally, we will look at the different prevention and intervention strategies that are currently in place that deal with this problem.

#### Statistics

At this point, the existing knowledge that guides our research study indicates that there is an alarming increase in the dropout rates among the Hispanic population. Hispanic students have the highest drop out rates of any ethnic group in the nation (Jurkovic,

Kuperminc, Perilla, Murphy, Ibanez, & Casey, 2004). According to the National Center for Education Statistics (NCES), in the year 2000 a total of 1.5 million Hispanic students were high school dropouts. A dropout is defined as being out of school and having never earned a high school credential including a General Educational Development (GED) credential or any other state or district approved educational program (NCES, 2003). Among Hispanic adolescents the dropout rates appear to be one of the highest and this is a persistent problem that affects the entire family, especially the parents, and the community as well (Stone, 1956). Another article refers to dropouts as "school leavers" judging that the previous term is too negative. They found that while other ethnic groups (whites and African American's) are decreasing, Hispanic student rates have increased in 1982 to 1991 from 31.7% to 35.3% (Encyclopedia of Social Work, 1995).

#### Theories Guiding Conceptualization

In regards to the literature we have read, there have not been many theories which help explain Hispanic school dropouts. The only two relevant theories that we

found that may be able to explain why Hispanic students drop out of school are: change in family structure (economic deprivation) and filial responsibility theory. The first theory states that a change in family structure causes economic deprivation which contributes to adolescents dropping out (Pong & Ju, 2000; Velez, 1989). The change in family structure from a two parent household to a single parent household, usually a female headed single parent household, is said to lead to a decrease in income which in turn diminishes the economic resources available to the children for educational purposes (Pong & Ju, 2000; McLanahan, 1985). Research conducted by Stone (1956), supports this theory by finding that over a third of the students in that study of divorced parents dropped out of school.

The other identified theory says that filial responsibility of Hispanic students contributes to increased possibilities of students dropping out of school (Jurkovic et al., 2004). This theory indicates that Hispanic students take on various responsibilities such as babysitters, translating for parents, cleaning and maintaining the household and sometimes working to help their parents out. These obligations of physical and

emotional caretaking all appear to influence students to detract from school involvement and in some cases, contribute to negative outcomes. This second theory is the one that these researchers liked the best. These researchers think it applies to this project because it pays special attention to the parents of Hispanic dropouts and it also considers many factors that may lead to dropping out of school as opposed to simply looking at the structure of the family. The only thing that these researchers think was lacking from these theories was the use of face to face interviews which we plan to conduct, as well as asking Hispanic parents who are a big factor in Hispanic dropouts, their personal views.

#### Factors

The results of the study by Davison Aviles, Guerrero, Howarth, and Thomas, (1999), states that a major factor for students dropping out was that they had difficulties meeting the credit requirements for graduation as a result of various reasons. Students who reported a lack of attendance as a factor stated that grade retention, making up the missed work and leaving school altogether were the only option they thought they

had (Davison Aviles et al., 1999). A study by Kaplan and Luck (1977), states that about 50% of students that drop out had been held back a grade therefore implying that grade retention or being held back a grade due to either missing work or attendance is another factor for dropping out. Students report that a lack of attendance has a big impact on their academics because they are unable to make up the missed work and often times the student as well as the parents don't understand school attendance policies (Davison Aviles, et al., 1999).

It was also found by Kronick et al., (1999) that missing a lot of school in elementary school indicated there was a correlation with non-attendance in high school that eventually lead the student to drop out. This leads us to look at reasons associated with being a migrant student or of migrant parents. Frequent traveling to their home countries is also associated with their absenteeism that in turn causes them to get behind and discouraged and if worse comes to worse then possibly dropping out. It was discovered though, that the distance traveled to school by the students didn't correlate with them dropping out (Thomas, 1954).

Another factor that students report as contributors to the high dropout rates is the lack of school activity participation (Kronick et al., 1999; Thomas, 1954 & Davison Aviles et al., 1999). Part of the reason for not participating in school is lack of money to pay for things like uniforms, materials or equipment; usually parents could not afford these items. Davison Aviles et al., (1999) suggest that often times, Hispanic students were discouraged from participating in activities. Thomas, (1954), found that 89% of the participants in his study that had participated in school activities graduated from high school. He also stated that what are most important are participation and not the amount of activities involved in because non-involvement indicated a disconnection to the school and disinterest.

#### Prevention

Now we move into the topic of prevention and what students need in order to stay in school. Referring back to the theory of filial responsibility, parents need to be educated on the possibilities that this common situation in Hispanic families can become problematic (Jurkovic et al., 2004). Students in the above study

reported that these responsibilities leave them with little time to do homework and focus on school. The same study concluded that improving school environments and altering teacher's expectations can benefit students. Having bilingual staff and culturally understanding or sensitive teachers and staff were mentioned as possible improvements. It was also suggested that improving home-school communication would be beneficial. Parents in this same study indicated that their lack of understanding of the school system was a barrier for them to help their kids as well as a lack of support from the school rather than the language barrier as it was believed. This same recommendation was derived from findings based on a needs assessment that was conducted by Hernandez and Nesman (2004).

Another approach similar to the previous strategy to reduce drop out rates is to implement programs that enhance student-adult relationships (Davis & Dupper, 2004). A program like this would help develop the relationships between students and teachers specifically (but also includes administrators and parents) it provides encouragement and support so that students feel comfortable approaching teachers when they need help.

Brewster and Bowen (2004), state that the school system is mainly made up of white teachers and administrators and that teacher support is of great importance to Hispanic students. It is important that the students can identify with their teachers for greater success (Davis & Dupper, 2004). Parental and teacher support also directly and positively influence school engagement in students (Brewster & Bowen, 2004). This same study also shows that communication between students and parents about educational issues greatly impacts educational outcomes.

Based on the findings from the literature, we can conclude that Hispanic student's needs are not being met in terms of education. The findings suggest that more communication between school staff, parents and students might help prevent students from dropping out. We will be examining the factors that lead Hispanic students to drop out and prevention strategies. Our research will contribute to the literature as well as to the agency from which we will be drawing participants from. To our knowledge, the agency where the researchers will conduct this study has not carried out any formal studies but they are aware that the problem exists. Our study will help the agency by providing information and prevention



strategies to the clinicians that work with potentially at-risk adolescents. It will also help open up communication between parents and students so that the parents understand what their kids need to be successful in school. Almost all of the literature has identified the student's parents as the key role players in the student's success. That is why we believe it is important to obtain the parents perspective on this unfortunate problem.

#### Summary

In this chapter we examined the literature on Hispanic student dropout rates and divided up the current literature into four categories. The literature review covered the following categories: first, this chapter looked at literature on current statistics that exist about the Hispanic school drop out rates. Second, it looked at theories about the problem. Third, we examined factors that are associated with Hispanic dropouts and finally, we looked at different prevention and intervention strategies.

## CHAPTER THREE

### METHODS

#### Introduction

The following chapter will discuss the specific method of this research project. We will also discuss the study design, the study sample, procedures for data collection and a description of the study questionnaire.

#### Study Design

The purpose of this study was to explore Hispanic parent's beliefs and attitudes about high school Hispanic dropouts. For this study the researchers used a qualitative method. This qualitative method allowed for an in-depth face-to-face analysis of Hispanic parent's ideas. Hispanic parents understand the difficulties their children encounter in regards to culture assimilation. Our research question asked: As a Hispanic parent, what are some of your beliefs and attitudes about high school Hispanic drop out rates?

#### Sampling

The Hispanic parents that we interviewed were at that time current clients from Caritas Counseling

Services. This agency is a non-profit organization that provides low cost counseling services in the San Bernardino and Riverside county areas. Participants already attending services provided by this agency were asked if they would like to participate in this study. Flyers were also posted in English and in Spanish in the agency lobby where clients had access to them (see Appendix A & B). Clients that voluntarily expressed an interest in participating were able to contact the researchers via a phone number that was provided to set up an appointment to participate in the interview process. The interviews took place in a private room at the agency with only the researcher and the participant present.

A total of 13 interviews were conducted at the agency during a two-month period. The researchers spoke with current staff at this agency in order to obtain recommendations of Hispanic parents to interview. The posted flyers also described the characteristic of the individuals we were interested in interviewing. In compensation for their participation, each parent was given a telephone calling card valued at five dollars so that they may call whom ever they wished to call.

The specific population which we interviewed was Hispanic adults. We anticipated getting a higher rate of female interviewees than male interviewees because culturally we understand that the mothers are the main parents involved in the children's education. The interviewees were between 35-55 years of age. The individual's education level varied widely from elementary school through college.

The majority of the parents these researchers interviewed were Spanish speaking. These Hispanic parents were also first or second generation immigrants in the United States and they were also residents of San Bernardino County and/or Riverside County.

#### Data Collection and Instruments

Once the participants had been recruited, appointments were scheduled to interview the Hispanic parents individually. The participants were asked 8 demographic questions and 4 prompting questions (See Appendix C & D) about their beliefs and attitudes about Hispanic student drop out rates. The last four questions were open-ended questions where the researchers listened actively to the participant's responses. Many of the

questions for the instrument came from current literature that is written on this topic. For example, the final three questions from the instrument were adapted from a study conducted by Hernandez and Nesman (2004). The original questions they asked were directed toward Hispanic student dropouts as opposed to the Hispanic parents that this study directed the questions to.

The demographic questions that the participants were asked are as follows: What County do you live in? What is your gender? How old are you? What generation are you in this Country? What is the language that is most frequently spoken at home? What grades are your child/children currently in? What is the highest grade in school that you completed? Approximately what is your annual income? The open-ended prompting questions were as follows: Have any of your children dropped out of high school, if not do you know anybody who has? Why do you think that some Hispanic students drop out of school? What can schools do to prevent Hispanic students from dropping out? What could you, as a parent, do to prevent a student from potentially dropping out of school?

The questionnaires were written in English and in Spanish (see Appendix C & D). The Hispanic parents were

given a choice of the language they preferred the interview to be conducted in. The interviews lasted approximately 15 to 45 minutes in duration. The questions asked were to prompt the participants and engage them in the interview. The participants were also encouraged to add any other comments that were relevant to the prompting questions.

#### Procedures

The questionnaire was created to obtain the beliefs and attitudes from Hispanic parents about Hispanic high school student dropouts. We conducted interviews at Caritas Counseling Services with 13 Hispanic parents. Each interview lasted approximately half an hour long. There was no pre-interview or post-interview with participants of this study. Each participant was read an informed consent in their language of preference, either English or Spanish and asked to mark that they gave their consent to participate (see Appendix E & F). Each Hispanic parent was asked the same four open-ended prompting questions in their preferred language. After concluding with the interviews, each participant was also

given a debriefing statement in the language of their choice (see Appendix G & H).

The researchers based their questions from the established questionnaire and took notes on the participant's responses during the interview. After all the interviews were concluded the data collected was analyzed by hand using a qualitative method.

#### Protection of Human Subjects

The confidentiality and anonymity of all Hispanic parent participants was maintained at all times. Each participant was read an informed consent which they marked with an "X" signifying that they understood the purpose of the study and they were voluntarily participating. They were given a copy of the informed consent with information of a qualified mental health professional in case they should experience any psychological distress and needed psychological help. Each participant was also given a copy of the debriefing statement.

The researchers collected all individually marked statements, questionnaires and notes and placed them in a manila folder that was kept in a locked box in a safe

place. No persons other than the two researchers had access to this information.

### Data Analysis

The qualitative data was analyzed by hand using a qualitative method. Data was analyzed for thematic content and pattern analysis.

### Summary

In this chapter we have discussed the method and design of this research project. The study sample, data collection, and the analysis of the retrieved data were included.



## CHAPTER FOUR

### RESULTS

#### Introduction

This chapter will begin by discussing the sample used in the study. The sample will be described in terms of county of residence, gender, age, generation in the United States, languages spoken at home, grades children were currently attending, education completed and annual income. This chapter will then address the four qualitative questions asked during the interview and major recurrent themes will be described for each question.

#### Presentation of the Findings

Demographic characteristics are presented in Table 1. A total of 13 Hispanic parents participated in this study. Of the 13 parents, 11 (84.6%) were currently living in San Bernardino County, while 2 (15.4%) resided in Riverside County. Only 1 (7.7%) of the participants was a male, and the other 12 (92.3%) participants were females. The participants ranged in age from 38 to 55 years old.

Immigrant participants numbered 8 (61.5%); 3 (23.1%) of the 13 were born in the United States, and 2 (15.4%) of them had parents born in the United States. In addition, 8 (61.5%) of the participants identified Spanish as being the primary language spoken at home, and the remaining 5 (38.5%) identified English as being the primary language spoken at home.

Participants were asked to identify the grade level their children currently attended in high school. The following was found: 4 (28.6%) participants identified having children in ninth grade, 5 (35.7%) participants reported having a child currently in tenth grade, 4 (28.6%) had at least one child in eleventh grade and only 1 (7.1%) identified a child in twelfth grade.

Of the 13 participants, 5 (38.5%) reported elementary school as being the highest education they had completed, 2 (15.4%) of the participants said middle school was the highest education they completed, 3 (23.05%) said they completed at least high school and 3 (23.05%) said they had completed college or University.

Table 1. Demographic Characteristics of Participants

Variable (N=13)	Frequency (n)	Percentage (%)
County of Residence		
San Bernardino	11	84.6
Riverside	2	15.4
Gender		
Males	1	7.7
Females	12	92.3
Age		
30-40	1	7.7
41-50	8	61.5
51 and higher	4	30.8
Generation in the U.S.A.		
First Arrived in the U.S.A	8	61.5
Born in the U.S.A.	3	23.1
Parents Born in the U.S.A.	2	15.4
Grandparents born in the U.S.A.	0	0.0
Language Spoken at Home		
Spanish	8	61.5
English	5	38.5
Grades Children Attending <sup>1</sup>		
9th Grade	4	28.6
10th Grade	5	35.7
11th Grade	4	28.6
12th Grade	1	7.1
Education Completed		
Elementary School	5	38.5
Middle School	2	15.4
High School	3	23.05
College/University and Higher	3	23.05
Annual Income		
\$0-\$14,000	2	15.4
\$15,000-\$29,000	3	23.05
\$30,000-\$44,000	4	30.8
\$45,000-\$59,000	1	7.7
\$60,000-higher	3	23.05

<sup>1</sup> Note: More than one response was possible

Participants were also asked to report their average annual income. These results revealed 5 (38.5%) participants had an income of less than \$29,000, 5 (38.5%) participants had an income that ranged from \$30,000 to \$59,000 and 3 (23.05%) of the participants reported having an income that was higher than \$60,000.

All of the interviews took place at Caritas Counseling Services. Before the interviews began, the purpose of the study was explained to the participants and they were asked to place an "X" on an informed consent (see Appendix E & F). Each interview lasted between 15 to 45 minutes. After the interview was completed, all of the participants were given a \$5 calling card and they were also given a debriefing statement in the language of their preference (see Appendix G & H).

The first eight questions asked the participants to report demographics, which are described above. The final four questions were open-ended questions that asked parents about their beliefs and attitudes toward the problem of the rate of Hispanic adolescents who drop out of high school as well as prevention and intervention

methods. The significant themes that were found for each question are described below.

### Hispanic Dropouts

Question one asked: Have any of your children dropped out of high school? If not, do you know anybody who has? The responses to this question are shown in Table 2. More than half (62%) of the participants stated that they did not have any children who dropped out of high school.

Of the responses, 5 (38%) of the participants reported having a relative or a friend who had dropped out of high school. One of the participants stated, "Up until now, none. I have two daughters that have graduated and two left... Yes, I have a lot of nieces that have dropped out." Another participant stated that none of her children have dropped out of high school but stated, "My child's godmother, yes, her children have done badly in school."

The remaining 5 (38%) participants reported having at least one child who had dropped out of high school. One of the Hispanic mothers stated, "Yes, I had one of my kids drop out but now she wants to go back." In addition,

one of the participants had more than one child drop out of school, and during the interview she explained that her four oldest children had all dropped out of school. She also stated that she currently has two children left in school and she hopes that they graduate.

Table 2. Hispanic Children that Have Dropped Out

Question		
Have any of your children dropped out of high school? If not, do you know anybody who has? <sup>1</sup>		
Responses	Frequency (n)	Percentage (%)
Yes, I have at least one child who dropped out	5	38.0
No, none of my children have dropped out	8	62.0
Yes, I know someone who has	5	38.0
No, I don't know anybody who has dropped out	2	15.0

<sup>1</sup> Note: Multiple responses are possible for this question.

Question number two asked: Why do you think that some Hispanic students drop out of school? The responses to this question are shown in Table 3. The responses to this question were grouped into overlapping themes. The

following four themes emerged from this: 1) Lack of Support and Motivation, 2) Negative Influences, 3) Financial Stressors, 4) Academic Problems.

The most popular theme Hispanic parents gave for Hispanic school dropouts was a Lack of Support and Motivation. Some of the parents stated that the students had a lack of role models to follow in terms of education. It was also stated that many times these children receive little or no support or motivation from their parents and teachers, and that education is not valued as being important. One of the parents described the lack of support by stating, "There's no support from the schools, and the teachers don't support them as well, and then the kids end up getting behind in school." Another parent described a lack of support from the parents and said, "Their parents don't support them to continue with their studies. Their parents don't push them to finish school, and they prefer to leave school." In addition, another parent described a lack of motivation and role models by stating, "They don't have good role models...; they see that their parents work without any formal education or training and they think they can do it too. They have no motivation." Finally,

one parent described a lack of support and motivation in terms of the Hispanic culture by saying a reason that Hispanic students drop out is a "lack of emphasis on education in the Hispanic population."

Negative Influences was the second most popular theme that was brought up by the participants as a reason for Hispanic high school dropouts. Participants stated a concern for different negative influences such as negative peer pressure, involvement with drugs and alcohol, gangs, and teen pregnancy. One of the parents mentioned, "They get in trouble at school and they like hanging out with their friends more than going to school. Their friends are bad influences on them." Another parent also raised the concern about bad influences in relation to substance abuse and getting pregnant, and stated, "They hang out with trouble-makers...; the girls and the guys are smoking and drinking, just doing what they are not supposed to and the girls are acting out and get pregnant." In addition, one parent described negative peer pressure by stating, "Many times they follow their friends' examples...; if their friends don't care [about school] then they won't either." There were many more examples that parents gave in relation to negative



influences being a major factor for Hispanic students dropping out; the above mentioned were only a few.

The third theme that was apparent from the parents' responses to Hispanic dropout was Financial Stressors. Many Hispanic parents attributed to the children working as being a reason for dropping out. One parent stated, "Sometimes they also prefer to work to have money for their things and to help out at home. You see sometimes we're short on money and the kids want more and more." Another parent stated that it was "because of necessity." "They have to leave school and work to help their parents." One parent also looked at the emphasis on work and said, "Those that work focus on working and money, not on school." Another parent said the reason for Hispanic students dropping out of school is "For economic reasons because they start working and want to work. They do labor work and then they don't realize that it's forever. Then they look back and regret it."

The last theme that emerged was Academic Problems. Hispanic parents described this as being related to falling back in school, unable to comprehend the language, and as described by one parent "*por burros e ignorantes*" or simply as students "being dumb and

ignorant." Another parent described academic problems in terms of language barriers and stated, "They might not speak the language or understand English well enough, so they give up when they can't read or write. They might also not be able to read or write at their grade level."

Table 3. Factors that Lead to Hispanic Drop Out

Question Why do you think that some Hispanic students drop out of school? <sup>1</sup>		
Responses	Frequency (n)	Percentage (%)
Lack of Support and Motivation	8	61.5
Negative Influences (i.e. substance involvement, peer pressure, gangs)	7	54.0
Financial Stressors (i.e. getting a job)	6	46.0
Academic Problems (i.e. getting behind in school, language barriers)	5	38.0

<sup>1</sup> Note: Multiple responses are possible for this question.

The last two open-ended questions that were asked during the interview were in regards to preventing and intervening with Hispanic high school dropouts.

Question three asked: What can schools do to prevent Hispanic students from dropping out? The responses to this question are shown in Table 4. The responses to this question were summed up into three themes 1) Individual Student Supervision, 2) Support and Communication, and 3) Increased Quality of School Services.

The first recurrent theme was in regards to more Individual Student Supervision. Many Hispanic parents said that schools should provide more deterrents such as stricter rules, individual attention, and better monitoring of the students. Hispanic parents described these factors as helping Hispanic students not drop out of school. As one mom said, "There isn't very much supervision on [the school's] part. They need to be more aware of what the kids do and don't do. Pay more attention...." Another Hispanic parent stated that it was important that the school personnel "get involved more in what the students are doing and set more rules and be stricter with them." In addition, a few parents believed that the school staff should monitor their children more while on campus. One mom explained that school staff "can check so that there are no drugs in school. That they watch over them more because at that age there are many

that go into school and there are drugs and they fall into temptation. The teachers should be ready to watch over them."

The second theme that emerged from this question was Support and Communication. Many Hispanic parents stated that Hispanic school dropouts could be prevented by increased support from the teachers, by increasing the communication between teachers and parents, and by involving parents more in their child's school. A Hispanic parent mentioned that it is important that teachers "Give [the students] support so that they feel the desire to continue in school. Talk more with them so that they know that their school does value them and that they can excel." Another parent also stated that it was important that teachers "Communicate more with the parents of the students. [That they] call the home to tell the parents when there is something happening with the students." Another Hispanic parent stated that school personnel could prevent Hispanic dropouts by "...getting the parents involved [in school] from the start."

The final theme that Hispanic parents mentioned as a preventive factor to Hispanic school dropout was to Increase Quality of School Services. Hispanic parents

interviewed stated that the schools needed to hire better-qualified staff, have more diverse school activities, and provide increased tutoring. One of the Hispanic mothers in this study stated that the schools "Need to get more teachers that understand the kids. More bilingual staff because they don't understand the kids that don't speak English very well." Another response was in terms of providing extra-curricular activities, as one participant stated, "The school system is generic and if you don't fit in or are a trouble maker then you are not going to want to be in school... They should have more different types of activities that kids may be interested in. Not everyone is interested in drama or art... It's important to get [students] involved in extra curricular activities." Another suggestion that was mentioned during an interview was that schools "Can also offer after school one-on-one tutoring and help the Spanish speaking students pass their classes."

Table 4. Preventative Factors for School Personnel

Question		
What can schools do to prevent Hispanic students from dropping out? <sup>1</sup>		
Responses	Frequency (n)	Percentage (%)
Individual Student Supervision (i.e. individual attention, stricter rules)	9	69.0
Support and Communication	8	61.5
Increase Quality of School Services (i.e. bilingual staff, better tutoring)	6	46.0
Nothing they could do	1	7.7

<sup>1</sup> Note: Multiple responses are possible for this question.

Question number four asked: What could you, as a parent, do to prevent a student from potentially dropping out of school? The responses to this question are shown in Table 5. The responses to this question were summed up into three themes, 1) Support and Communication, 2) Importance of Education, and 3) Being Available for Your Child.

All of the Hispanic parents that were interviewed mentioned that Support and/or Communication with the child's school were very important in preventing Hispanic

school drop outs. One of the parents interviewed stated that it was important to "support them in whatever they want to learn." Another parent stated that what was important was "supporting their children and giving them advice so that they do not leave school." The parents also mentioned the importance of communication with their child's school, as one of the respondents said, "We also need to be more in touch with the school and find out how our kids are doing. We should call the school more often." Ultimately one parent stated the only thing that the parents could do to prevent their child from dropping out is "Just having more communication with the school and the teachers." Another Hispanic parent mentioned the importance of not only communicating with the child's school but also getting involved. She stated, "I think that we should pay more attention to their things related to school and work as volunteers at our kid's schools to see what they are doing or at least motivate them with their projects and homework."

The second theme that was mentioned was the Importance of Education. Most of the Hispanic parents interviewed said that it was necessary to instill the importance of school in their children, as well as

involve them in school and to seek help for them if they fall behind. One Hispanic parent mentioned that it was necessary to "Encourage the importance of school and the love for learning." Another parent said it was important that "The parents... show [the students] that school is very important for their future." Getting their children involved in school was necessary to show the importance of school; for example, one parent stated that Hispanic parents had to "Gear the kids in the right direction, connect them to school, not to bad influences. Your job as a parent is to provide for your kids and their job is to go to school. In school, emphasize the importance of education, make sure they are active in school and push them in that direction." In addition, a few parents also mentioned the importance of seeking help for their child. One Hispanic parent said, "The parents need to put their kids in tutoring and encourage them not to give up." Another Hispanic mother stated in her interview that she looked for help for her son who was on the verge of dropping out. She said she went to a judge and he was sent to boot camp, and that this really helped him stay in school.



The final theme that arose in the interviews for the question of what a parent could do to prevent Hispanics from dropping out of high school is Being Available for Your Child. Hispanic parents described the importance of paying attention to their children, helping them, and spending time with them. During the interview, a Hispanic parent mentioned that parents have to "Try to help [their children] in their homework and to dedicate them more time." Another important factor that was mentioned was that the children's parents "have to pay attention to them." A parent said that Hispanic parents "have to talk with their children, look over their homework, and ask them how it went, so that they know that their parents care what they do." Overall it is important, as a parent mentioned, to "Be there for them and make sure they realize it."

Table 5. Preventive Factors for Parents

Question		
What could you, as a parent, do to prevent a student from potentially dropping out of school? <sup>1</sup>		
Responses	Frequency (n)	Percentage (%)
Support and Communication	13	100.0
Importance of Education (i.e. instill education, school involvement)	7	54.0
Be Available for your Child	5	38.0

<sup>1</sup> Note: Multiple response are possible for this question.

#### Summary

During this chapter the results of the 13 interviews were reviewed. This review begins with a description of the demographic information of the sample that was used. The later section of the chapter describes the answers to the four qualitative questions that were asked during the interview. All of the Hispanic parents' answers were grouped into themes based on their similarities. For question one the answers the Hispanic parents gave were "yes" or "no" answers. The themes that arose for question two were divided into four sections: Lack of Support and Motivation, Negative Influences, Financial Stressors, and

Academic Problems. Question three had the following three themes: Individual Student Supervision, Support and Communication, and Increased Quality of School Services.

And the final question came up with three themes: Support and Communication, Importance of Education and Being Available for Your Child.

## CHAPTER FIVE

### DISCUSSION

#### Introduction

This chapter will provide a detailed discussion about the outcomes of this study. It will also discuss the limitations of the study and the implications it has for future social work practice with Hispanic students, families and professionals.

#### Discussion

The participants of this study provided plenty of insight on their beliefs and attitudes about Hispanic high school dropouts. This study provided the researchers with information and recurrent themes from Hispanic parents in Riverside and San Bernardino Counties. The findings of this study reveal that perhaps the problem of Hispanic students dropping out prematurely from school is a recurring event and that the frequency could be reduced with more parental and school personnel involvement.

The findings indicate that there are many reasons as to why adolescents drop out of school. Out of all the participants that were interviewed, several similar themes emerged. The most common reasons for dropping out

were Lack of Support and Motivation, Negative Influences, Financial Stressors such as having to help out their parents to make ends meet, and Academic Problems such as getting behind in their school work and not obtaining any help from the teachers.

In a study by Hernandez and Nesman (2004), many of the same themes emerged. The above study found that Hispanic students tend to drop out because of poor communication and relationships between students and teachers as well as a lack of support from parents, language barriers, peer associations and lack of student motivation in school. The findings are similar with the exception that the present study also named financial stressors as a perceived reason for dropping out.

The theory of economic deprivation as a result of family structure (Pong & Ju, 2000), was noted as a possible factor that influences students to drop out. The results of Pong and Ju's (2000), study indicate that children of mother-only headed families are at an increased risk of dropping out. The results of the present study show that the majority (92%) of the participants interviewed were mothers, but it does not determine if single mothers headed those households. The

present study illustrates that financial stressors can perhaps be a determinant for Hispanic students to drop out since most participants interviewed had an annual income level below \$44,000.

The perceptions of the parents in the present study indicate that the Hispanic culture puts a higher emphasis on work rather than on receiving an education. According to Reisberg (1999), the results of a survey conducted by the National Center for Education Statistics showed that students of parents without a college degree, but that had a high school diploma, were twice as likely to not complete their college education. Given that the present study only looked at the completion of high school, these findings still illustrate that Hispanic families may tend not to really value an education. In the present study, more than 50% of the parents interviewed reported not even attending high school. Those results lead these researchers to assume that a portion of the Hispanic population may not value education and put more emphasis on joining the workforce. There are many reasons why this might be the case, but as the parents interviewed stated, parents should make an effort to motivate their youth and support them in their education.

The previous statement leads to another theme that emerged as to why adolescents may drop out, which was the lack of support and motivation from parents and school personnel. Interestingly enough, the frequency of those responses were also mentioned as preventative measures. Based on the responses from the parents interviewed, apparently Hispanic students do not feel like they are supported and motivated to continue their education. In Hernandez and Nesman (2004), a contributing factor to students' success was found to be supportive teachers and parents, academic support and an increase in interesting activities. This is an indicator that in order to promote successful high school completion, parents as well as teachers should be more available to their students. They should encourage them and feed their hunger for attention by providing individual attention such as tutoring.

The present study indicates that parental support is important, and according to the results of the interviews, parents should be, for the most part, the primary disseminators of support and motivation to their children. On the other hand, teachers need to be held accountable as well, and become secondary disseminators of support and motivation. Davis and Dupper (2004),

reinforced this idea. According to Davis and Dupper (2004), students that do not feel like they have a good relationship with their teachers or feel like the teachers do not care about their success and lack interest in them reported a higher likelihood of dropping out. Positive learning experiences and good relationships with teachers that praised the students and expressed confidence in them enhanced students' motivation to do well in school and succeed (Davis and Dupper, 2004).

Another common theme that emerged was negative influences. According to the parents that were interviewed, negative influences can be interpreted as making bad choices. These choices vary from associating with the wrong crowd to getting involved with substance abuse and/or getting pregnant. These were a few of the negative influences that may be prevented with some of the suggestions that were brought up from the interviews in the present study. The parents reported that increasing individual student supervision at school might help prevent students from dropping out. Increased supervision in terms of setting stricter rules, individualized services, monitoring for substance abuse, and drug and gang diversion programs could be implemented



to deter adolescents from becoming involved in negative influences and making bad choices.

One might think that academic problems could arise as a result of making bad choices, but the present study offers another suggestion. Academic problems were another influential factor in the increasing rate of Hispanic students dropping out. However the present study found that academic problems, such as getting behind in class work, arise not out of poor decision-making but as a result of language barriers or insufficient help from teachers, this is perhaps a problem that can be remedied. The solutions may be increased quality of services such as qualified, bilingual staff and tutoring services to prevent students from falling behind.

Finally, the most prevalent concept that was evident in all the interviews of the present study as a factor in predicting dropping out, as well as a preventative measure, was communication. According to the responses from the parents interviewed for the present study, the lack of communication between teachers and students and school personnel and parents is a predominant factor in dropping out. Parents reported not being aware of what is happening with their children in school, thus not

allowing them to correct the problem before it gets out of hand. According to Jurkovic et al., (2004), improving home-school coordination by overcoming language barriers and involving parents serves as a preventative method. Hernandez and Nesman (2004), also reinforced the idea of improving dissemination of information and better communication between schools and parents.

Existing empirical research provides a vast amount of evidence that the drop out rates among Hispanic students is an evident problem. The present study corroborates that evidence. Communication appears to be the most prevalent means of prevention in this study. The attitudes and perceptions of Hispanic parents toward this problem can perhaps also serve in future studies by way of providing insight into the creation of programs in and out of school that might help remedy the problem. As we can see through the interviews conducted for the present study, parents are concerned and willing to do something about the drop out problem. It is important to consider what parents have to say and involve them in the prevention process.

## Limitations

Although this study was conducted mainly in Spanish, using Spanish language forms and Spanish language interviewers, it proved to be a limitation in the end when the interviews were transcribed. It was found to be difficult to translate some words and concepts that were used by the parents without misinterpreting what was said. It appears that the emergent themes were similar regardless of the language used but they had to be carefully interpreted in order to avoid the possibility of perhaps misunderstanding the responses.

In addition, a small sample size might also be considered a limitation in that it does not allow for generalization of the problem to the larger Hispanic population. The sample can also be considered too small to provide any significant results, but by limiting the sample size, it allowed the interviewers to build rapport with the participants and obtain more detailed and sincere responses. In the future, a larger sample size should be considered in order to gain more insight into the drop out problem and perhaps different ideas might emerge as to why this problem is occurring and what can be done to prevent it.

This study boasted some strengths such as the interviewers being bilingual (English/Spanish), facilitated the communication with the participants and helped build rapport quicker with them. The interviews were also conducted in an environment that was familiar to the participants which also allowed them to feel more at ease. The interviews were conducted face to face with participants, so the researchers could make observations about the participants' non-verbal body language.

#### Implications and Recommendations for Social Work Practice, Policy and Research

Social work practice in schools and with families provides an array of opportunities to those who take advantage of the services. Unfortunately, the profession of social work carries a stigma and is sometimes viewed negatively by the Hispanic population as well as by other populations. For those students and families that are fortunate enough not to have had to go through the experience of leaving school prematurely, this study could serve as a method of education and prevention.

The present study might be useful at the macro level by providing ideas to school administrators and policy makers when drafting and implementing school policies. It

might also be beneficial to social workers by giving them an understanding of what the needs of students and parents are and how to help them avoid encountering situations similar to those encountered by those that drop out of school prematurely. It could also serve as a guide to creating prevention programs at school or in the community for at-risk youth.

At the micro level, the present study may be useful to parents who are struggling with their children who might be contemplating dropping out of school. The findings of the present study might be helpful to parents by also serving as a guide to know what services to request for their children if they feel they are at risk. It could also be of help to teachers by making them aware that they play an important role in the lives of their students. By showing concern and paying more individualized attention to the students, they could help to reduce the drop out rate.

Communication is the key to preventing this problem from reoccurring. In the future, one might expand on this study by including not only the parents but also the students and school personnel, especially teachers, and obtaining their feedback for prevention. By doing so,

future studies might be able to create preventative programs and give a voice to the unheard parents and students that sometimes might not understand the language, might not understand the school system or might not know that they have options.

### Conclusion

As social workers we need to be in the forefront by guiding students and families to engage more in school and their education. Social workers have the power to make changes not only in the lives of families but also in the policymaking process. There needs to be more involvement on our part as social workers to petition for stricter truancy laws, accountability on the part of the parents and schools to prevent students from dropping out, and providing adequate preventative interventions.

This chapter has discussed the outcomes of this study by providing an analysis of the common themes that parents posed as reasons for students dropping out and measures the schools and parents can take to prevent them from dropping out as well. It also discussed language as a limitation for this study in terms of translation and

interpretation of concepts. To conclude, implications for future social work practice and policy were discussed.

APPENDIX A

FLYER (ENGLISH VERSION)



# Want a free \$5 calling card?

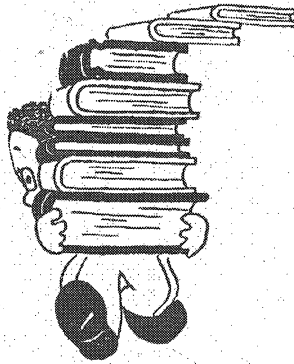
We are CSUSB masters' students conducting a study. We are looking for Hispanic parents who are interested in discussing issues of high school dropouts among Hispanic students

## Requirements:

- You must be a Hispanic parent
- Live in Riverside or San Bernardino County
- And have at least one child between the ages of 14 and 18

If you meet these requirements and would like to participate please contact Karina or Vanessa:

(951) 500-5953



APPENDIX B  
FLYER (SPANISH VERSION)

# Gratis! Tarjeta telefonica de \$5

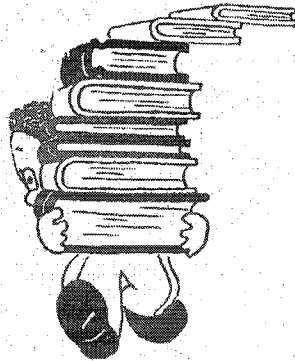
Somos estudiantes de CSUSB realizando un estudio. Estamos buscando a padres hispanos que esten interesados en hablar sobre asuntos de abandono escolar en estudiantes hispanos

## Los requisitos:

- Usted debe ser un padre hispano
- Vive en el condado de Riverside o San Bernardino
- Y tiene por lo menos un hijo entre las edades de 14 y 18 años

Si usted cumple con estos requisitos y le gustaria participar por favor contacte a Karina o Vanessa:

(951) 500-5953



APPENDIX C

QUESTIONNAIRE (ENGLISH VERSION)

**High School Hispanic Dropouts:  
Beliefs and Attitudes Among Hispanic Parents**

**Demographics:**

The following questions ask about your demographics, it will take about 5-10 minutes to fill out.

(Please Circle or fill-in the answer that best applies to you)

1. What County do you live in?
  - a. San Bernardino
  - b. Riverside
2. What is your gender?
  - a. Female
  - b. Male
3. How old are you? \_\_\_\_\_
4. What Generation are you in this Country?
  - a. You first arrived in the U.S.
  - b. You were born in the U.S.
  - c. Your parents were born in the U.S.
  - d. Your grandparents were born in the U.S.
5. What is the language that is most spoken at home?
  - a. Spanish
  - b. English
6. What grades are your child/children currently in?  
9    10    11    12
7. What is the highest grade in school that you completed?
  - a. Elementary School
  - b. Middle School
  - c. High School
  - d. College/University and higher
8. Approximately what is your annual income?
  - a. \$0-\$14,000
  - b. \$15,000-\$29,000
  - c. \$30,000-\$44,000
  - d. \$45,000-\$59,000
  - e. \$60,000+

## Interview

The following are discussion questions to prompt your thoughts on the topic. This part will take about 20 minutes to complete.

1. Have any of your children dropped out of high school? If not, do you know anybody who has?
2. Why do you think that some Hispanic students drop out of school?
3. What can schools do to prevent Hispanic students from dropping out?
4. What could you, as a parent, do to prevent a student from potentially dropping out of school?

APPENDIX D  
QUESTIONNAIRE (SPANISH VERSION)

**Abandono Escolar de Jovenes Hispanos:  
Las Creencias y las Actitudes entre Padres Hispanos**

**Demográficos:**

Las siguientes preguntas se refieren a sus demográficos. Esta parte tomará acerca de 5-10 minutos en completar.

(Por favor circule o escriba la respuesta que mejor le aplique a usted)

1. ¿En qué Condado vive usted?
  - A. San Bernardino
  - B. Riverside
  
2. ¿Cual es su sexo?
  - A. Masculino
  - B. Femenino
  
3. ¿Cuántos años tiene? \_\_\_\_\_
  
4. ¿Qué Generación es usted en este País?
  - A. Usted llegó primero en los EE.UU.
  - B. Usted nació en los EE.UU.
  - C. Sus padres nacieron en los EE.UU.
  - D. Sus abuelos nacieron en los EE.UU.
  
5. ¿Cual es el idioma que mas se habla en su casa?
  - A. Español
  - B. Inglés
  
6. ¿En qué grado escolar estan sus hijo(s)/hija(s) actualmente?  
9      10      11      12
  
7. ¿Qué es el nivel escolar más alto que usted completó?
  - A. Escuela primaria
  - B. Secundaria
  - C. Preparatoria
  - D. Universidad o más alto
  
8. ¿Aproximadamente cual es el ingreso anual de su familia?

A. \$0-\$14,000	D. \$45,000-\$59,000
B. \$15,000-\$29,000	E. \$60,000 +
C. \$30,000-\$44,000	



## Entrevista

La siguiente parte serán preguntas acerca del tema para la entrevista. Esta parte tomará acerca de 20 minutos en completar.

1. ¿Alguno de sus hijos a abandonado la escuela? ¿Si no, conoce de alguien que si la haya abandonado?
2. ¿Por qué piensa usted que algunos adolescentes hispanos/latinos no terminan la preparatoria en los EE.UU?
3. ¿Qué puede hacer el personal de las escuelas para prevenir que los adolescentes hispanos/latinos abandonen la escuela?
4. ¿Qué podrían hacer ustedes como padres, para prevenir que sus hijos abandonen la escuela?

APPENDIX E  
INFORMED CONSENT (ENGLISH VERSION)

## INFORMED CONSENT

The study in which you are being asked to participate is designed to investigate the beliefs and attitudes of Hispanic parents about High School Hispanic Dropouts. This study is being conducted by Karina Miranda and Vanessa Zambrano under the supervision of Dr. Paulina Martinez, Assistant Professor of California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

In this study you will be asked to respond to a few questions regarding Hispanic high school dropouts. The interview should take about 30 to 45 minutes to complete. All of your responses will be held in the strictest of confidence by the researchers. Your name will not be reported with your responses. All data will be reported in group form only. You may receive the group results of this study upon completion on June, 2007 at the following location: Pfau Library, 5500 University, Ave. San Bernardino, CA 92407.

Your participation in this study is totally voluntary and in no way will it affect the services you receive at Caritas Counseling Services. You are free not to answer any questions and withdraw at any time during this study without penalty. When we have completed the interview you will receive a debriefing statement describing the study in more detail. In order to ensure the validity of the study, we ask that you not discuss this study with other participants. Your participation in this study will benefit you because you will gain knowledge and awareness of factors that influence Hispanic students to dropout of school. In appreciation for your participation you will also receive a calling card valued at five dollars upon completion of the interview.

If you have any questions or concerns about this study, please feel free to contact me Dr. Paulina Martinez at (909) 537-5584.

By placing a check mark in the box below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Place a check mark here

Today's date: \_\_\_\_\_

APPENDIX F  
INFORMED CONSENT (SPANISH VERSION)

## CARTA DE CONSENTIMIENTO

Este estudio fue diseñado para investigar las creencias y las actitudes de padres hispanos acerca del abandono escolar de los jóvenes hispanos. Este trabajo fue realizado por Karina Miranda y Vanessa Zambrano bajo la supervisión de la Dra. Paulina Martinez, profesora de la Universidad de California, San Bernardino. Este estudio ha sido aprobado por la Tabla Institucional de la Revisión, Universidad de California, San Bernardino.

En este estudio usted debe responder unas preguntas con respecto al abandono escolar de jóvenes hispanos. El cuestionario lo podrá resolver de 30 a 45 minutos. Todas sus respuestas serán confidenciales. Los resultados del estudio se obtendrán de manera grupal, por lo que su nombre no será asociado con sus respuestas. Además, podrá solicitar los resultados de este estudio a finales de junio del 2007 en el Pfau Librabry, 5500 University, Ave. San Bernardino, CA 92407.

Su participación en este estudio es voluntaria y de ninguna manera le afectara los servicios que usted recibe en La Consejeria Caritas. Usted está en libertad de no contestar alguna pregunta y de retirarse cuando lo deseé. Al terminar la entrevista, recibirá una declaración de interrogatorio que describe el estudio con más detalle. Para asegurar la validez del estudio, nosotros le pedimos que no comente el contenido de las preguntas con otros participantes. Su participación en este estudio le beneficiará porque recibirá una tarjeta telefónica de cinco dólares al terminar la entrevista. Además, usted se enterará de algunas de las causas del abandono escolar de jóvenes hispanos. El único riesgo de participar en el estudio es que las preguntas pudieran causarle incomodidad.

Si usted tiene alguna pregunta o comentario, por favor, no dude en contactar a la Dra. Paulina Martinez al (909) 537-5584. Al marcar el cuadro de abajo con una cruz, usted reconoce que ha sido informado, entiende la naturaleza y el propósito de este estudio. Además que participó de manera voluntaria y que cuneta con mínimo 18 años de edad.

Coloque una marca aquí] Fecha de Hoy: \_\_\_\_\_

APPENDIX G

DEBRIEFING STATEMENT (ENGLISH VERSION)

## DEBRIEFING STATEMENT

The study in which you are being asked to participate is designed to investigate the beliefs and attitudes of Hispanic parents about High School Hispanic dropouts. This study was conducted to better understand factors that Hispanic parents believe lead to school dropout as well as prevention. Should any stress arise in your participation in this study, a mental health provider will be provided.

Thank you for your participation and for not discussing the contents of the decision questions with other clients. If you have any questions about the study, please feel free to contact Karina Miranda/Vanessa Zambrano or Professor Paulina Martinez at (909) 537-5584. If you would like to obtain a copy of the group results of this study, please contact Professor Paulina Martinez at (909) 537-5584 at the end of Spring Quarter of 2007.

APPENDIX H

DEBRIEFING STATEMENT (SPANISH VERSION)



## DECLARACION DE INTERROGATORIO

El estudio en el que usted participo es diseñado para investigar las creencias y las actitudes de padres hispanos acerca del abandono escolar de jovenes hispanos. Este estudio fue realizado para entender mejor los factores que padres hispanos creen llevan a los jovenes hispanos a abandonar la escuela, así como prevención. Si surge cualquier tipo de estres o siente pena a causa de su participación en este estudio, un proveedor de salud mental estara disponible.

Gracias para su participación y para no discutir el contenido de las preguntas del estudio con otros clientes. Si usted tiene cualquier pregunta acerca del estudio, por favor sientase libre de contactar a Karina Miranda/Vanessa Zambrano o a la Profesora Paulina Martinez al (909) 537-5584. Si usted quiere obtener una copia de los resultados del grupo de este estudio, por favor contacte a la Profesora Paulina Martinez al (909) 537-5584 a finales de junio del 2007.

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## ASSIGNED RESPONSIBILITIES PAGE

This was a two-person project where authors collaborated throughout. However, for each phase of the project, certain authors took primary responsibility. These responsibilities were assigned in the manner listed below.

1. Data Collection:

Team Effort: Karina Miranda & Vanessa Zambrano

2. Data Entry and Analysis:

Team Effort: Karina Miranda & Vanessa Zambrano

3. Writing Report and Presentation of Findings:

a. Introduction and Literature

Team Effort: Karina Miranda & Vanessa Zambrano

b. Methods

Team Effort: Karina Miranda & Vanessa Zambrano

c. Results

Assigned Leader: Vanessa Zambrano

Assisted By: Karina Miranda

d. Discussion

Assigned Leader: Karina Miranda

Assisted By: Vanessa Zambrano