

Title: Immigrant Parent-Child Perceptions on Education Through the Generations

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Previous studies support the notion that many 1st generation immigrants and 2nd generation put more effort into academics than 3rd generation immigrants or those with longer national connection (Greenman, 2014; Kao & Tienda, 1995). Kao and Tienda (1995) reported in their study that 1st generation, and sometimes 2nd generation, immigrant students tend to have a more positive or optimistic attitude and have higher educational aspirations than later generations. Kao (2004) suggested that educational attitudes were more likely to stem from the parents' immigrant status. Ogbu (1998) explained that voluntary immigrants tend to have a positive dual frame of reference, they believe that they have more opportunities in the U.S than in their previous country so they work harder. He also suggests children of immigrants tend to internalize their parents' beliefs; therefore it is a possibility that it could also extend to 2nd generation immigrants. However, Greenman's (2014) study suggests that these attitudes tend to decline through the generations. This study tries to find if immigrant parents' perceptions of education changes through the generations and if their children would internalize them too, and what factors influence those changes. This study also measures individualism/collectivism, parental influence, college majors, and perceived parental value of education. Results do show that parental influence is higher on the second generation than on the first or third generation ($p < .05$). However, results from the data show no significant differences on perceptions of education from both immigrant parents and students from first generation to third generation.

References

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