

UNDERSTANDING THE PARENTAL SELF-EFFICACY OF HONDURAN IMMIGRANT
MOTHERS AS THEY TRANSITION THEIR CHILDREN INTO PUBLIC SCHOOLS
IN THE UNITED STATES: A PHENOMENOLOGICAL STUDY

by

April Marie Small

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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ABSTRACT

The purpose of this transcendental phenomenological study was to explore parental self-efficacy among Honduran immigrant mothers of school age children in the United States (U.S.). The phenomenon of parental self-efficacy is defined as a parent's belief in his or herself to raise his or her own children with high standards and aspirations of a successful future. Purposeful sampling was used to secure eleven participants meeting the following criteria: Honduran born woman, 18 years or older, immigrant living in southwestern Virginia (SW VA) between 3 months and 12 years, and the mother of a school age child. This study was examined through Bandura's social cognitive theory, Park's theory of acculturation and Maslow's Hierarchy of Needs. The following research questions were used to guide this study: (a) How do the experiences of Honduran immigrant mothers transitioning their children into public schools in southwestern SW VA impact their parental self-efficacy? (b) What is the role of cultural identity on the parental self-efficacy of Honduran immigrant mothers living in SW VA concerning the education of their school age children? (c) What supports do Honduran immigrant mothers identify as influential as they transition their children into public schools in SW VA? (d) How has the parental self-efficacy of Honduran immigrant mothers living in SW VA changed throughout the acculturation process? Focus groups, a parental self-efficacy scale, and individual interviews were the sources of data collection. Findings indicated that a majority of the participants showed an increase in parental self-efficacy the longer they lived in the U.S. despite the insecurities that developed as a result of their experiences.

Keywords: Latinos, immigrants, English language learners, parental involvement, self efficacy, Honduran mothers

Dedication

This dissertation is dedicated to all my students, past, present and future. Never forget how significant you are to God. You are created in His image and He loves you with an unfailing love.

Acknowledgments

First, I would like to thank God for all He has done for me. This dissertation was partially written during some of the hardest times in my life. Even in my lowest moments, God was always there, and His perfect love carried me through.

I would like to thank my husband, Chris, who was and continues to be my biggest fan and support system. Thank you to our daughters Elizabeth, Autumn, Juliet and Hadley, who have brought me more joy than I could ever imagine. You are what kept me going on the tough days.

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List of Abbreviations

Child Parent Relationship Therapy (CPRT)

English Language Learner (ELL)

Institutional Review Board (IRB)

Parent Teacher Organization (PTO)

Social-Emotional Learning (SEL)

Southwestern (SW)

United States (U.S.)

Virginia (VA)

CHAPTER ONE: INTRODUCTION

Overview

The number of Latino immigrant families transitioning into the U.S. continues to rise (Pew Research, 2014; U.S. Census, 2014). This significantly impacts society in the U.S., especially in education. Immigrant children, often classified as English Language Learners (ELLs) are entering the public-school system in America at rapid rates (Child Trends, 2014). As immigrant families begin to adapt to their new culture, educators face numerous challenges (McCartney, Harris, & Farrow, 2012). Cultural barriers and stereotypes can make it difficult for educators to connect with these children and their parents (Terriquez, 2012; Vera, Israel, Coyle, Cross, Knight-Lynn, Moallene, & Goldberger, 2012). Nevertheless, educators must find ways to help Latino immigrant parents and their children become a part of the learning community. Studies suggest that one of the most influential factors impacting student academic success is parental self-efficacy (Bandura, Purdie, Carroll, & Roche, 2004; Yomotov, Plunkett, Sands, & Reid, 2015). Bandura (2002) indicated that for immigrants to successfully assimilate into their new culture they too must possess a high level of self-efficacy or self-belief. Therefore, further research is needed to understand the parental self-efficacy of Latino immigrant parents as it relates to the education of their children in the U.S.

In chapter one, the framework is outlined for this transcendental phenomenological study. The problem and purpose statement are identified, and relevant research is reviewed. Evidence is provided concerning the empirical, theoretical, and practical significance of the study. The research questions, research plan, delimitations, and limitations of the study are also discussed.

Background

Immigration in the United States

Since the official founding of the U.S. in 1776, people from other nations have journeyed to live in the country founded on the principles of life, liberty, and the pursuit of happiness. Less than 20 years later, in 1790, the first immigration law, the Naturalization Act, was passed. In 1892, Ellis Island, the first federal immigration station in the U.S. opened its doors. Immigrants flocked by the thousands, to this immigration station just south of Manhattan, New York on the Hudson River. It is estimated that nearly 450,000 immigrants came through Ellis Island in the first year (A & E Television Networks, LLC, 2009). On the other side of the U.S., off the coast of San Francisco, California, millions of immigrants journeyed to Angel Island between 1910 and 1940. Most of the immigrants entering the U.S. through Angel Island were Japanese and Chinese, while the majority of immigrants entering through Ellis Island were of European descent. Mass immigration finally ended in the 1920s after laws against it were instituted; still Ellis Island remained the hub for immigration in the U.S. for 60 years until it closed in 1954 (A & E Television Networks, LLC, 2009).

Initially, the majority of immigrants traveled to America from European and Asian countries in order to escape the desolation and destruction caused by famine and war. Once Ellis and Angel Island closed their doors, immigration into the U.S. slowed down. However, in the last 30 years, immigration to the U.S. has increased, especially from Latin American countries (Ortega, 2013). This increase is largely because many countries of Hispanic origin such as Mexico, El Salvador, Honduras, and Guatemala are experiencing political unrest, extreme poverty, high crime rates, and dangerous living conditions (Pew Research, 2013, 2014, 2015).

Acquiring the necessary paperwork to successfully begin the immigration process can be very daunting. It is costly and can take up to several months to complete the interview and paperwork process. Due to immigration laws that make it difficult for immigrants to enter the country legally, many come into the U.S. undocumented. Of the 40 million immigrants in the U.S., about 11.2 million of them are undocumented (Pew Research, 2013). According to a report by Pew Research in 2013, it is estimated that undocumented immigrants make up about 3.7% of the population and 5.2% of the workforce in the U.S. Though immigrant parents may be undocumented and unable to participate in federal and state funded programs, their children are an exception to this rule. Due to the ruling of the 1982 Supreme Court case of *Plyer vs. Doe*, immigrant children are given the opportunity to receive a public education no matter the immigration status of their parents (Lockett, 2016).

Although all children, regardless of parent immigration status, have rights to education after a certain age, all indicators are that children living in immigrant families are not faring well, except in certain school districts with a strong record of educating children from low-income families including immigrants (Takanishi, 2013). Large, urban school districts that are accustomed to vast populations of immigrant students have programs in place to address their unique needs. However, trends in immigration suggest that immigrant populations in large cities and states on the west coast are decreasing or showing no significant change. Consequently, small cities and towns not necessarily accustomed to accommodating immigrants on the east coast are seeing an increase in immigrant families. A recent study conducted by Pew Researchers, Passal and Cohn, in 2014, showed that the population of immigrants actually decreased in 14 states, some of which include California, New Mexico, Arizona, and Nevada. The same study showed an increase in immigrant populations in seven states including Virginia,

Pennsylvania, Maryland, and New Jersey. As the amount of immigrant families on the east coast of the U.S. continues to increase, it is vital for schools to adjust their teaching strategies to accommodate ELLs. Many cities located in the increasing immigrant population states have seen a drastic increase in Latino immigrant families over the last 10 years (Pew Research, 2014). According to the U.S. Census (2014), one such city in southwestern VA had a Latino population increase of 280% from 2000 to 2010. The number of Latino children in VA continues to grow each year and 13% of the child population in VA is of Hispanic origin (Kids Count Data Center, 2014). Research on immigrant families in southwestern VA is sparse. Future research concerning the education of Latino immigrants in southwestern, VA must be conducted to help Latino immigrant families progress successfully through the acculturation process.

Hondurans in the United States

In the last 10 years, the number of Hondurans coming into the U.S. has grown tremendously (Pew Research, 2015). Hondurans account for about 8% of the U.S. Hispanic population (Pew Research, 2015). Most of the Honduran population in the U.S. is found in southern states [55%] with the largest percentages in Florida [16%] and Texas [13%] (Pew Research, 2015). In 2013, it was estimated that there were about 791,000 Hondurans in the U.S. (Pew Research, 2015). This number includes both foreign born and U.S. born Latinos of Honduran origin. The large increase in the number of Honduran immigrants in the U.S. could be related to the country's high crime and homicide rates. According to Pew Research (2014), Honduras is the murder capital of the world with a homicide rate of 187 per 100,000 inhabitants. Unfortunately, the country is suffering from a surge in gang and drug related violence. The U.S. Department of Homeland Security identified an influx of unaccompanied children from Central American countries such as Honduras and attributes this to local conditions (Pew Research,

2014). They believe children in Honduras feel they have a better chance of staying safe traveling to the U.S. alone than they do if they remain in their home country (Pew Research, 2014).

Honduran immigrants have lower levels of education when compared to other U.S. Hispanic populations and nine percent of Hondurans age 25 and older have obtained a bachelor's degree (Pew Research, 2015). The poverty level of Hondurans in the U.S. is also a concern. A significant number of Hondurans live in poverty [28%], which is higher than the poverty rate of the general U.S. population [16%], as well as the poverty rate for the overall U.S. Hispanic population [25%] (Pew Research, 2015). The many factors mentioned above make Honduran immigrant children at risk for school failure. Understanding these factors can help educators better address the needs of these students and their families.

Situation to Self

As an educator who works with ELL students, I have developed a passion for helping them succeed academically, socially, and emotionally. One of the areas that I have struggled with personally in the classroom is how to involve their parents and help them become a part of our learning community. Often times, language and cultural barriers have kept me from connecting with them. In addition, many of my students and their families have endured extremely difficult circumstances prior to and during their journey to get to the U.S. It has been my observation that school personnel are trained and instructed on how to help these children academically, but not socially and emotionally. According to Zins, Weissberg, Wang, & Walberg (2014), social and emotional learning or SEL is described as “the process for integrating thinking, feeling, and behavior to achieve important social tasks; meet personal and social needs; and develop the skills necessary to become a productive, contributing member of society” (p. 27). Due to the strong connection between content learning and one's emotions,

research suggests that SEL plays an important role in the education of all children, yet because of how new the concept is in the classroom, most educators haven't received the training needed to successfully incorporate it into their teaching (Dominguez & LaGue, 2013; Dresser, 2012; Slaten, Irby, Tate, & Rivera, 2015; Zins et al, 2014). ELL families have unique social and emotional needs. It is my hope that developing a deeper understanding of these needs will allow me to become a more effective educator as I continue to work with this population of students and their parents. This is the basis for why I chose a qualitative study. I desire to get to the very essence of my participants' experiences to describe their stories (Creswell, 2012).

My philosophy of education aligns with that of social constructivism. Researchers who view the world through a social constructivist paradigm seek to "...make sense of (or interpret) the meanings others have about the world" (Creswell, 2012, p. 25). In addition, I hold the ontological assumption that there are multiple realities. Consequently, through this study, my aim is to report how my participants viewed their realities or shared experiences differently (Creswell, 2012). My epistemological beliefs connect back to the interpretive framework of social constructivism because I believe the researcher develops findings through direct interaction with the researched (Creswell, 2012). Therefore, the researcher has a direct impact on his or her participants and vice versa. I hold the axiological assumption that each individual's values are important and often vary from person to person (Creswell, 2012). Finally, I possess the rhetorical assumption that the most appropriate language and voice to report my findings is in first person because I am passionate and directly connected with my topic as well as expressing the voice of my participants.

Problem Statement

According to Child Trends (2014) “Children and youth living in immigrant families are the fastest growing group of American children” (p.2). In the last decade, there has been a significant increase in the number of immigrants from Central American countries experiencing high crime rates such as Honduras (Pew Research, 2013). A study conducted by Pew Research Center in 2013 revealed that the Honduran population in the U.S. has grown from 127,000 to over 791,000 since 1990. These statistics have a significant impact on society, especially in educational contexts. ELLs in the K-12 classroom present their own unique challenges for educators and it can be difficult to meet their individual needs (social acceptance, emotional well-being, language barriers, parental involvement, cultural differences, cultural assimilation, gaps in learning, socioeconomic factors) (Baird, 2015; Vera et al., 2012). Latino immigrants also face their own challenges as they attempt to go through the acculturation process (Gentry & Pereira, 2013; McCartney, Harris, & Farrow, 2012). Bandura (2002) suggested that immigrants who are able to successfully acclimate to their new culture possess a high level of self-efficacy or self-belief. Studies suggest that more than other factors, a parent’s self-efficacy has a significant impact on the academic success of his or her children (Bandura et al., 2004; Yomotov et al., 2015). Therefore, increasing parental self-efficacy for immigrant parents must be a priority. The current body of research on Latino immigrants focuses mainly upon those of Mexican descent in more populated cities such as Los Angeles and San Antonio (McCartney et al., 2012; McNaughton, Cowell, & Fogg, 2014; Terriquez, 2012). There is a dearth of research on Honduran immigrant mothers and school age children in both urban and rural areas in the southeastern U.S. In addition, a great deal of the research concerning Latin American immigrants, parental involvement, and parental self-efficacy is quantitative (Crosnoe, Ansari,

Purtell, & Wu, 2016; Terriquez, 2012; Vera et al., 2012; Yomotov et al., 2015). Despite the increase in Honduran immigrants, there is no voice given to Honduran immigrant mothers in the southeastern U.S. as they transition their children into public schools.

Purpose Statement

The purpose of this transcendental phenomenological study is to explore parental self-efficacy among Honduran immigrant mothers of school age children in the U.S. The phenomenon of parental self-efficacy is defined as: a parent's belief in him or herself to raise his or her own children with high standards and aspirations of a successful future (Bandura et al., 2004). This study will be examined through Bandura's (1986) social cognitive theory, Maslow's (1970) hierarchy of needs, as well as Park's (1914) theory of acculturation. These theories were chosen for the basis of understanding the relationship between self-efficacy and cultural assimilation as it relates to parental self-efficacy among Honduran immigrant mothers of school age children in the U.S.

Significance of the Study

There is a large body of literature focused on Latino immigrants and the education of their children. However, there are still many gaps that this study will address. Most of the existing research relates to Latinos of Mexican heritage (McCartney et al., 2012; McNaughton et al., 2014; Terriquez, 2012). In addition, there is no quantitative or qualitative research that specifically addresses Honduran immigrant mothers in the U.S. Finally, most of the studies were quantitative and focused on large cities in the U.S., such as Los Angeles and San Antonio (McCartney et al., 2012; McNaughton et al., 2014; Terriquez, 2012). This is significant because statistics show that the number of Latino immigrants in smaller cities in the eastern part of the

U.S. continues to rise at a rapid pace (Pew Research, 2013; U.S. Census, 2014). This study addresses the participant and location gaps in the literature by focusing on Honduran immigrant mothers living in southwestern VA.

The theoretical significance of this study is linked back to Bandura's (1986) social cognitive theory and Park's (1914) theory of acculturation. A vital component of Bandura's (1986) social cognitive theory is the idea of self-efficacy. There is research that suggests a link between self-efficacy and cultural assimilation or acculturation (Bandura, 2002; Padilla & Perez, 2003). Prior research suggests that immigrants who are able to move through the process of acculturation successfully also possess a high sense of self-efficacy and/or collective efficacy (Bandura, 2002, Padilla & Perez, 2003). This study has the potential to further support the connection between Bandura's (1986) social cognitive theory and Park's (1914) acculturation theory.

In addition, Maslow's (1971) Hierarchy of Needs is supported by this study because of the self-actualization component. Self-actualization is the highest need on Maslow's hierarchy and refers to one's ability to live an exceptional life despite his or her circumstances. Some other components of the self-actualizing person also include motivation, lack of fear of one's own greatness, a sense of self-purpose, creative thinking, and the ability to problem solve while keeping in mind future goals (Sumerlin & Bundrick, 1996). Theoretically there are similarities between self-efficacy and self-actualization. Most notably, both address the need for self-belief in order to reach one's highest capabilities. Consequently, this study has the potential to shed greater light concerning the role self-actualization plays in the acculturation process.

Finally, there is practical significance in this study because the results could help educators and school counselors build better relationships with Honduran families by

understanding their needs. Developing a deeper understanding of the needs of Honduran immigrant families could allow school personnel to improve communication, foster parental involvement, and provide much needed assistance as these families assimilate into their new culture.

In addition, this study could have practical significance for administrators as they seek to understand and increase the parental involvement of Latino immigrant families in school related activities. At the federal level, pieces of legislation such as the Improving America's Schools Act (1994), Goals 2000: Educate America Act (1994), and the No Child Left Behind Act (2002) require public schools to develop and institute plans to improve the home/school partnership in hopes of closing the achievement gap (Baird, 2015). Many school districts have adopted district and state-wide policies focused on increasing parental involvement, especially for minority students (Baird, 2015). This study could be used to examine these policies from the perspective of parental self-efficacy. Understanding and meeting the needs of Honduran immigrant mothers as they transition their children into school could potentially increase their parental self-efficacy. Studies suggest parental self-efficacy has a greater impact on the academic success of children than any other parental involvement factor (Bandura et al., 2004; Yomotov et al., 2015).

Research Questions

The following questions will guide this qualitative, phenomenological study:

Central Research Question

How do the experiences of Honduran immigrant mothers transitioning their children into public schools in southwestern VA impact their parental self-efficacy? Immigrant families face many challenges as they attempt to migrate to the U.S. and assimilate into a new culture (Berg, 2015; McCartney et al., 2012). Studies suggest one of the most difficult challenges can be

transitioning their children into public schools (McCartney et al., 2012; Shim, 2013; Terriquez, 2012; Vera et al., 2012). Although research agrees that Latino immigrant parents and school personnel share a common desire to see immigrant children excel; they are not always successful in their partnership to do so (Baird, 2015; Vera et al., 2012). Contrary to what many in the field of education believe, recent studies suggest that westernized forms of parent engagement such as: help with homework, participating in fundraisers and attending school events do not necessarily significantly impact the academic success of students (Baird, 2015; Christianakis, 2011). However, research does propose that parental self-efficacy has the greatest influence on the academic success and overall well-being of school age children (Bandura, 2002; Bandura et al., 2004; Yomotov et al., 2015). Understanding the relationship between the experiences of Honduran immigrant mothers and their parental self-efficacy could give insight to those in the field of education concerning how to effectively partner with them as they transition their children into public schools in the U.S.

Sub Question 1

What is the role of cultural identity on the parental self-efficacy of Honduran immigrant mothers living in SW VA concerning the education of their school age children? Research suggests that cultural identity can often be a challenge for immigrant students as they struggle to identify both as an American and as a member of their own cultural group (McCartney et al., 2012; Nieto, 2010; Padilla & Perez, 2003). In addition, studies also suggest that people of Hispanic origin identify themselves by their distinct cultural background or nationality rather than by race or the color of their skin (McCartney et al., 2012; Padilla & Perez, 2003). Therefore, it is imperative for school leaders and educators to develop an understanding of cultural information related to their student body. Understanding the impact cultural identity

plays in the parental self-efficacy of immigrant mothers could provide insight as to how schools can foster a learning environment that places importance on the cultural values of their families and strengthens the home/school partnership.

Sub Question 2

What supports do Honduran immigrant mothers identify as influential as they transition their children into public schools in southwestern VA? The number of Hispanic ELL children entering schools in the U.S. continues to rise (Berg, 2015; McCartney et al., 2012; Vera, 2012). In southwestern VA, the Honduran population has grown tremendously over the last decade (Pew Research, 2013; US Census, 2014). Since research suggests Latinos of Hispanic origin identify specifically with their nationality (McCartney et al., 2012; Padilla & Perez, 2003); it is important for schools to understand the specific needs of Honduran immigrant families. Studies document many cultural barriers that often prohibit schools from successfully partnering with and understanding the needs of Latino immigrants (Terriquez, 2012; Vera, 2012). Students from ELL families are more likely to experience poor academic achievement than students who come from a home where English is their first language (McCartney et al., 2012). Giving Honduran immigrant mothers a voice in what supports they feel are most beneficial as they transition their children into public schools in southwestern VA could assist school leaders in understanding how to best support these families and close the achievement gap.

Sub Question 3

How has the parental self-efficacy of Honduran immigrant mothers living in southwestern VA changed throughout the acculturation process? Acculturation is the process immigrants go through as they assimilate into a new culture (Ai, Aisenberg, Weiss, & Salazar, 2014). This happens first when immigrants encounter the dominant culture. The theory of

acculturation was first introduced by Park in 1914. Originally, acculturation was thought by Park to be a three-step process including contact, accommodation, and assimilation (Padilla & Perez, 2003). Since then, researchers have expanded upon his ideals. Acculturation is still viewed as a process. However, more recent studies suggest that the process of acculturation also varies for individuals depending on several factors (Padilla & Perez, 2003; Santiago, Gudino, Baweja, & Nadeem, 2014). Some of these factors include “family structure and function, adherence to certain religious beliefs and practices, gender, power relationships between the majority and minority groups, personality characteristics, and age of onset of intergroup contacts” (Padilla & Perez, 2003, p. 39). Since acculturation is a process that changes over time, based on the individual and a number of outside factors, it is important to examine how much of an impact this has on the parental self-efficacy of the participants in this study. If various stages of acculturation impact parental self-efficacy; this study has the potential to link Park’s theory of acculturation (1914) with Bandura’s social cognitive theory (1986). In addition, if the acculturation process is linked with parental self-efficacy, it could give insight to those in the education field as to what type of supports are needed to ensure a high level of parental self-efficacy is maintained throughout the acculturation process.

Definitions

1. *Acculturation* – The process immigrants go through as they encounter new cultural groups and assimilate into a new culture (Ai et al., 2014; Padilla & Perez, 2003).
2. *Acculturative Stress* – “Any decline in physical, psychological, or social functioning resulting from the acculturation process” Berry, 1990 (as cited in Santiago et al., 2014, p. 736)

3. *Collective Efficacy* - “A group’s shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments” (Bandura, 2000, p. 477)
4. *English Language Learner* – “Those students who are not yet proficient in English and who require instructional support to fully access academic content in their classes” (NCELA, 2008, p. 2).
5. *Immigrant* – foreign born (Yomotov et al., 2015)
6. *Immigrant Families* – “At least one parent is foreign born” (Yomotov et al., 2015, p. 269)
7. *Parental Self-Efficacy* – A parent’s belief in themselves to raise his or her own children with high standards and aspirations of a successful future (Bandura et al., 2004).
8. *Psychological Acculturation* – “The internal processes of change that immigrants experience when they come into direct contact with the host culture” (Padilla & Perez, 2003, p. 35)
9. *Self-Efficacy* – “The core belief that one has the power to produce desired effects by one’s actions” (Bandura, 2002, p. 270).

Summary

Chapter one provided the framework for this transcendental phenomenological study that seeks to explore the parental self-efficacy of Honduran immigrant mothers of school age children in the U.S. The purpose, problem statement, and significance of the study were identified. Additionally, research questions and pertinent definitions were also discussed.

CHAPTER TWO: LITERATURE REVIEW

Overview

The attitude of Americans toward immigrants varies depending on several factors. For example, studies suggest that Caucasian Americans typically have a more positive attitude when it comes to Asian immigrants than Latino immigrants (Berg, 2015; Ha 2010; Rocha et al., 2011). Attitudes towards Latino immigrants also tend to be worse in more segregated areas where the dominant language spoken is Spanish (Berg, 2015; Rocha & Espino, 2009). Negative attitudes concerning Latino immigrants are also more evident in areas where the majority of the immigrants were in the U.S. illegally (Berg, 2015). These negative attitudes could have a significant impact on the assimilation of Latino immigrant families.

Studies also suggest there are cultural misunderstandings and negative stereotypes related to the parental involvement of Latino immigrants in American schools (Baird, 2015; Crosnoe et al., 2016). In addition, there are barriers that prevent immigrants from developing healthy parent/teacher relationships (Dyrness, 2013; Terriquez, 2012). Parental self-efficacy and involvement are vital to the success of all students (Yomotov et al., 2015). Therefore, it is imperative that educators understand the cultural beliefs of their ELL families and learn from them in order to foster relationships that function as a partnership.

This review of the literature on Latino immigrants addresses educational parental involvement, cultural and family values, the achievement gap, and parent/teacher relationships as it relates to ELLs. There is evidence to suggest that further studies should be conducted concerning how Latina immigrants perceive their own parental self-efficacy following their immigration into the U.S.

The U.S. has long been known for its diversity and *melting pot* culture. However, in recent years the number of immigrant families entering the U.S. has grown rapidly. According to Hernandez, Denton, and Macartney (2008), “The population of children from immigrant families is growing faster than any other group of children in the U.S. and they are leading the nations racial and ethnic transformation” (p. 3). The vast majority of these families are of Latino descent and come from countries such as Mexico, Honduras, Guatemala, and El Salvador. According to Child Trends (2014), one in four children in the U.S. lives in an immigrant family, with more than half of these children being Latino. Some families come seeking political asylum, while others are simply in search of better opportunities for themselves and their children.

Whatever the reason, it is clear that Latino families in some areas of the U.S. are on their way to becoming the majority rather than the minority. This has a definite impact on society, especially in the area of education. There was a time when the term English Language Learner (ELL) was only used in schools from large cities such as Los Angeles and San Antonio. Now, smaller cities and even rural areas are seeing an influx of these students. According to the U.S. Department of Education (2011), “statistics reveal that over five million school-age children are categorized as English Language Learners” (p. 7). Therefore, it is imperative that educators and school personnel understand how to best serve these students and their families.

ELL families need the proper support to adjust to their new life in the states. A large part of this adjustment revolves around their education. While a large body of research has been done on the topic of education and ELLs, there are still several gaps in the literature. For this review, the broadened topic of ELLs has been narrowed to focus on the parental involvement and parental self-efficacy of Latino immigrants as it pertains to education in the U.S. Latino

immigrant families were chosen as a focus of this review because they are the fastest growing group of English Language Learners in the United U.S. to date (Pew Research, 2013, U.S. Census, 2014). Throughout this literature review section, three theories that frame this topic are addressed. What the present literature suggests, as well as the research still left to be conducted are also discussed.

Theoretical Framework

Self-efficacy and Social Cognitive Theory

It is well established that the extent of a parent's involvement can have a significant impact on a child (Baird, 2015; Fan & Chen, 2001). Well known theorist, Albert Bandura (2004), suggested that the extent to which parents are involved in their child's educational upbringing is directly related to their parental self-efficacy. Parental self-efficacy can best be explained as parents' belief in their own abilities to raise their children with high standards and aspirations of a successful future (Bandura et al., 2004). "Self-efficacy beliefs regulate human functioning through cognitive, motivational, affective, and decisional processes" (Bandura, 2002, p. 270). The concept of self-efficacy stems from Bandura's (1986) social cognitive theory which he coined in the late 1980s. However, the roots of social cognitive theory stem back as far as the 1930's from Edwin Holt and Harold Chapman Brown. Social cognitive theory states that people learn from observing the behaviors of others (Bandura, 2002).

Many cultural implications are found within Bandura's (1986) social cognitive theory. In his 2002 article on social cognitive theory and cultural context, Bandura examined the impact self-efficacy can have on migrants and their families. He also described the struggle many immigrants have in keeping their own cultural identity. As nations continue to diversify themselves, immigrants must find a balance between preserving their own cultural customs and

beliefs while embracing those of their new-found country. “Efforts to build a new life elsewhere run up against untold stressors, especially when migrations involve radical changes in sociocultural customs and lifestyle patterns” (Bandura, 2002, p. 284). Bandura went on to suggest that migrants who endure have a high sense of self-efficacy as well as collective efficacy. For the purpose of this study, collective efficacy is best defined as “a group’s shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments” (Bandura, 2000, p. 477). To successfully transition into their new culture, immigrants must believe in themselves and in their cultural group of origin’s ability to persevere during times of change and hardship. Perhaps this is even more evident in the lives of Latino immigrants, due to their traditional, collective cultural values.

Bandura’s (2002) theoretical research shows a direct link between self-efficacy and an immigrant’s ability to thrive in his or her new country. Many immigrants are parents who come to America seeking a better life with more opportunities for their children. However, immigrants can face many hardships and may be unaware of how to help their children adjust to their new surroundings, especially when it comes to education. This is where parental self-efficacy plays such a vital role.

Increasing parental self-efficacy for immigrant parents must be a priority. In 2004, Bandura et al. conducted a study that included 214 Australian high school students and their parents. The researchers wanted to determine whether parental self-efficacy was related to academic achievement. The analysis showed a correlation ($r = 0.44$) between high parental self-efficacy, high parental engagement, and academic self-regulation (self-efficacy) for students. Based on this data, parental self-efficacy positively impacts the self-efficacy and academic achievement of children. Bandura (1986) states,

Adolescents who doubt their capacities for self-regulation of academic and social success are more likely to lower their academic goals, are more prone to feelings of futility and depression and are more likely to engage in antisocial and problem behaviors. (p. 20)

It is clear that Bandura's social cognitive theory and self-efficacy beliefs give merit to the importance of parental self-efficacy and parental involvement.

Maslow's Hierarchy of Needs

Abraham Maslow's (1971) human motivation theory addressing his Hierarchy of Needs holds similarities to the concept of self-efficacy, especially concerning his idea of self-actualization. Self-actualization is at the top of Maslow's Hierarchy - a theory of human motivation in order to meet one's needs. According to Maslow, a self-actualizing person is able to live an exceptional life despite their circumstances. He also refers to the self-actualized person as being a "whole person" or psychologically healthy (Weinberg, 2011, p. 17). Self-actualization is dependent on a person's ability to meet the rest of their needs on Maslow's hierarchy: psychological, safety, love and belonging, and esteem. In other words, self-actualization cannot take place if there is a deficiency of basic needs.

The goal of society as a whole should be for everyone to reach self-actualization. After all, everyone suffers when human potential is wasted. Unfortunately, there are many factors and barriers that inhibit people from reaching their true potential. In countries experiencing political unrest, hunger and violence threaten to tear apart entire cities. While many seek solace in America, the stories of these immigrants cannot be erased. These traumatic experiences can cause emotional damage which in turn impacts entire families. Children are often the ones who suffer most. "When the child's world becomes less and less predictable, from parent's

quarreling, domestic violence, separation, or divorce, the result may be a lifelong psychological quest for safety at the expense of self-actualization” (Weinberg, 2011, p. 18). While not all factors can be controlled, parents and educators must strive to help their students reach the self-actualization phase. This is especially true of ELL students who face many obstacles as they adjust to their new lives in the U.S.

Acculturation Theory and Cultural Identity

Park’s (1914) theory of acculturation has been used as the framework in understanding the process immigrants go through as they attempt to assimilate into their new culture (Padilla & Perez, 2003). Park’s three step process for acculturation is as follows: (a) contact, (b) accommodation, and (c) assimilation (Padilla & Perez, 2003). Later, theorists and researchers began to expand on Park’s theory. Padilla and Perez (2003) provide a new perspective on acculturation by linking acculturation, social identity, and social cognition. In support of new research on acculturation, Padilla and Perez (2003) address what they call psychological acculturation, or “the internal processes of change that immigrants experience when they come into direct contact with the host culture” (p. 35). Acculturation is a complicated process and no two people will experience it the same. If there are indeed internal processes of change that take place, how immigrants experience acculturation will remain a part of who they are for the rest of their lives.

Cultural identity plays a pivotal role in the assimilation of immigrants (McCartney et al., 2012). This is especially true for adolescent immigrants transitioning into American public schools. If immigrant families do not receive the proper support, cultural identity can often be a challenge for immigrant students as they struggle to identify both as an American and as a

member of their own cultural group (McCartney et al., 2012; Nieto, 2010; Padilla & Perez, 2003).

McCartney et al. (2012) conducted a qualitative, phenomenological study on the experiences of secondary Hispanic immigrant students. They looked at the specific elements that allowed Latino immigrants to be successful during difficult times as they transitioned into public high school in the states. The researchers found that cultural identity had a significant impact on student behaviors. Four themes emerged from the study: respect, responsibility, resiliency, and hope. All the participants reiterated a great respect for their homeland of Mexico, as well as for their family, friends, and those in authority. It was also very evident the students had a strong sense of duty and or responsibility to help provide and take care of themselves and their families, especially those back in Mexico. Many of them had jobs after school so they could contribute to their families' welfare. It was also noted that despite all their struggles the students remained resilient in their pursuit to succeed in public high school. They all experienced feelings of sadness, confusion, and extreme frustration but they refused to give up. They attributed much of their success to the support of family and teachers that cared about them. Lastly, hope was also evident in all the participants' lives because they all came to the U.S. seeking greater opportunities for their future. The researchers noted that their cultural background greatly impacted their ability to be resilient during difficult times. Their family structures' influence on the whole group versus the individual served them well during these challenging stages of their lives. This again relates back to Bandura's emphasis on the importance of collective efficacy. Bandura (2000) states, "The strength of families, communities, organizations, social institutions, and even nations lies partly in people's sense of collective efficacy that they can solve the problems they face and improve their lives through unified effort" (p. 477).

Again, self-efficacy and collective-efficacy prove to be of theoretical relevance. Bandura (2002) refers to Latinos as being part of a collectivistically oriented society. Collectivistically oriented societies thrive on high levels of communication with their family, friends, and colleagues. Bandura (2002) also states that "...collectivists tend to be most efficacious and productive when they manage things together" (p. 276). In addition, McCartney et al. (2012) addresses the fact that "Hispanics tend to be a cohesive cultural group who are willing to sacrifice for the welfare of the group" (p. 30). These findings indicate that relationships are of utmost importance to Latino immigrants. Therefore, healthy and unhealthy relationships, both family and school related may make a significant impact on the life of a Latino immigrant child.

Related Literature

In the related literature section Latino cultural values and how they relate to the family dynamic are examined. Current research concerning acculturative stress, parental involvement, the achievement gap, early intervention, and parent/teacher relationships are also discussed.

Latino Cultural Values and the Family Dynamic

The cultural landscape of the U.S. is changing rapidly. As people transition from their countries of origin to their new homes in the U.S., they bring their customs, traditions, values, ideas, and beliefs with them. Latino culture differs greatly from that of Western society and there are even differences amongst subcultures of Latino immigrants. For example, Mexican and Honduran immigrants may have different customs and traditions that relate to their homelands. However, there are some values and beliefs that are common amongst almost all Latino cultures. In a quantitative study conducted by Yomotov et al. (2015), the researchers discussed the collectivist values of Latinos as they relate to parenting and the self-efficacy of ninth grade students. Collectivistic cultural values are identified as being of high importance to Latino

families. This means relationships with other people take precedence over most other things. “These collectivistic cultural values include *familismo* (i.e., strong identification, loyalty, and attachment to family), *peronalismo* (i.e., developing warm and personable relationships,), *simpatico*, (i.e. being kind, polite, and pleasant), and *respeto* (i.e. deference to authority)” (Yomotov et al., 2015, p. 270). It is even more understandable now why Bandura (2002) suggested that for immigrants to thrive in a new land they must possess self-efficacy as well as collective efficacy.

The cultural beliefs of Latinos directly impact their family dynamic and parenting styles. Yomotov et al. (2015) hypothesized in their study that adolescent reports of support from their mothers and fathers would be positively related to general self-efficacy and relational self-esteem. They also hypothesized that psychological control by parents would negatively relate to self-efficacy and relational self-esteem and that first-generation students would score lower in both areas as compared to their second-generation counterparts. The data analysis suggested their hypotheses to be true. Latino immigrants’ strong connection to family made it clear that parental support from a collectivist point of view had a significantly positive impact on ELLs.

The cultural values of Latinos also impact their goals for their children. Using a mixed methods design, Denmark, Harden, and Gonzalez (2014) examined Central American mothers’ ($N=47$) short-term goals for their children at home and at school. They also explored how these mothers’ short-term goals were related to their children’s social cooperation and approaches to learning in preschool. The mother’s goals were placed into five categories: *bien educado* (proper comportment, respect), *buenas relaciones* (having good relationships), *salir adelante* (intelligent, ability to learn quickly), *motivacion/participacion* (being motivated and participating), and *sentirse comodo* (confidence and expressiveness) (Denmark et al., 2014). While the supreme

goal for the children of many American parents would be academic related, the Latina participants in this study chose *bien educado* (respect) and *buenas relaciones* (having good relationships) as the most important goals for their children both at school and at home.

A study by Durand (2011) also revealed the importance of *familismo* in Latino culture as well as the centrality of the maternal role. Typically, in Latino cultures, the child remains dependent upon his or her mother for an extended period into the preschool years. Some Latino cultures even believe that the love between a mother and child is even more important than the love between spouses (Durand, 2011). It is clear that Latinos highly regard the relationship between mother and child and place a strong emphasis on family values.

Acculturative Stress

Research suggests cultural values play a pivotal role in the lives of Latino immigrants (Denmark et al., 2014; Durand, 2011, 2015). However, maintaining a sense of cultural identity can be difficult as Latinos transition from one culture to the next. Despite all their sacrifices to get to the U.S. many have a more difficult transition once they arrive than they thought. This is especially true for school age children. There are many obstacles within the acculturation process for Latino immigrant families to overcome, which can often lead them to experience forms of acculturative stress (Santiago et al., 2014). Berry's 1990 research (as cited in Santiago et al., 2014) describes acculturative stress as "any decline in physical psychological, or social functioning resulting from the acculturation process (p. 736)". In a descriptive, correlational, quantitative study, Santiago et al. (2014) identified a direct correlation between high acculturative stress and poor academic performance for immigrant Latino middle school children in urban southern California. To measure acculturative stress, a shortened version of the Bicultural Stressors Scale (2003) was used. The scale included eight questions addressing the

following acculturative stress categories: discrimination stressors, relevant language stressors, and relevant peer stressors. Grade point average, gender and parental monitoring were also examined. The researchers sought to identify if there would be any statistical difference between scores for immigrant Latino students and U.S. born Latino students. They found that the immigrant students reported higher acculturation stress ($M = 1.31, SD = .74$; $M = 1.0, SD = .69$) and lower English language proficiency ($M = 3.40, SD = 1.87$; $M = 5.00, SD = 1.24$). In addition, parental monitoring was identified as a protective factor concerning academic achievement for immigrant and U.S. born Latino youth. The researchers also proposed that identification with mainstream westernized values can cause acculturation conflicts between Latino youth and their more traditional Latino parents. It is important to note that both foreign and U.S. born Latino youth experience forms of acculturative stress and they often experience it differently. Santiago et al. (2014) concluded that programs put in place to help these students achieve academic success should work towards helping students develop bicultural identities.

Latino immigrants often risk their lives getting from their country of origin to the U.S. in hopes of a better future. In a qualitative study conducted by Sladkova (2014), the journeys of undocumented Honduran migrants traveling through Guatemala and Mexico to reach the U.S. border were documented. The author focused her study on 21 participants living in the Honduran city of Copan Ruinas. It is only located about 12 miles from the Guatemalan border. The decision to conduct interviews in Honduras was made because of the researcher's desire to interview those who made it to the U.S. and those that did not. The participants included both men and women, most of which had menial paying jobs and were struggling to support their families. Due to their lack of money they were unable to obtain passports or visas. Many mentioned they wanted to be able to provide schooling for their children but were unable to do

so based on their current financial situation. Participants also noted the dangers of living in Honduras and how the gang and drug violence had completely taken over cities. All had heard horror stories of the dangers of traveling without documentation from Honduras to the U.S., but they still felt it necessary to try.

Some made the journey alone, while others hired smugglers to help them called coyotes. Sladkova (2014) organized the narratives of her participants by separating them into high points or the most noteworthy experiences of the participants. This allowed her to identify the most salient events. The most common high point for the participants was crossing the Mexican/U.S. border. For many, this was the most memorable and often most dangerous part of their journey. Some had to swim across waters infested with wild animals or cross the deadly Arizona desert. Some participants also discussed the fear of trying to escape when they were almost caught by the American border patrol. Not everyone made it, and some were put in jail.

Another high point for the participants was gang activity. The gang members are often called bandits. Some spoke of bandits who came and stole from them, raped, and beat people who were traveling with them and even fed a woman to hungry dogs. The Mexican police were also often working with gang members and would steal from them as well.

The third high point is something the participants called the train of death. While on the train, the migrants may travel for 3 to 5 days through Mexico without food or sleep. Many doze off and end up falling off the train or losing body parts because they get injured.

The last high point discussed in this article was prison. One female participant was captured on the U.S./Mexican border and spent 2 months in prison. She explains how she was treated so badly and put into the same prison as violent criminals. She went on to tell of how she

was psychologically abused and isolated. She also shared how another Honduran woman could not handle it and killed herself while she was there at the prison.

From these accounts, it is clear that Honduran migrants go through many difficult physical and emotional trials in order to make it to the U.S. In the conclusion of her study, Slodkova (2013) presents a picture of how these trials can actually continue to impact the wellbeing of these migrants. She states, “Stressors produced by the journey, though finished in real time may be influencing psychological and/or physiological outcomes . . . and could thus be integrated into studies of acculturation within the U.S.” (Slodkova, 2013, p. 8). Despite all of this, many Hondurans still feel it is necessary to leave their homes and seek a different or what they think will be a better future. Many may be unaware of the difficulties that still await them as they transition to living in a new culture.

Latino Immigrants and the Achievement Gap

Even though they are the majority among diverse populations in the U.S., studies show that the educational needs of Latino immigrants are not being met (Good, Masewicz, & Vogel, 2010; Moreno & Francisco, 2013). Due to this fact, there is a large achievement gap between the academic performance of Latino immigrant students compared to other native and foreign-born children in America. This achievement gap has become so severe; it has the attention of politicians at the highest level.

Research suggests that there could be several factors contributing to this achievement gap such as: lack of teacher preparation in working with Hispanic ELL students, invalid instruments for academic achievement testing, and lack of support for students transitioning into a new culture (Good et al., 2010; Moreno & Francisco, 2013). Many of the educators in the U.S. (80%) are white and female (Moreno & Francisco, 2013). This can make it difficult for Hispanic

immigrant students and their parents to connect and communicate with teachers. This communication gap encompasses more than just a language barrier. It inhibits Hispanic ELL families from fostering a genuine relationship with educational staff. This is significant because Latino cultures are people oriented and function best as a collective group rather than individually (Bandura, 2002; McCartney et al, 2012). The inability to effectively partner with the teaching staff could have detrimental consequences concerning the education of their children. The communication gap between Hispanic ELL families and school personnel supports research that Hispanic ELL families may not be receiving the support they need as they transition their children into public schools in the U.S. (Good et al., 2010; Moreno & Francisco, 2013).

Through the years, the achievement gap for Latinos has widened and it has now become a national educational crisis. There is evidence to suggest that over the last two decades, the Latino population has struggled both academically and behaviorally in America's public schools (Moreno & Francisco, 2013). This could shed some light on the large number of Latinos identified in disability categories and as high school dropouts (Moreno & Francisco, 2013). According to the U.S. Department of Education, Latinos have demonstrated the lowest graduation rate of all diverse populations for the last 20 years.

While there is agreement that the achievement gap is a significant educational issue, there is not agreement as to what has caused it. In an exploratory qualitative study, Good et al., (2010), sought to uncover the barriers that are impeding achievement for Hispanic ELLs. Their study consisted of eight Hispanic parents and five teacher participants in a semi-rural community in the Rocky Mountains. At the time of the study, the Hispanic population was over 60% and the ELL population was close to 40. Through the use of focus groups, Good et al. (2010) uncovered

the following themes related to their data: communication gaps, culture clashes, lack of a plan to educate ELL students, lack of teacher preparation in multiculturalism, language acquisition and ELL instructional strategies, and lack of support for families transitioning into a new culture. Several of the parents commented during the focus group that they did not realize how much their lives would revolve around work and providing for their children. This was true of both mothers and fathers. Many of the children were not accustomed to their mothers being away from the home working. Naturally, this caused stress and anxiety on the children who were trying to learn how to adapt to a new culture. Parents in the study also reported that they felt their children were stuck, meaning they could not go forward academically or socially in either Spanish or English. This caused some of their children to become depressed or bored, which resulted in discipline problems. Recommendations were made by the researchers to help bridge the achievement gap including having more bilingual teachers, district wide ELL instructional plans and making more of an effort to honor the cultures of ELL students. Good et al. (2013) also agreed that parental involvement is a key factor in narrowing the achievement gap. However, they also pointed out that there are many teachers and parents who mean well in trying to bridge the communication gap; yet the achievement gap for Hispanic ELL students continues to widen.

Early Intervention

As the achievement gap continues to widen amongst Latino immigrant students, educational professionals have placed a great emphasis on early childhood education and early intervention. Preschool age Latino children are also one of the fastest growing child populations in the U.S. (Ceballos & Bratton, 2010, U.S. Census Bureau, 2005). Since first generation Latino immigrant children are at a higher risk for school failure (Ceballos & Bratton, 2010), early

childhood intervention and parenting programs for these students and their families have been emphasized over the last decade. One such program, Child Parent Relationship Therapy (CPRT), was investigated by researchers to determine its impact on low-income, immigrant Latino parents of preschool age children at risk for school failure that also exhibited behavioral and/or socioemotional problems. CPRT is a play-based therapy intervention that seeks to instill long term changes in the parent/child relationship by teaching parents a skillset that will enable them to understand their child's world. Research has shown that CPRT has a significant positive impact on families as an early intervention strategy across cultures. However, Ceballos and Bratton (2010) focus solely on the impact that CPRT has on Latino families. This randomized, controlled study focused on children exposed to the following risk factors, since they are known to increase the likelihood of socioemotional issues and academic failure: living at or below poverty level, legitimate child behavior concerns as identified on the Child Behavior Checklist, and Spanish as the first language for the child (Ceballos & Bratton, 2010). The researchers found that CPRT had a significant, positive impact on child behavior and parental stress associated with the behavior. Unlike other CPRT session formats, the researchers included an 11th session that appealed to Latino cultural values such as an emphasis on family, interpersonal relationships, and socialization. A great effort was made to respond to the cultural needs of the parents in the experimental group (n=24). The groups were led in Spanish by an immigrant of Latino origin and the CPRT manual was also translated into Spanish. It was noted that the parents who participated in the experimental group felt a special connection with the facilitator because of her background as a Latina immigrant. Cultural sensitivity appears to have made a significant positive impact in this study. An overall effect size of $n^2=.68$ was found when comparing total overall behavior problems between the experimental group and the control

group. In addition, an overall effect size of $n^2=.42$ was found when comparing the parent-child relationship stress outcomes between the two groups. Notable decreases in total child behavior problems and parent-child relationship stress suggest there is practical significance in using the program CPRT with Latino families in need of early intervention. It is unknown whether CPRT will make a significant impact on these families over an extended period as the children get older. However, research does suggest that combining CPRT with culturally sensitive interventions makes an immediate, significant impact on Latino families with at-risk preschool age children. Reducing the stress of these immigrant Latino parents and the behavior problems of their children could also have a significant impact on their parental self-efficacy moving forward.

Other forms of early intervention such as intensive preschool programs have been known to produce long term positive results for children at high risk for intellectual and emotional disabilities. Bandura (2000) states, "Intensive preschool programs that provide rich mastery experiences permanently raise the intellectual level and academic attainments of children from economically impoverished and undereducated families" (p. 169). Building upon the self-efficacy of preschool age children is of utmost importance. Initially, a young child's self-efficacy stems from the experiences they have at home with their family. However, as they get older, they begin to develop their self-efficacy based on the experiences they have socially with their peers and other adults in the school environment. Children need their sense of self-efficacy fostered both at home and at school. Students who are lacking strong parental influences and do not receive early intervention to increase their self-efficacy become increasingly vulnerable for behavioral problems, intellectual disabilities, grade repetition, and school failure (Bandura, 2000). Bandura (2000) solidified the significance of intensive early intervention preschool

programs. He states, “These long-term results suggest that efficacy-enhancing programs can alter adverse intergenerational patterns of intellectual functioning” (Bandura, 2000, p. 169).

The importance of early intervention for ELL families is twofold. Research shows that early childhood education is vital in improving school readiness for at-risk students, but it also provides parents with an introduction to education in the U.S. (Crosnoe & Ansari, 2015). Many Latina immigrant mothers receive their first exposure to the American educational system through preschool education. Early childhood educators have an opportunity to develop positive relationships with Latina immigrant mothers and build a partnership that addresses the needs of their children. Unfortunately, Latina immigrant mothers face a high degree of discrimination due to statistically low levels of education, as well as language and cultural differences (Crosnoe & Ansari, 2015). This can cause early childhood educators to have preconceived ideas concerning the level of involvement these mothers have in the early childhood development and education of their young children. Crosnoe and Ansari (2015) conducted a mixed methods study in order to examine the relationships between socioeconomically disadvantaged Latin American immigrants and early childhood educators. Their hope was to identify the obstacles that inhibit these parents from reaching a high level of parental involvement concerning the education of their preschool age children. The qualitative sample in this study came from a school in SW Texas called Cole. Due to lack of space, Cole became a preschool campus with 26 classrooms serving over 600 preschool students. Teachers from each classroom were interviewed for the study as well as 25 mothers whose children attended Cole. Almost all of the mothers were U.S. or foreign-born Latinas who were considered low-income and spoke Spanish as a first language. While many of the interviews reflected that the educators and parents were partnering effectively their interactions revealed something completely different. Contrary to the meaning of true

collaboration, the mothers were simply following directives given from the early childhood educators on what to work with their children on at home. Their appeared to be a disconnect between the participants' perceived abilities to work cooperatively and their actual level of collaboration. In many cases, the educators missed opportunities to be culturally sensitive and utilize the strengths of the Latina parents to enhance the learning of their students. Thus, the researchers go on to suggest that future studies should not only focus on increasing the parental involvement of Latin American immigrants, but in defining what that involvement actually looks like for both parents and teachers (Crosnoe & Ansari, 2015). Early childhood educators have a unique opportunity to work with Latino immigrant families at a critical stage. They can foster a partnership that promotes effective collaboration between teachers and parents, as well as provide ELL children with an example of how people can positively interact across cultures. A positive introduction to the American educational system is critical to the success of ELL families moving forward.

Parental Involvement

Parental involvement or engagement continues to be a topic of interest in educational research. Perhaps it is due to the overwhelming amount of literature linking high parental involvement with student academic success (Baird 2015; Christianakis, 2011; Fan & Chen, 2001; Gentry & Pereira, 2013). Studies show that parental involvement is a significant factor in educational success across cultures (deSouza, 2013; McCartney et al., 2012). A meta-analysis conducted by Fan and Chen (2001) found that the biggest relationship between parental involvement and student academic achievement had to do with a parent's aspirations and expectations for their child's future. In addition, the analysis showed that parental home supervision had the weakest correlation to parental involvement and student success. The

medium effect size of $r = .30$ gives merit to the link between parental engagement and higher academic achievement.

Schools across the U.S. are encouraged to improve the home/school relationship and foster partnerships between teacher and parents. Unfortunately, many programs and activities created to foster the home/school connection are geared towards middle class American families. This has caused many schools to completely miss the target population of minorities they are trying to reach. In her review of English learner parent involvement, Baird (2015) used literature to present the argument that parents of ELLs are involved and care about their children's school success but show it in ways other than what is considered the *cultural norm*. These *cultural norm* activities are observable and include things such as back to school night, attending school events, participating in fundraisers, and being a member of the Parent Teacher Organization (PTO). Baird (2015) called these the "greatest hits" of parent involvement (p. 159). Parents who do not participate in these so called "greatest hits" are often seen as uninvolved and complacent when it comes to the education of their children (Baird, 2015, p. 159). Unfortunately, this has led to cultural stereotyping. Latino immigrant parents are typically involved in the lives of their children in subtler ways. These ways are not as easily observed by educational professionals. "Efforts to explain educational disparities related to this immigration stream often highlight that Latin American immigrants are less likely to visibly follow some basic "scripts" for school-focused parenting that are prominent in the U.S." (Crosnoe et al., 2016, p. 61). Due to this fact, immigrants are often judged as being unengaged and disinterested in the educational lives of their children. These subtle acts of involvement can have just as much, if not more merit than the activities on Baird's greatest hits list. After all, in Fan and Chen's (2001) meta-analysis, the greatest link to parental involvement and academic achievement had nothing to do with attending

school functions. However, it did have everything to do with a parent's belief in their child's ability to succeed or parental self-efficacy. Therefore, it is vital for educators to seek to understand how immigrant parents are already involved in the education of their children and build upon those success stories.

Researchers identify many barriers that can impact Latino immigrants' ability to be actively involved in their children's education. Terriquez (2012) conducted a quantitative descriptive research study to determine the level of parental involvement that Latina immigrant mothers ($n = 1,045$) have as compared to their native U.S. born Latina counterparts. This study also examined the impact racial backgrounds, educational attainment, and employment status had on patterns of school involvement among Latina mothers. The data was taken from the 2001, Los Angeles Family Neighborhood Survey. The results indicated that Latina mothers' educational backgrounds had more of an impact on their school involvement than their ethnicity as compared to native born Latinas.

A mixed methods study conducted by Crosnoe et al. (2016) found that just 1 extra year of education indicated a standard deviation of 9%. In other words, the higher the education of the mother the higher the parental involvement. Terriquez (2012) also found that U.S. citizenship and legal status did not significantly impact the participants' school-based participation, but educational attainment and background did. Schools were also found to be vital for civic participation among immigrants, even though the results indicated that immigrant mothers are likely to experience discrimination as well as cultural misunderstandings from school personnel. "For example, because educators are held in high esteem in many Latin American countries, Latino parents may be inclined to defer to the expertise of school personnel in matters having to do with their children's education; in other words, some may not understand that they can

actively participate in the schooling process” (Terriquez, 2012, p. 664). Cultural misunderstandings such as the one quoted above can also lead to negative stereotyping concerning Latino immigrant parents. This is another reason why it is imperative for school personnel to get to know and understand their ELL families.

In addition to investigating parental involvement among immigrant parents in the U.S., it is important to look at what parental involvement looks like at a school in a country of Hispanic origin. In 2013, de Souza, conducted a case study at a high school in a large city in Mexico. Field observations were used to collect data in several high school classrooms. Multiple themes emerged from this study.

First, common instructional practices were used across the curriculum. All of the teachers appeared to be “traditionalists” and utilized a great deal of cooperative learning (de Souza, 2013, p. 316). Second, the classrooms were simply furnished. Third, there were warm relationships between the teachers and students. Educators were identified as authority figures and were highly regarded amongst the students and their parents. The fourth theme was that lessons were infused with technology. The last theme had to do with the active role and impact of the parent association. While the first four themes are good to know, the last theme is of utmost importance to this dissertation topic. The parent association worked very closely with the teachers and the principal of the school. Members of the association met regularly with the principal to discuss the needs of the school and what could be done to address those needs. The members of the parent association are very dedicated and met every week to discuss important school related matters. The association also assigned members to each classroom. The teachers met with the members to relay important information which is then relayed back to the rest of the parents in the school. Finally, the school also relied on monetary help from parents. While there

are many similarities between a typical American school and the school mentioned in this study, there are significant differences concerning parental involvement. It appears that the school in Mexico truly takes on a partnership role rather than simply using parents as “help labor” (Christianakis, 2011, p. 165). Studies like this help American schools develop a better understanding of what school partnerships may look like in Latino cultures.

Parent/Teacher Relationships

Quantitative and qualitative researchers have uncovered that cultural misunderstandings and other barriers directly impact the parental involvement of Latino immigrants (Baird, 2015; Christianakis, 2011; Durand, 2011, Shim, 2013). In a recent qualitative, grounded theory study, Shim (2013), conducted interviews with six ELL parents (four of Hispanic origin and two of Chinese descent) who had children at a rural middle school. The interview questions focused on the perspectives of ELL parents concerning their interactions with middle school teachers. Three major themes emerged from this study. First, Shim recognized that the teachers posed judgments on the immigrant parents based on their observations of parental involvement. The educators were viewing parental involvement from the perspective of what they may typically see in a traditional American family. Therefore, they neglected to take cultural differences on how parental involvement is handled into account. This relates back to Baird’s (2015) literature review of parental involvement “greatest hits” (p. 159).

Secondly, Shim (2013) identified that the parents felt they had an inability to influence the teachers’ decision making. Finally, the parents revealed they were afraid that speaking up about their child’s education would result in negative repercussions. It was also evident that the power imbalance between educators and parents of ELLs had an impact on the themes of this study.

There are many implications for teachers of ELLs from this research. Educators must try to learn from the differences in other cultures and see them as a way to bridge the gap between the American educational system and immigrant parents. While this study provided implications for how to improve the relationship between ELL families and educators, the small sample size posed a limitation to Shim's study because it limits the support that the findings are transferable for all ELL parent/teacher relationships in other rural cities in the U.S. For this reason, future similar studies are needed in order to improve the transferability of these findings.

Cultivating healthy parent/teacher relationships can be difficult to do within a homogenous culture. Adding in a cross-cultural dynamic can make this even more challenging. Durand's (2011) study has implications for educators concerning enhancing diverse parent/teacher relationships. This ethnographic study focused on Latina mothers' ($n = 6$) cultural beliefs about education. The women interviewed were also of low socioeconomic status and had little educational background. Data analysis revealed that the mothers were beginning to fuse together their traditional Latino cultural values with more Westernized values and goals for their children. While the mothers cared deeply for their children and wanted them to succeed, most were reluctant to go to their child's teacher about their progress or to express their concerns. In addition, all of the mothers wanted a chance for their voice to be heard.

Teachers must find a way to show Latina mothers that they play a critical role in the education of their children. Schools must also find a way to assure Latina mothers that their concerns and opinions matter regardless of their educational background and socioeconomic status. To do this, schools must recognize that while Latina mothers as a collective group need a voice, their needs and the needs of their children are not all necessarily the same. This stems from research on cultural identity that suggests Latinos identify specifically with their country of

origin or nationality rather than race or the color of their skin (McCartney et al., 2012; Padilla & Perez, 2003). There is a dearth of research on Central American immigrant families (particularly Honduran) as it relates to the education of their children. Given the increase of Honduran immigrant families in the U.S. (Pew Research, 2014), it is vital that further research on Honduran immigrant mothers is conducted to give them a voice concerning the education of their children in public schools in the U.S. The way Latin American families operate looks quite different from the school- focused parenting we are accustomed to in the U.S. Consequently, westernized forms of parental involvement can no longer be generalized to fit all cultures in the U.S. The cultural background and cultural identity of immigrant parents has to be taken into consideration.

Educators must find a way to foster parent/teacher relationships, but it is not enough to just use these immigrant parents as so called “help labor” (Christianakis, 2011, p. 165). Christianakis (2011) conducted a qualitative, narrative study in a diverse inner-city school that focused on what parent involvement looked like in the classroom. The interviews revealed that all 15 teachers used the word “help” to describe parent engagement (Christianakis, 2011, p. 165). Christianakis (2011) pointed out that this implies the teachers see themselves as the supervisors and see the parents as the helpers or workers. This idea of parent involvement does not focus on collaboration. Instead, it implies an inferiority between teacher and parent. The research also showed that the teachers perceived parents who did not make regular contact about their children a priority as having an apathy for schooling. Again, schools must be careful about these stereotypes, especially when dealing with families of other ethnicities.

In a mixed methods dissertation, Janeck (2012) also found that schools involved were only willing to involve immigrant parents in limited ways that still allowed for the school to be

in complete control. A correlational, quantitative study conducted by Crosnoe and Ansari (2015) showed that while teachers of ELLs appeared to value parent/teacher relationships, they were not always successful at treating them as a partnership. “If future teachers are to involve parents in meaningful ways, they must come to understand how the perceptions and practices of parent involvement are mediated by both the reality of parents’ lives and the constraints of particular school contexts” (Christianakis, 2011, p. 158).

In her book *Mothers United*, Dyrness (2013) describes more than three years of ethnographic fieldwork with a group of Latina mothers in Oakland, California. These mothers sought to offer their children socially just education by helping to establish the new small schools’ movement. The small schools’ movement came about as a result of the frustration over severe overcrowding and inequities present in Oakland Public Schools. During the time of the study, Oakland Public Schools were amongst the most overcrowded and underperforming schools in all of California.

Dyrness (2013) documented the stories of these Latina mothers who became agents for change for their children. They did this despite the fact they had little to no education, lived at or below the poverty level and spoke English as their second language. Lack of education, low socioeconomic status, and cultural and linguistic differences are often seen as barriers that inhibit the parental involvement of parents. In this case, these factors did not hold the participants back from making a difference. They did encounter many obstacles as they sought to help establish the new small schools’ movement in Oakland. One of the most difficult obstacles was figuring out how to overcome the often negative “Latina mother” image which inhibited others from seeing them as an agent for true change for their children (Dyrness, 2013, p. 2). Dyrness (2013) states, “These images came from reformers, teachers, politicians, the media, their husbands and

sometimes from deep within themselves – memories of a brother’s words in El Salvador, of dreams deferred, of sacrifices deemed inevitable for daughters, mothers and housewives” (p. 2). In her book, Dyrness, describes how the mothers used these images to drive them to advocate for their children, rather than deter them from their purpose. The mothers were able to foster partnerships that helped to bring their quest for socially just education to fruition. One of the most difficult, yet rewarding partnerships was between the mothers and the teachers at Oakland Public Schools. Initially, it was difficult for the teachers at Oakland Public Schools to get over some of the preconceived ideas they had about how to involve the parents of their students, most of which being Latino. The educators had their own barriers in understanding what would motivate parents to participate in true reform. In the teachers’ minds it was professional experience along with a high level of education and financial resources. The educators felt that parents who did not possess these things would be nearly impossible to involve. Throughout the book, Dyrness reveals that the biggest barriers inhibiting the parental involvement of parents in Oakland Public Schools were not actually their own deficits. They actually stemmed from the educators’ inability to truly see them as agents for change. This mindset shut off the possibilities of the difference these mothers could truly make. Fortunately, the Latina mothers united themselves with one another and were able to get some teachers to listen. Enough listened that some necessary changes were made. In the end, amazing partnerships were fostered that broke barriers between Latina mothers and progressive educators.

Summary

While there is still a great deal of work to be done, this body of literature gives insight to educators concerning the parental engagement of Latino immigrant parents. First, self-efficacy and collective efficacy are key factors when it comes to effective parental involvement. Multiple

studies demonstrate that parental self-efficacy has more impact on a student's academic success than most other civic activities (Bandura et al. 2004; Yomotov et al., 2015). Theoretical research also suggests that self-efficacy is related to the achievement of self-actualization (Sumerlin & Bundrick, 1996); it is nearly impossible to have one without the other.

Research also identifies that family plays a pivotal role in the lives of Latino immigrants (Durand, 2011; Gentry & Pereira, 2013). Culturally Latinos possess collectivist values that focus on the group rather than each individual person. It appears that parental support, especially maternal support is vital to a healthy sense of self-worth and directly impacts academic achievement. Educational attainment was also a significant factor affecting parental engagement. In addition, relationships take precedence over all other things and values such as respect, loyalty, and kindness are instilled at a young age. These values also shape the goals parents have for their children's future.

Transitioning from one culture to another presents many challenges. The acculturation process is very complex, and many immigrants experience acculturative stress as they struggle to maintain a sense of cultural identity (Santiago et al., 2014). Acculturative stress has been linked to poor academic performance as well as behavioral problems (Santiago et al., 2014). Research also suggests that traumatic past experiences that occur while making the journey to one's new country could contribute to acculturative stress levels (Sladkova, 2014). There is still much to learn about the effects acculturative stress has on immigrant families. Educational institutions must take acculturative stress into consideration as they help students transition into American public schools.

The Hispanic ELL achievement gap continues to widen, despite the efforts of many to narrow it (Good et al., 2010; Moreno & Francisco, 2013; U.S. Department of Education, 2011).

While there is a large body of literature on the topic, researchers are still not in agreement as to what caused it, or how to fix it. Studies suggest that properly trained educators and parental involvement will be key factors in narrowing the Hispanic ELL achievement gap (Good et al., 2010; Moreno & Francisco, 2013). Unfortunately, attempts to bring in bilingual educators trained in ELL instructional strategies and developing solid parent/teacher relationships with Hispanic ELL families has proven to be a difficult task for many school districts. In order for the achievement gap to decrease, a strategic plan must be developed that meets the needs of Hispanic ELL students and their families.

Research continues to support the importance of early intervention in the lives of ELL families (Bandura, 2000; Ceballos & Bratton, 2010; Crosnoe & Ansari, 2015). Early childhood education programs are often the first source of exposure to American education that Latino immigrant families receive. During this critical time, it is vital for educators and parents to learn to work cooperatively and provide these young, often at-risk children with a culturally sensitive environment to learn in. Unfortunately, this doesn't always take place due to socioeconomic, language, and cultural disparities (Crosnoe & Ansari, 2015). Research also shows that while many Latina immigrant mothers perceive that they are a valued asset and are working effectively with their child's early intervention teachers, they are in fact only following directives given to them on what to do academically with their children at home after school hours (Crosnoe & Ansari, 2015). For this reason, it is suggested that further research be conducted to determine what effective collaboration between Latina immigrant mothers and their children's early childhood education teachers should actually look like.

Parental involvement is important to many Latino parents, although it cannot always be measured by educators in observable ways. This creates stereotypes and other barriers such as

cultural misunderstandings. Research also suggests that the most important aspect of parental involvement has to do with a parent's aspirations for their child's future rather than what many Americans deem as culturally normal ways to involve parents in their child's education (Bandura et al., 2004; Yomotov et al., 2015).

Finally, educators and other school personnel must develop better partnerships with immigrant parents rather than just using them as "help labor" (Christianakis, 2011, p. 165). Latino immigrant parents want to be involved but do not always know how or feel their opinions matter. Educators and other school personnel must ensure their voices can be heard regarding the education of their children.

In conclusion, there is still much to learn about the dynamic between immigrant parents and parental involvement as it relates to the American educational system. There are also many gaps throughout the literature that still need to be addressed. For example, there is empirical data demonstrating the importance of parental self-efficacy as it relates to student academic achievement. However, many of these studies are quantitative and do not address Latino immigrants' feelings of self-efficacy to help their children succeed. In addition, statistics show that many immigrants, especially women, come to the U.S. seeking political asylum (Pew Research, 2014). This implies that they have gone through some type of traumatic experience. Often, these women come alone facing great danger to reach the U.S. with their children. No research was found addressing how the immigration stories of these women affect their parental self-efficacy. Their journeys have a profound impact on them emotionally, which in turn directly impacts their families. Listening to their stories of struggle and triumph will help educators and school personnel better understand how to help them adjust to their new lives in the U.S. In

addition, the results could give insight to these immigrant mothers as they attempt to help their children become successful students in American public schools.

Gaps in the literature concerning the locality and Hispanic cultural groups of the studies also exist. Much of the research articles examined focused on large cities, such as Los Angeles and on Latinos of Mexican heritage. There is less research on Latino groups from Central America, such as Honduras. In addition, few studies have been conducted in the eastern and southern parts of the U.S. In SW VA, there is a large population of Honduran immigrants who have come to the states seeking a better life for their families. Research is needed to understand how their stories impact their parental self-efficacy, their view of parent/teacher relationships and the factors that allow them to persevere through the acculturation process in order to secure a better life for their children. This body of research would add to the field and help educators better understand some of the obstacles faced by ELLs and their families. Perhaps this will help schools better understand how to foster better home/school partnerships with Honduran immigrants and help ELL students reach their goal of self-actualization.

CHAPTER THREE: METHODS

Overview

In this study, I examined the experiences of Honduran immigrant mothers, currently living in SW VA, as they transitioned their children into public schools in the U.S. A transcendental, phenomenological design was used to frame my research. The rationale for my design is stated below, as well as the research questions guiding this study. A description of the participants, setting, and data collection procedures are also provided. Throughout the data collection and analysis processes, an emphasis was placed on each mother's sense of parental self-efficacy. A parental self-efficacy scale, focus group, and individual interviews were used to collect the necessary data from the participants.

Design

Due to the nature of this study, including my desire to connect with my participants and understand their shared experiences, the data I collected could not be quantified. According to Moustakas (1994), qualitative researchers differ from quantitative researchers because they are “searching for meanings and essences of experience rather than measurements and explanations” (p. 21). Consequently, I chose to conduct a qualitative study using a phenomenological approach to examine the experiences of Honduran immigrant mothers living in southwestern VA as they transition their children into public schools.

Phenomenology was chosen over other qualitative approaches because I sought to understand and describe the experiences of my participants in order to grasp the essence of their shared phenomenon (Creswell, 2012). The goal of this study was to not only describe *what* my participants experienced, but *how* they experienced it (Creswell, 2012; Moustakas, 1994).

A transcendental phenomenological approach was chosen over a hermeneutical (interpretive) approach because this approach allowed me to develop a textural description (what they experienced) and structural description (how they experienced it) of my participants' shared experiences with the phenomenon of parental self-efficacy (Creswell, 2012; Moustakas, 1994). In addition, a transcendental approach has a systematic process of data collection and analysis that involves an epoche process in which the researcher brackets him or herself out of the study in order to gain a fresh perspective of the phenomenon (Creswell, 2012). Moustakas (1994) describes the epoche process as the researcher's ability to "launch the study as far as possible free of preconceptions, beliefs, and knowledge of the phenomenon from prior experience and professional study" (p. 22). This is an important aspect of the transcendental approach because I work very closely with Honduran immigrant students and their families and it is important for me to minimize the bias and separate my prior experience with the topic from the study.

The transcendental data analysis process consisted of reducing the data into significant statements, combining the significant statements into themes, and developing the themes into textural and structural descriptions of the phenomenon (Creswell, 2012; Moustakas, 1994). The phenomenon under study was the parental self-efficacy of Honduran immigrant mothers who have transitioned their children into public schools in southwestern VA in the last 12 years.

Research Questions

This transcendental phenomenological study will describe the following:

Central Research Question: How do the experiences of Honduran immigrant mothers transitioning their children into public schools in southwestern VA impact their parental self-efficacy?

Sub Question 1: What is the role of cultural identity on the parental self-efficacy of Honduran

immigrant mothers living in southwestern VA concerning the education of their children?

Sub Question 2: What supports do Honduran immigrant mothers identify as influential as they transition their children into public schools in southwestern VA?

Sub Question 3: How has the parental self-efficacy of Honduran immigrant mothers living in southwestern VA changed throughout the acculturation process?

Setting

This study took place in SW VA. The rationale for finding participants in this area was founded upon the increase in the number of Latinos immigrating to southwestern VA cities in the U.S. According to the U.S. Census (2014), the number of Latino immigrants increased by 280% from 2000-2010 in one city in southwestern VA. In addition, there are cities in southwestern VA that take in refugees. The Virginia Department of Social Services identified in 2013 that Virginia had a large population of refugees, with many emigrating from countries of Hispanic origin. This increase in Latino immigrants has prompted caring citizens to develop groups and organizations to help these families as they transition into the U.S. One such group, Helping Hand (pseudonym), started on social media as a way for Latino immigrants in southwestern VA to connect with one another and receive help with things such as food, clothing, and transportation. This group was the starting point for locating my participants. The group's founder, Lena (pseudonym), lives in southwestern VA and agreed to speak on my behalf to find Honduran women who met the selection criteria and were willing to participate in my study. The meeting places for the data collection process varied, depending upon what was convenient for the participant. Most of the focus groups and interviews took place in my gatekeeper's home or the participants' homes.

Participants

A purposeful sampling approach was used in this study because the individuals selected must “purposefully inform an understanding of the research problem and central phenomenon of the study” (Creswell, 2012, p. 156). The specified criterion for participant selection was as follows: A Honduran born woman, 18 years or older, an immigrant living in southwestern VA between 3 months and 12 years, the mother of a school age child who transitioned from school in Honduras to public school in the U.S. Polkinghorne (1989) suggests five to 25 individuals as the range of participants for phenomenological studies (Creswell, 2012). I was able to obtain 11 participants based on the chain sampling procedure (Creswell, 2012). Obtaining enough participants was crucial to my goal of reaching thematic saturation. I knew when thematic saturation was reached when there were no new significant themes that appeared throughout my data. The chain sampling process started with my gatekeeper, Lena (pseudonym). She identified participants through her social media group, Helping Hand, through her church as well as her friendship base that met the selection criteria. I then provided Lena with a letter of invitation (see Appendix B) for each participant outlining the details of my study. From there, the chain sampling procedure began, and my gatekeeper and I were able to locate other participants who desired to be a part of my study. No research was conducted until I obtained Institutional Review Board (IRB) approval and informed consent from all participants.

Procedures

Prior to conducting my research, I gained IRB approval to ensure the safety and well-being of my human participants (Creswell, 2012). In addition, I gained permission from my gatekeeper, Lena (pseudonym), in order to start my chain sampling with participants she identified from her network of friends. I provided her with information concerning my study and

then she asked women who met the criteria and were interested to set up a meeting (in which she and I were both present at) to determine if they were eligible to be in my study.

Since I work as an educator in a school district in southwestern VA, I provided my principal with information regarding my study. I wanted to ensure the district understood the likelihood that one or more of my participants could be mothers of children who attend the school district I work in. However, I did not ask any interview questions that pertained to specific school districts or sites, nor did I interview any mothers whose children I teach or have previously taught.

Once participants were identified, I had them fill out a brief questionnaire detailing basic demographic information as well as a parental self-efficacy scale. For this study, I used the Efficacy to Influence School-Related Performance Subscale from the Parental Self-Efficacy Scale (Bandura, 2001). Before it was used, I had it translated into Spanish. The data from the Efficacy to Influence School-Related Performance Subscale (Bandura, 2001) was used during each individual interview to review results with the participants. The participants interpreted their own data by explaining why they believe their results were either high or low based on the 10 subscale questions. I also compared the data from the demographic questionnaires, parental self-efficacy scales and interviews to develop a thorough textual analysis in order to more effectively answer my research questions.

Procedures for collecting data through individual interviews were conducted by purposefully selecting participants who experienced the same shared phenomenon (Creswell, 2012). Interviews were conducted with each of the participants using semi-structured, open-ended questions. An interpreter was present during the interviews and focus groups, so the discussions could be translated from English into Spanish and from Spanish back into English.

The use of an interpreter was a necessity because this is a cross cultural study involving participants that do not speak fluent English. Research suggests that the use of an interpreter in qualitative studies can limit the validity and reliability of the data (Shimpuku & Norr, 2012; Tsai et al., 2004). “When researchers analyze the data filtered through translators’ choices of wording and phrasing, they are drifting away from the interviewees’ original interpretation of their experience” (Tsai et al., 2004, p. 23). Nevertheless, there are ways in which an interpreter or translator can be used more efficiently. In a literature review on the topic of working with interpreters in cross cultural qualitative research, Shimpuku and Norr (2012) found the following approaches to be of great importance and practicality when working with interpreters: (a) there should be full collaboration between the researcher and the interpreter, (b) strategies for working with interpreters will vary based on the situation, and (c) researchers must adequately describe the qualifications and role the interpreter played in the study. While these practices do not negate the fact that the use of an interpreter is viewed as a limitation, they do provide researchers with guidance on how to utilize interpreters more effectively in a qualitative study. I followed these guidelines very carefully to ensure that the information from my interviews were translated accurately.

Prior to the individual interviews, I held focus groups with my participants. The focus groups gave the participants the opportunity to discuss their shared experiences with one another in a safe, non-threatening environment. I believe the focus groups allowed the participants to talk more openly because they were with women of the same nationality who shared similar experiences.

The focus group and individual interviews were recorded and then transcribed by a transcriptionist. Initially, I was planning on transcribing the transcripts myself, but I quickly

realized that was not practical given the amount of Spanish spoken during the focus groups and interviews. After careful consideration, I decided on the transcription service, GoTranscript. GoTranscript has an excellent track record and maintains a high standard of accountability and confidentiality. The audio files of the focus groups and interviews were sent to GoTranscript electronically. They were then transcribed as is (both in English and Spanish), as well as completely in Spanish for the member checking process. The transcripts were then sent to me electronically. All of the information has been kept secure. GoTranscript promised to delete the audio files after the transcribing was complete.

All information collected throughout my study was kept confidential and pseudonyms were used. Participants were provided a copy of the transcription in Spanish to review for accuracy as part of the member checking process. Detailed notes were taken regarding the focus groups and interviews. Once all the data was collected, I then looked for significant statements, combined those statements into themes, and then generated the themes into textural and structural descriptions of the shared phenomenon (Creswell, 2012; Moustakas, 1994). Initially, I had planned on using the computer program, Atlas.ti to help with the analyzation of my data. However, once the change was made to hire a transcription service, I felt to be more immersed in my data, I should focus on a data analysis method that utilized a more hands-on or proactive approach. For this reason, I adopted the cutting and sorting approach (Lincoln & Guba, 1985), which can be done using index cards or a computer software program. With cutting and sorting, the researcher identifies meaningful quotes throughout the data, cuts them out and glues them onto an index card. Similar quotes are then grouped together and given a name; from there, themes are developed. Instead of physically cutting out the quotes to put them on index cards, I electronically cut and pasted meaningful quotes from the focus groups and interviews into a

word document. Similar quotes were then grouped together on a page and given a name, which led to the overarching themes.

The Researcher's Role

The qualitative research conducted in this study stems from my ontological perspective that there are multiple realities and I desire to understand how each of my participants viewed their shared experiences. By using a transcendental phenomenological approach to frame my research, I was able to report how my participants viewed their shared experiences differently while bracketing out my own interpretations (Creswell, 2012; Moustakas, 1994). The differing perspectives of my participants emerged as I developed themes within my findings (Creswell, 2012). Due to the fact that I work closely with the children of Latino immigrants, it was important for me to bracket myself out of my research. Bracketing allowed me to set aside my own views in order to gain a fresh perspective of the experiences of my participants (Creswell, 2012; Moustakas, 1994). Bracketing was achieved by reflective journaling across all stages of data collection and data analysis.

As an educator, I believe strongly that key learning takes place by interacting with those around you. Therefore, I identify most with the social constructivist worldview. Phenomenology is supported by social constructivism in that they both rely on the views of participants to develop meaning out of a situation (Creswell, 2012). In addition, social constructivism supports the idea that the researcher and participants have a direct impact on one another. As a result, in accordance with Moustakas (1994) I considered my participants to be co-researchers because they provided descriptive narratives of their experiences as we journeyed through the data collection process.

Currently, I am a reading specialist in an elementary school in southwestern VA. My school has the highest ELL population in our school district. Less than 70% of the families our school services speak English as a first language. Working at my current location for the past 4 years has given me a passion for teaching students who are ELLs.

I have always had an interest in cultural studies and working with children. This is what prompted me to get my bachelor's degree in missionary education from Hobe Sound Bible College. I traveled overseas to many foreign countries on short-term mission trips during my early college years such as Haiti, Belize, Guatemala, Peru, Mongolia, and South Africa. It was on these trips that I realized I also had a passion for education. In 2006, I began to study at Liberty University (LU) in the Masters of Education (M.Ed.) program and graduated with my M.Ed. in elementary education in 2008. After several years of teaching, I began to develop a love of literacy and decided to go back to Liberty to earn my Education Specialist degree (Ed.S.) with an endorsement in reading. After 9 years in the classroom, I knew I needed to look at my options as far as furthering my career path in education. It became clear to me that I needed a doctorate in education. After enrolling in the doctoral program at LU, I began to work as a practitioner for Liberty University master's level classes and taught several undergraduate elementary education courses. Working with other educators from different backgrounds at the college level and seeing the impact that being made in the lives of aspiring teachers reiterated to me that my future as an educator was in higher education. Earning this doctoral degree will allow me to give back to the education world by contributing needed research to the field.

I informed my participants of my profession as an educator who works with immigrant children and their families. This was necessary to maintain integrity as well as confidentiality throughout the study. In addition, I worked to maintain a good rapport with my participants before

their interviews and reminded them of my promise to keep the highest form of confidentiality (Creswell, 2012).

Data Collection

The interpretive framework guiding my study is social constructivism (Creswell, 2012). Acknowledging my ontological assumption that reality is subjective and connecting it to the framework of social constructivism allowed me to take the multiple realities of my participants and construct meaning out of their experiences (Creswell, 2012). In order to properly describe and get to the essence of my participants shared phenomenon, I had to provide proper evidence (Creswell, 2012; van Manen, 1990). The main source of data collection was in depth, individual, semi-structured interviews (Creswell, 2012; Polkinghorne, 1989). Other forms of data collection included a self-efficacy sub scale and focus group to properly triangulate my data. No data was collected for this transcendental phenomenological study without IRB approval and written informed consent from the participants. The data collected was used to answer my research questions.

Surveys/Questionnaires

Before participants were selected, they were given a brief questionnaire detailing demographic information to ensure they met all the criteria for the study (See Appendix E). In addition, each participant was asked to fill out a parental self-efficacy scale (See Appendix G) prior to the individual interview. For this study, I used the Spanish version of the Efficacy to Influence School-Related Performance Subscale from the Parental Self-Efficacy Scale (Bandura, 2001). The author, Bandura, provided written permission to use the scale in this study (see Appendix F). Bandura's (2001) Parental Self-Efficacy Scale was validated in a study conducted in 2004 by Bandura et al. However, the full scale was used. The reliability coefficients for the

Parent Self-Efficacy Scale in that study are as follows: school – 0.87, leisure - .90, monitor – 0.87, risk – 0.90. The data from this instrument allowed me to better understand the parental self-efficacy of my participants as it related to their shared phenomenon of being a Honduran immigrant mother who has transitioned one or more children into the public-school system in southwestern VA. This portion of the scale focuses on each participants efficacy to influence the school related performance of their child/children. I chose to measure parental self-efficacy because studies suggest it has a significant impact on a child’s academic future (Bandura, Barbarenelli, Caprara, & Pastorelli, 2001; Bandura et al., 2004; Yomotov et al. 2015). In a quantitative study conducted in 2001, Bandura et al. (2001) stated: “Parental aspirations are positively linked to all three forms of children’s perceived self-efficacy – academic, social, and self-regulatory” (p. 189). During the individual interviews, the participants were asked to review their completed parental self-efficacy scale and interpret their own results to uncover why they believe their scores showed either a high or low sense of parental self-efficacy concerning school related performance. This allowed me to better understand each participant’s perceived parental self-efficacy concerning school related performance. I was then able to compare each participant’s results to the answers given in their individual interviews relating to questions on parental self-efficacy. While this study is primarily qualitative, this quantitative instrument is a concrete way to measure parental self-efficacy and when paired with the qualitative instruments (focus groups and individual interviews) provides an overall picture of what each participant’s parental self-efficacy looks like in relation to the phenomenon.

Focus Groups

In a qualitative study, focus groups can be used to collect important data (Creswell, 2012). I used focus groups as a form of data collection because I felt they would provide

information I may not have gotten in the individual interviews. In addition, I felt it would allow me to hear the differing perspectives of my participants concerning their shared phenomenon (Creswell, 2012; Moustakas, 1989). Prior to the individual interviews, I asked my participants via letter if they would be willing to participate in the focus group. Originally, I planned to conduct one or two large focus groups. However, after trying to schedule the groups, it was determined that having several smaller focus groups was a better option. The location of the focus groups varied based on familiar places agreed upon by the participants. Open-ended interview questions were used as a format to guide the structure of the group. According to Patton (2015), “A guide is essential to conducting focus group interviews for it keeps the interactions focused, while allowing individual perspectives and experiences to emerge” (p. 439). The decision to conduct a focus group was also largely based on current research which suggests that men and women of Hispanic origin typically prefer to function collectively and value the needs of the group to be of higher importance than their own individual wants and desires (Durand, 2011; Yomotov et al., 2015). Due to these findings, I chose to conduct the focus groups before the individual interviews. I believe it helped me gain better rapport with my participants. It is my hope that by conducting the focus groups first, it allowed my participants to feel more comfortable speaking with me one on one about their experiences during the individual interviews (Creswell, 2012).

As a token of my appreciation and in keeping with a welcoming atmosphere, I offered my participants snacks at the focus group site, as well as free childcare if needed. The focus groups were audio recorded on two devices (an iPhone 4 and an iPad mini) and a translator was present. The recordings of the focus groups were transcribed, and the participants were given a copy to

review for accuracy in Spanish before I started the data analysis process. No data was collected before I obtained IRB approval and written consent from the participants.

Standardized Open-Ended Focus Group Questions

1. What was your main motivation for moving your family to the U.S. from Honduras?
2. Compare your life and life/lives of your child/children before you moved to the U. S. to now.
3. What supports do you feel are necessary to help ELL children transition successfully into public school in the U.S.?
4. Do you feel your child/children get a proper education in public school? Why or why not?
5. How is/are your child/children able to maintain his or her/their cultural identities as Honduran/s living in the U.S.?
6. Is there anything throughout the immigration process you would have done differently? Why?

Focus group question one was written to understand the reasoning behind why each participant immigrated to the U.S. The participants are from different parts of Honduras, and I wanted to see if that made a difference concerning their reasons for leaving their hometowns and creating a new life in SW VA. Question two was written to gain a deeper understanding of the participants' lives and the lives of their children both before and after they moved to the U.S. I was especially interested in finding out if their early experiences in moving to the U.S. were what they expected or if things were more difficult than they thought they would be. In addition, questions one and two provided a deeper insight into any trauma that the participants and their

children experienced while living in Honduras, on their journey to the U.S. and now presently as they adjust to living in SW VA. Sadly, trauma related experiences are common among migrant children and their families, regardless of their legal status upon entering the U.S. There is evidence in recent research to suggest that trauma, like parental self-efficacy, has a significant impact on a child's ability to be successful in school and effects their overall well-being.

In 2016, Child Trends released a research article entitled *Moving Beyond Trauma: Child Migrants and Refugees in the U.S.* In the article, Murphy describes how the prospects for these children can be very grim due to the myriad of traumas they often face, such as exposure to violence, separation from family members, extreme poverty, discrimination, bullying, fear of deportation for themselves or their family members and difficulties with acculturation. Murphy (2016) states, "Trauma, which can result in long-term, toxic stress, can impair children's cognitive, social, and emotional skills, and contribute to risk for disease and early death" (p. 3). It was necessary to identify the traumatic experiences of my participants because these adverse experiences have the ability to shape the future for these women and their children.

Questions three and four were developed to account for research sub question two: What supports do Honduran immigrant mothers identify as influential as they transition their children into public schools in southwestern VA? These two questions sought to uncover if the mothers are satisfied with the education their children are receiving in SW VA, as well as what they found to be most helpful as they transitioned their children into public schools. Developing relationships and providing support to Honduran immigrant families is crucial as they transition their children into school in the U.S. Unfortunately, studies show that schools across America are doing a mediocre job at best of offering the type of support these immigrant families need. According to a webinar training released by the Child Trends Spanish Institute on Reaching and Engaging with

Hispanic Communities, “Differences between communities influence how Latinos receive, and interpret messages and how they use/respond to outreach efforts” (2016). Therefore, it is imperative for school personnel to understand the specific needs of the Latino families they are serving, including specifics relating to their heritage, culture, the way they gather/access information and who they trust in the community. An understanding of these factors will promote healthier school/home partnerships and unite the school community.

Question five was written to understand how their children are adjusting to being a Honduran living in the U.S., especially when it comes to schooling. Acculturative stress can have a significant impact on the lives of immigrant families (Child Trends, 2016). If teachers are more aware of the signs of acculturative stress, they may be better equipped in providing these children with the support they need throughout the school day. The last question was written to understand if there was anything the participants learned throughout the immigration process or anything they would have done differently. While much of the process can be out of their control, listening to their experiences could provide insight on how to help them transition more smoothly to their new home in the U.S.

Interviews

The last form of data collection used were individual interviews. In a transcendental phenomenological study, in-depth interviews are the primary source of data collection (Creswell, 2012). There are different purposes and approaches when it comes to qualitative interviewing. Patton (2015) concludes that phenomenological interviewing “aims to elicit a personal description of a lived experience so as to describe a phenomenon as much as possible in concrete and lived through terms” (p. 432). Conducting individual interviews then “... involves a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective

structural analysis that portrays the essence of the experiences” (Moustakas, 1994, p. 13).

Therefore, individual interviews are vital to phenomenology because they “allow us to enter into the other person’s perspective” (Patton, 2015, p. 426). These individual interviews, along with the two other forms of data collection provided the thick, rich data I needed to describe the experiences of my participants. I utilized a semi-structured, open-ended interview question format. This interview format ensured that my participants were asked the same questions to maintain consistency in the data, while still allowing for a small amount of flexibility if the conversation should lend itself to further questioning or discussion. According to Patton (2015), “The standardized open-ended interview is used when it is important to minimize variation in the questions posed to the interviewees” (p. 440). For this study, it was important to minimize question variation to maximize consistency when entering the data analysis process.

Standardized Open-Ended Interview Questions

Premigration to the U.S.

1. Describe your life in Honduras before you immigrated to the U.S. Begin with your childhood.
2. Describe your adolescent life in Honduras.
3. Describe the time you spent in Honduras as an adult.
4. Before you came to the U.S., what was the education level of your children? Describe any schooling they received in Honduras.
5. What influenced your decision to immigrate to the U.S. with your child/children?
6. How successful did you feel as a mother before you migrated to the U.S.?

Postmigration to the U.S.

7. Describe your journey from Honduras to live in the U.S.

8. How did you and your family adjust to life in the U.S.?
9. Were there specific challenges as you transitioned to life in the U.S.?
10. Did anything stand out as a turning point or triumph as you and your family adjusted to life in VA?
11. In what ways are/were you able to maintain your cultural identity as a Honduran living in the U.S.?
12. In what ways are/were your children able to maintain their cultural identity as a Honduran living in the U.S.?
13. How successful did you feel as a mother when you first migrated to the U.S.?
14. Has that changed the longer you have lived in VA?
15. What hopes and dreams do you have for your children? Have those changed since you moved to the U.S.? If so, why?

Schooling in the U.S.

16. What steps were necessary to enroll your child in school in the U.S.? Describe any difficulties that occurred during this process. Describe any support you received that was beneficial.
17. How are you able to help your child be successful in public school in the U.S.?
18. List ways that you are involved with your child's schooling. Include things you do at home and on school property.
19. Do you feel that you are a valued member of the school community? Why or why not?
20. How has your understanding of the American public-school system increased the longer you have been in the U.S.?

21. Do you feel your ability to help your child grow as a student has increased or decreased the longer you have been in the U.S.? Please explain why you feel this way.

The purpose of the questions pertaining to premigration to the U.S. was to gather information about each participant's life in Honduras before they migrated to the U.S. Questions one through three were specifically designed to gain insight into what it was like for each participant to grow up in Honduras as a child, adolescent and adult. This information helped to provide a thick, rich description of each of the participants. In addition, the information gathered from questions one through three could give insight as to why a mother's parental self-efficacy was either high or low. This is significant because there is research to suggest that self-regulation or self-efficacy beliefs are linked to several factors including personal, environmental, behavioral, and self-judgment (Bandura, 1986; Bandura et al., 2004). Questions five and six were created to develop an understanding of what influenced each mother to migrate to the U.S. as well as how successful they felt as a mother living in Honduras. Questions five and six also relate back to my central research question: How do the experiences of Honduran immigrant mothers transitioning their children into public schools in southwestern VA impact their parental self-efficacy? Research shows that parental self-efficacy is a leading factor contributing to the overall academic success of children (Bandura, 1986; Bandura et al., 2004), so it is important to understand the level of parental self-efficacy each mother possessed before as well as after they transitioned to the U.S. with their child/children. Based on research conducted in the U.S. and Italy concerning parental self-efficacy, Bandura et al. (2004) states, "...parents who have a firm belief in their parenting capabilities are more likely to be successful in promoting their children's development than those who doubt they can do much to affect their children's life course" (p. 665).

Questions seven through 15 were created to focus on the time frame after each mother migrated to the U.S. Question seven was written to understand the price (physical, emotional, financial) that was paid for the mothers to transition with their child/children to the U.S. Several cities in Honduras are now classified as being some of the most dangerous in the world (Pew Research Center, 2015). This adds a unique aspect to this study when compared to other stories of immigrant mothers coming to the U.S. with their children. It was important to understand each mother's sacrifice and how it related to their parental self-efficacy after migration to the U.S. Questions eight through 12 were developed to account for specific challenges faced by the mothers and how those challenges impacted their cultural identities and the overall process of acculturation. Question eight specifically addresses how the process of acculturation may impact each participants' parental self-efficacy. This information was necessary to answer sub questions one and three: What is the role of cultural identity on the parental self-efficacy of Honduran immigrant mothers living in southwestern VA concerning the education of their children? And, how has the parental self-efficacy of Honduran immigrant mothers living in southwestern VA changed throughout the acculturation process? Accounting for acculturation in this study was significant because studies suggest that the process of transitioning from one culture to another can produce a significant amount of stress (Barrett et al., 2013; Roche & Kuperminc, 2012; Santiago et al., 2014). Acculturative stress, especially when brought on by discrimination stress rather than immigration-related stress has been associated with a decrease in school related performance for Latino youth (Roche & Kuperminc, 2012).

Parents of Latino immigrant children may also experience these forms of acculturative stress which could produce negative implications concerning their parental self-efficacy. Discriminative acculturative stress has also been described as an important factor as to why Latino

youth drop out of school in the U.S. (Roche & Kuperminc, 2012). For these reasons, it was vital to include questions directly related to acculturation and cultural identify for both the participants and their children. Questions 13-15 were written to address if, why and how each participants' parental self-efficacy changed throughout the acculturation process. These questions were also developed to account for the fact that though the participants have a shared phenomenon, they are all in different places when it comes to the acculturation process. Studies also show that premigration stressors can have a lingering impact on Latino immigrants and add to post migration stress (Li, 2016). All these factors could impact the parental self-efficacy of the participants.

Questions 16-21 were written to specifically address the experiences the participants had with schooling in the U.S. These questions addressed the central research question as well as sub question 2: What supports do Honduran immigrant mothers identify as influential as they transition their children into public schools in southwestern VA?

Question 16 was created to understand the necessary steps Honduran immigrant mothers must take to enroll their children in schools in SW VA. This question also accounted for any difficulties that arose or support that was found to be beneficial during the registration process. Studies suggest that there are many barriers that arise for Latino immigrant parents as they attempt to adjust their children to school in the U.S. (Baird, 2015; Berg, 2015; Crosnoe et al., 2016). This is especially true of Latina immigrant mothers due to the language barrier as well as the lack of maternal education (Crosnoe et al., 2016). According to Crosnoe et al. (2016), "...theoretical models for understanding educational differences in health, family, formation, and civic engagement have influenced research showing that disparities in maternal education strongly predict differences in school involvement" (p. 63). This information is significant for teachers of English Language Learners and other school professionals. Questions 17-19 address the parental

self-efficacy of the participants concerning school related performance as well as school involvement. Question 20 was developed to account for an increased understanding of the American public-school system and question 21 was created to assess growth concerning each participants ability to help their child/children become successful students.

The locations of the interviews were chosen by the participants depending on their location. Each interview took between thirty minutes and one hour to complete. The interview questions related back to my original research questions and a translator was present at each of the interviews to translate the questions into Spanish for my participants. All of the interviews were audio recorded using two devices (an iPhone 4 and an iPad mini). The interviews were then sent off to GoTranscript where they were transcribed. A copy of the transcript in Spanish was provided for my participants to review for accuracy before the information was used for data analysis. I was unable to reach two of the participants for the member checking process. The other nine participants reviewed the transcripts for both the focus groups and the individual interviews and signed off on them to be used in this study. No data was collected without IRB approval or informed consent from my participants (Creswell, 2012). The participants were reminded of my promise to uphold the highest form of confidentiality throughout the study.

Data Analysis

For this transcendental phenomenological study, I followed the data analysis procedures as outlined by Moustakas (1994).

Epoche/Bracketing

Since I am an educator who interacts daily with Honduran children and their families, it was necessary that I bracket out my own presuppositions regarding my study. In addition, the focus of a transcendental phenomenological study should focus on describing the experiences of

the participants rather than the views of the researcher (Creswell, 2012; Moustakas, 1994). I attempted to bracket myself out of this study by journaling my own experiences before I interviewed my participants. At the conclusion of each interview, I also participated in reflective writing to ensure that I had an outlet for my own thoughts and viewpoints.

Parental Self-Efficacy Scale

Although the results of Bandura's (2001) Parental Self-Efficacy Scale were interpreted by each participant, it is still a quantitative instrument. For this study, I only used a portion of Bandura's (2001) Parental Self-Efficacy Scale because it related specifically to school related performance. The Efficacy to Influence School Related Performance Subscale consists of eight questions that parents must answer concerning their opinion as to what makes it difficult to influence the school related performance of their children. A 9-point scale is used with one meaning nothing, three meaning very little, five meaning some influence, seven meaning quite a bit and nine meaning a great deal. Once the scales were completed, I tallied up the results for each question and then took an average to get an overall parental self-efficacy score for each parent. The results were then examined across participants to identify both similarities and differences. I also compared their interpretation of the data with the data from the actual subscale. Using this instrument allowed me to get a good overall idea of what each participant's perceived parental self-efficacy was as it relates to the education of their children in the U.S. This descriptive data, along with the focus group and individual interviews allowed me to properly triangulate the data for this study.

Memoing/Coding

Prior to the data analysis process, the transcripts from the focus group and interviews were translated from Spanish into English. In following the guidelines of Moustakas (1994), I

started by reading and re-reading the transcripts from my interviews and focus group/s in order to begin the open coding process. I also listened to the audio recordings from the focus groups and individual interviews multiple times. Prior to the data analysis process, the transcripts from the focus groups and individual interviews were translated from Spanish into English by an interpreter. Then, I highlighted significant statements and/or quotes that provided me with information on how my participants experienced the phenomenon (Creswell, 2012; Moustakas, 1994). This step is often referred to as horizontalization (Creswell, 2012; Moustakas, 1994). In keeping with the cutting and sorting approach, I began a Microsoft Word document to organize the significant statements from the focus groups and individual interviews. I grouped similar statements and ideas onto each page in my document. From there, the significant statements or clusters of meaning were grouped into themes (Creswell, 2012; Moustakas, 1994). These themes are the foundation of the textural (what the participants experienced) and structural (how the participants experienced it) descriptions of my participants shared phenomenon. Finally, I used the textural and structural descriptions to develop a composite description of the "... essence of the phenomenon, called the essential, invariant structure (or essence)" (Creswell, 2012, p. 82). This enabled me to thoroughly answer my research questions.

Trustworthiness

I ensured the trustworthiness of my study by addressing the following areas: credibility, dependability, confirmability, and transferability (Creswell, 2012; Lincoln & Guba, 1985).

Credibility

The credibility of this study was addressed through triangulation and member checks. Triangulation is an effective strategy in maintaining the validity and integrity of my research (Creswell, 2012). According to Creswell (2012), "this process involves corroborating evidence

from different sources to shed light on a theme or perspective” (p. 251). The following sources were used in keeping with the guidelines of triangulation: focus group, survey/questionnaires, and semi-structured individual interviews. Member checking was used throughout the data analysis process to increase the credibility of the study. Participants in the focus group received a typed transcript in Spanish in a word document to review for accuracy. In addition, participants received a typed transcript in Spanish of their individual interview to review. According to Lincoln and Guba (1995), member checking is “... the most critical technique for establishing credibility” (p. 314).

Dependability

To increase the dependability of this study, I utilized an external auditor. The external auditor examined the process of the study and identified whether they felt the results aligned with the data (Creswell, 2012). The auditor had no connection to my study as that was vital in keeping with the guidelines of utilizing an external auditor (Creswell, 2012). Creswell (2012) suggests that the use of an external auditor affords a sense of interrater reliability within a qualitative study.

Confirmability

The nature of a qualitative study makes it difficult to confirm the procedures and results because each researcher brings a unique viewpoint to their study. Audit trails provide evidence for the decisions made throughout a qualitative study. The evidence left by an audit trail makes the case that it can be corroborated by others. Carcary (2009) suggests that an audit trail can be both intellectual and physical in nature. The intellectual aspect of an audit trail focuses on the researchers’ thinking and how it changed throughout the course of the study (Carcary, 2009). The physical aspect of an audit trail focuses on documenting the stages of the study including,

but not limited to the development of the research problem and major methodology decisions (Carcary, 2009). In order to increase the confirmability of this study, I will create a detailed audit trail addressing the intellectual and physical aspects of my thinking and decision making.

Transferability

Transferability was addressed in this study by providing the reader with a rich, thick description of the setting and participants. These rich, thick descriptions should allow other researchers to determine whether the study is transferable in other settings (Creswell, 2012). The descriptions were extremely thorough in order to show interrelated details. Creswell (2012) states that providing rich, thick descriptions "...can also involve describing from the general ideas to the narrow, interconnecting the details, using strong action verbs and quotes" (p. 252).

Ethical Considerations

Due to the fact that human subjects were used in this study, I first obtained IRB approval before going forward. In addition, I explained all of the details concerning my study in both verbal and written form. The information was translated into Spanish. Informed consent forms were collected from all of the participants and the study was strictly voluntary.

I recognize that the nature of this study could bring back difficult memories for many of my participants. I had information regarding counselling services following each individual interview if they requested it. Finally, I maintained confidentiality by using pseudonyms for participant names, organizations, and data collection sites. In addition, I kept all of my electronic data collection storage password protected and kept all printed material secure in a locked filing cabinet.

Summary

This chapter outlined the methodology of my transcendental phenomenological study exploring the parental self-efficacy of Honduran immigrant mothers transitioning their children into public school in the U.S. Transcendental phenomenology is the most suitable qualitative approach for this study because of my desire to understand the shared experiences of my participants while bracketing out my own suppositions. Moustakas' (1994) guidelines for data analysis were used to describe how I developed my data into textural and structural descriptions of the shared experiences of my participants. Trustworthiness and ethical considerations were also discussed.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this phenomenological study was to describe and understand the parental self-efficacy of Honduran immigrant mothers transitioning their children into public schools in the U.S. This chapter provides results from the parental self-efficacy scale, a detailed description of the participants, answers the research questions and presents the themes that were identified throughout the data analysis process.

Parental Self-Efficacy Scale Data

Prior to the start of each individual interview, the participants were given the Efficacy to Influence School-Related Performance Subscale from the Parental Self-Efficacy Scale (Bandura, 2000). The scale consisted of eight questions relating to the impact a mother has on a child's school related performance. The questions were answered on a 9-point scale (9 being the highest level of influence and 1 being the lowest). Participant scores ranged from one to 9, with an average score of 7.213. This indicates that most of the participants felt they had quite a bit of positive influence pertaining to the school related performance of their children in public schools in SW VA. Table one provides a detailed report of how each question was ranked using the 9-point scale. The question with the lowest average score was question two (5.8). This question focused on how much each mother could do to help their children with their homework. The question with the highest average score was question 9 (8.2). This question focused on how much each mother could do to show their children that working hard in school influences their successes later in life. A detailed report of each participant's score can be found below in the participant profiles.

Participants

Eleven women shared their experiences with me throughout this study. To protect their privacy, pseudonyms were given to each of the participants. Participant descriptions were generated using the demographic questionnaires, parental self-efficacy scales, and individual interviews.

Table 2

Participants' Demographics

Participant	Age	Hometown	Years in U.S.	Ages of Children
Paola	29	Intibuca San Marcos	1	7, infant
Maria	26	La Esperanza	1	7
Karen	37	San Marcos de la Sierra	11	19, 17, 15, 10
Arleth	41	Consepcion Intibuca	8	22, 20, 18
Karina	23	Siguatopeque	2	7
Evelyn	41	San Marcos de la Sierra	2	20, 18, 16
Aileen	21	Ruinas de Copan	1	6
Catherin	30	San Pedro Sula	1	17, 9, infant
Daniela	23	Comayagua	1	5, infant
Roussy	36	San Pedro Sula	12	19, 14, 10, 7, 2
Yeimy	33	Bonito Oriental Colon	10	15, 4, 2

Paola

Paola is from Intibuca San Marcos, Honduras and has been living in the U.S. for about a year. She is 29 years old and married with one son and another baby on the way. Her son is

seven-years-old and attends second grade at a public school in SW VA. The primary language spoken in the home is Spanish and Paola indicated on her demographic questionnaire that she speaks a minimal amount of English. She received all of her education in Honduras and completed the 9th grade. She is currently a stay at home mother.

She described her childhood in Honduras as very difficult. She suffered a lot and started working at a very young age. At the age of 17 she left her house and moved to a bigger city to work as a housekeeper. She wanted to finish school but never could because she had to work and help support her family. At the age of 22 she was expecting her first child. She described that as being very hard because she still had to work and be away from the rest of her family. Her son started preschool in Honduras but never completed a full year of school there because they had to move constantly. She described the city she lived in as being gang ridden and extremely dangerous. However, going back to the village she was born in was not an option because there were no job opportunities and many people were dying from hunger. These are the main reasons she wanted to leave and come to the U.S. Despite all of this, she still felt successful as a mother because she worked to take care of her son and get him to the U.S. to start a better life. She thanks God that she didn't suffer on her journey and it wasn't difficult like many others have experienced. She was able to work right away when she came to the U.S., but the language barrier was difficult and many times she felt alone without anyone to help take care of her. Her heritage as a Honduran is very important to her and she makes sure her sons know where they come from. Her hopes for her sons are that they learn English, get a good education, and have better opportunities. She is unsure at this time if she will ever return to Honduras. She wants to do what is best for her family and stay in the center of God's will.

Paola's average score on the Efficacy to Influence School-Related Performance Subscale was six out of 9. She ranked eighth in the group of 10 women who completed the scale (first being the highest score and 9th being the lowest score because two women tied for first place). The questions she scored herself the lowest on related to helping her child with homework, schoolwork and her ability to influence good grades at school. She scored herself the highest on the questions that related to helping her child see school as valuable and important for achieving future successes.

Maria

Maria is a 26-year-old single mother who has been living in SW VA for about a year. She is from La Esperanza, Honduras and has one seven-year-old son. Her son is currently attending third grade in a public school in SW VA. The primary language spoken in her home is Spanish, and she indicated on her demographic questionnaire that she speaks no English. She is currently unemployed and looking for work. She received all of her education in Honduras, including college.

She can't remember much from her childhood, but around the age of 12, she started studying. Her life was very hard, and her parents struggled to give her what she needed. She was able to finish school and get a degree, but after 2 years she couldn't find a job. She describes her adolescence as being better than her childhood. Her adulthood in Honduras was filled with happiness because she got married and had a child, but there weren't any opportunities for her family. They didn't have a lot of money. Her son finished first grade in Honduras and overall, she was happy with his educational experience. She decided to move to the U.S. for her son to have more security. This was a mutual decision made by her and her husband. It was very violent where they lived. She didn't feel successful as a mother while

living in Honduras because the environment was very bad for her son. Her journey to come to the U.S. was difficult and she had trouble adjusting, mainly because of the language barrier and she didn't have any transportation. The immigration process was very long and difficult. At times, she felt lonely. Her son had difficulty transitioning into public school because it was so different from his school in Honduras. He frequently talked about how much he missed his old friends. She identifies getting her work permit as a triumph in her immigration journey and feels like her and her son are beginning to adjust to their new life in SW VA.

Maria's average score on the Efficacy to Influence School-Related Performance Subscale was 8.25 out of 9. She ranked fourth out of 10, having the fourth highest parental self-efficacy score. She ranked herself quite high on all the questions, especially questions four through eight, which relate to her ability to influence her child to stay out of trouble in school, earn good grades, enjoy school and show that working hard at school influences later successes.

Karen

Karen is a 37-year-old, married mother of four from San Marcos de la Sierra, Honduras. She has lived in the U.S. for 11 years and has resided in SW VA for around five years. Three of her children were born in Honduras and the youngest was born in the U.S. Currently, the ages of her children are 19, 17, 15, and 10. The oldest three children (boys) were eight, six and four when Karen and her husband immigrated to the U.S. from Honduras. The oldest has completed high school and is working towards becoming a chef. The youngest, a daughter, is in fourth grade at a public school in SW VA and the middle two are both in 12th grade and will graduate this year. The primary language spoken in their home is Spanish. Karen indicated on her demographic questionnaire that her English is good. While she is not currently employed, she

did state that it took her about two years to acquire employment once she arrived in the U.S. Her highest education level is middle school and she received all her schooling in Honduras.

Her childhood was difficult because she lived very far from the city. There was no school in her rural community, so she didn't get to go consistently. She had to help her mother with her younger siblings. There was no running water or working bathrooms. She got married at the age of 15, which was common during that time in Honduras. Her life as an adult was somewhat easier because she had a husband to help provide for her. Her husband was gone quite a bit because he had to work in the city since there were not many job opportunities in their community. Her children didn't have the opportunity to attend school consistently because the teacher had to travel from the city and didn't always make it. When the teacher did come, there would be around 70 children in a one room schoolhouse. This influenced her decision to travel to the U.S. with her children. In addition, her children were being offered drugs and there were many bad influences in their neighborhood. Her life in Honduras felt normal to her but once she made it to the U.S., she realized how difficult her life in Honduras truly was. Her immigration journey was very difficult. At one point she got lost and spent about five months in Mexico. After finally arriving in the U.S. she felt like she was able to transition well because there were so many opportunities offered to her and her family. She felt very successful as a mother because she saw all of the new opportunities that her children would have for the future. Her experiences enrolling her children in public school in the U.S. were pleasant because she had a friend from church help her that spoke both Spanish and English.

Karen ranked sixth out of 10 women that took the Efficacy to Influence School Related Performance Subscale with an average score of 7.25 out of 9. She scored herself between a seven and 9 on most of the questions except for questions two and six. She felt she had very

little efficacy to influence her children's ability to complete their homework and earn good grades in school.

Arleth

Arleth is a 41-year-old, single mother who has been living in the U.S. for 8 years. She moved to SW VA after her first year in the states. She is from Consepacion Intibuca, Honduras. Arleth has three children and their current ages are 22, 20, and 18. When she first immigrated to the U.S. her children were 14, 12, and 10. They are currently enrolled in 10th, 11th, and 12th grades in public schools in SW VA. Spanish is the primary language spoken in the home. Arleth works outside of the home and explained that it took her about five months after arriving in the U.S. to find a job. She received all of her education in Honduras and the highest level of education she completed was elementary school.

She describes her childhood in Honduras as very difficult. She suffered a lot. Every day was the same and she felt as though it would never change or get better. Her father left her family when she was just one year old. At the age of 10, she was sent off to work and help provide for her family. She had to buy her own clothes and food because her family didn't have the money to provide for her. Her adult life was even harder than her childhood because she met the father of her three children and decided to leave her home to live with him. He abandoned her and she had to work very hard to provide for herself and for her children. She came to the U.S. by herself first when her sons were in middle school. Her sons stayed with her family for 3 years until she was established enough to bring them to the U.S. She worked hard to send money to Honduras to provide for them. Her main motivation for leaving Honduras was the fact that they were so poor, and she was unable to afford a place for them to live. She felt very successful as a mother when she was able to bring her children to the U.S. Before that she had a very low

sense of parental self-efficacy because she didn't have enough money, or the things needed to give them a good future. Her journey to the U.S. was extremely difficult and she suffered a great deal. Adjusting to life in the U.S. was a challenge at first because of the language barrier. She felt people looked at her and her children differently because they didn't speak English. Now they feel well adjusted and have a good life here. She doesn't have any plans to return to Honduras in the future. Arleth and another participant both ranked first with a score of 9 out of 9 on the Efficacy to Influence School-Related Performance Subscale.

Karina

Karina is a 23-year-old single mother from Siguatepeque, Honduras. She currently lives in SW VA and has been in the states for about two years. She has one seven-year-old son who currently attends first grade in a public school in SW VA. Her son received a kindergarten education while they were still living in Honduras. The primary language spoken in the home is Spanish, and Karina indicated that she knows very little English (about 10%). She is currently employed, and it took her about one year to acquire a job after arriving in the U.S. She received all of her education in Honduras and the highest level of education she completed was elementary school. Karina was only able to participate in one of the focus groups. I was unable to schedule an individual interview with her because her phone number changed, and I had no other way to contact her.

Evelyn

Evelyn is a 41-year-old single mother living in SW VA with her three children. She is from San Marcos de la Sierra, Honduras and has been living in the U.S. for about two years. Currently her children are 20, 18, and 16 years old. They were 18, 16, and 14 when she made the journey from Honduras to the U.S. Two of her children are in 10th grade and one is in 11th

grade. All three are enrolled in public school in SW VA. The primary language spoken in their home is Spanish and she indicated that she knows a small amount of English (about 20%). She is currently employed, and it took her about one month to find a job after immigrating to the U.S. She completed an elementary school education and all of her education was completed in Honduras.

She suffered a great deal as a child growing up in Honduras. There was a lot of poverty and she had to help around the house to help her family survive. She started working outside of the home at the age of 12 to provide for herself and her family. A few years later she met her husband and had her children, but she was still working very hard to provide for her family. When her oldest son was about to start 9th grade, she stopped sending him to school in Honduras because the delinquency is very high and gang members try to recruit boys from the schools when they are around 12 or 13 years old. She decided to move to the U.S. for fear that her sons would end up in gangs. Their father was also already in the U.S. Despite the hard conditions, she still felt successful as a mother living in Honduras. Her journey to the U.S. was very hard. She had to take the train, but she feels very proud that she made it. Adjusting to life in the U.S. was very difficult in the beginning because she was sent by immigration to live in SW Virginia, but her family was in another state. She felt alone with no one to help her. Once she found a job, she was able to adjust much better and loves her life now in the U.S.

Evelyn ranked seventh on the Efficacy to Influence School-Related Performance Subscale with an average score of seven out of 9. She gave herself a 9 on all but two questions. Evelyn indicated that she had no influence (a score of one) over questions two and five, which relate to her ability to influence completion of homework and preventing her children from skipping school. When asked during her individual interview why she ranked herself so low on

those two questions she explained that she cannot read at all and speaks no English, so it is very difficult for her to help them with their work. In addition, she explained that her boys are older, and they sometimes give her a hard time about going to school, so she let's them stay home because it is difficult to make them go.

Aileen

Aileen is a 21-year-old, single mother from Ruinas de Copan, Honduras. She has been living in SW VA for about one year. She has one son who is currently 6-years-old and attends the first grade at a public school in SW VA. He was 5-years-old when they first immigrated to the U.S. and he received a kindergarten education in Honduras. The primary language spoken in the home is Spanish and Aileen indicated that she knows very little English. She is not yet employed, but hopes to be in the near future. She received all of her education in Honduras and the highest level of education she completed was the fourth grade.

Her childhood was difficult because she lived in extreme poverty. She always dreamed of having a better life and things of her own. Her adolescent life was much better because she met her husband and was married at the age of 13. He was able to help provide for her. She only spent 2 years in Honduras as an adult. The economy still wasn't very good, so they didn't have much. Her husband went to the U.S. to work and send money to her in Honduras until she was able to make the journey to the U.S. with her child. Her main motivation for migrating to the U.S. was so her son could learn English and have a better future. Before she moved to the U.S., the environment in Honduras was bad, so she didn't feel very successful as a mother. Her journey to the U.S. wasn't too difficult. She was able to make it without much suffering. Learning English has been the biggest challenge as she adjusts to her new life in SW Virginia.

Aileen scored the second highest of the participants on the Efficacy to Influence School-Related Performance Subscale with an average score of 8.75 out of 9. She gave herself a score of 9 out of 9 on all of the questions but one. She gave herself a seven out of 9 on question five, which has to do with her ability to discourage her child from skipping school.

Catherin

Catherin is 30 years old and is from the Honduran city, San Pedro Sula. She is currently single and has three children. One is a newborn baby girl. She also has a son who is 17 and in the 10th grade and a daughter who is 9 and in the fourth grade. Both of her school age children attend public school in SW VA. Catherin and her children have been living in the U.S. for about a year and a half. The primary language spoken in the home is Spanish and she indicated that she knows and understands very little English. She is currently employed, and it took her about two months to find a job. The highest education she received was middle school, all of which occurred in Honduras.

She describes her childhood as being very good because her parents were able to help her and provide her with everything she needed. After she finished sixth grade, she had to quit school because her parents could no longer provide the books and things she needed to finish. She had 9 siblings, so that made it hard for her parents to send all of them to school. She explained that the government says school is free, but the reality is that you have to pay for everything relating to school, including the instruction and the books. She met the father of her first child when she was a young teenager. Her first daughter was born with a birth defect and died shortly after she was born. She needed to have work done on her heart and they didn't have the right equipment in the hospital to fix it. Her other children were born healthy, so she describes that as a great blessing.

Catherin's main motivation for moving to the U.S. with her children was that there weren't enough jobs and the crime rate is very high in San Pedro Sula. She felt very insecure as a woman on her own trying to raise children in such a dangerous place. She didn't feel very successful as a mother before she came to the U.S. because she fell into the same pattern as her parents and lived in poverty. She didn't want that for her children. It was difficult at first when she traveled to the U.S. because she didn't have enough money. She started her journey about three years ago and ended up having to stay in Vera Cruz, Mexico for a little over a year until she saved up enough money to continue her journey to the U.S. She felt so joyful when she made it to the U.S. She had a positive experience when she first came to SW VA because she had some friends that helped her get settled and she had a good experience enrolling her children in school.

Catherin ranked third out of ten women on the Efficacy to Influence School-Related Performance Subscale with an average score of 8.5 out of 9. She gave herself a score of 9 on all the questions except for question seven. On question seven, she indicated that she only had some influence over whether or not her children enjoy school with a score of five out of 9.

Daniela

Daniela is a 23-year-old married mother with two sons. She was born in Comayagua, Honduras and has lived in SW VA for a little over a year. The current ages of her sons are five years and four months. Her five-year-old son attends kindergarten in a public school in SW VA. The primary language spoken in their home is Spanish and Daniela speaks very little English. She is currently unemployed and the highest education level she obtained in Honduras was 2 years of college and career education.

She describes her upbringing in Honduras as being very different from the children of the U.S. because her parents had to work extremely hard to provide the basics for their children to survive and go to school. The school was very far from their home and they had to walk a long distance to get there. In her teenage years she was able to go to college, which starts at 14 in Honduras. She received a lot of support from her family. When she was an adult in Honduras, she met her husband and had her first son. She had some friends that moved to the U.S. for a better life and she wanted that for her family as well. She didn't feel very successful as a mother in Honduras, mainly because she didn't feel her son would get the education he needed to be successful. Her journey to the U.S. was so difficult that she described "erasing" or blocking it from her mind. She didn't have food to feed her son. She also had trouble adjusting to her life in the U.S. at first because of the language barrier and she had difficulty finding a place to live. She contemplated going back to Honduras. She felt it was a triumph when someone helped her and her husband get a place to live and a vehicle. It is still hard to adjust to her new life because her husband has to work long hours and she is home by herself with the kids, but she is excited for a better future for her boys.

Daniela ranked fifth on the Efficacy to Influence School-Related Performance Subscale with an average score of 7.38 out of 9. Her two lowest scoring questions were two and three. She gave herself a six on these questions, indicating she only had some influence to help her son with his homework and to encourage him to work hard at school.

Roussy

Roussy is a 36-year-old, single mother of five boys from San Pedro Sula, Honduras. She has been living in SW VA for 12 years. The current ages of her children are 19, 14, 10, 7, and 2. Her school age children attend 8th, 4th, and first grade in public schools in SW VA. The primary

language spoken in their home is Spanish, but she indicated that she does speak a small amount of English because her sons have picked up on the language quite well. She did not receive any formal schooling while growing up in Honduras and is currently unemployed.

She described her life growing up as a disaster. Her mom only had her for 2 years and then left her with her grandmother. It was very difficult for her to live with her grandmother. On her 14th birthday she went to live with her first boyfriend. At 17, she moved from her hometown to San Pedro Sula to start working as a housemaid and nanny. She had her first child after about a year of living in San Pedro Sula. She was divorced and trying to raise her child on her own. It was very difficult, and she moved around from place to place because she didn't have much money. She describes this part of her life as very sad because just like her mother left her, she had to leave her son with one of her aunts, so she could go find work somewhere. After a few years she was back with the father of her son and had another child. When she decided to immigrate to the U.S. her oldest son was 7 and in the first grade. She had to leave her sons with family in Honduras, so she could come find work in the U.S. and send money back to her children. Her son was in a very poor school, but he had a good teacher, so she felt good about his education in Honduras. Getting to the U.S. was very difficult. She made the journey with three other women and a guide that was supposed to help them make it across the border. In Guatemala, the guide robbed them and left them all alone. She and the three other women made a promise to one another that if they made it to the U.S., they would never go back to Honduras because of the crime and insecurities. Only she and one other woman were able to make it. Before she came to the U.S., she didn't feel very successful as a mother, but once she was able to start working and sending money to them, she felt like a good mother for taking care of them. Originally, she planned only to stay in the U.S. and work for 3 years and then go back to

Honduras with her children. She sent money every month for her sons to have clothes and a cell phone. Her oldest son was robbed because he had newer things. At that moment, she decided that she would stay in the U.S. and bring her sons to live with her. When her children finally made it to the U.S., they loved it and were so happy to be out of the dangerous city they lived in. An organization that was in California helped her get her sons from Honduras and provided everything she needed for them. They even helped with all the paperwork. The organization then helped them journey to SW VA where they reside today.

Roussy had the lowest score on the Efficacy to Influence School-Related Performance Subscale. She ranked 9th with an average score of one. This indicates that she has no efficacy to influence how her children do in school. When asked about her score during the individual interview she explained that the language barrier creates quite an issue. She cannot read or understand much English. This leaves her husband to help their sons with anything school related because he does have some knowledge of English. Since her husband works all day, he comes home very tired. He just wants to relax. The couple often gets in arguments because she needs him to make sure the boys have completed all their homework correctly and have everything they need for the next school day.

Yeimy

Yeimy is 33 years old and is from Bonito Oriental Colon, Honduras. She has been living in SW VA for 10 years and her children are currently 15, four, and two years old. One of her children is handicapped and requires special medical care. Her oldest child has only been in the U.S. for a year. He was 14 when he moved from Honduras to live with his mother and siblings in SW VA. He is currently attending public school and is in the eighth grade. The primary language spoken in their home is Spanish and Yeimy indicated that she speaks very little

English. She is currently unemployed because she spends most of her time taking care of her child with special needs. The highest level of schooling she completed in Honduras was the sixth grade.

She suffered a great deal as a child growing up in Honduras. Sometimes they had nothing to eat. Most of the people that lived in her town were very poor. She grew up with a lot of needs in her life. Her parents worked very hard, so they could survive. Growing up in the town she lived in was very dangerous, especially as a teenager. Her parents tried to protect her as much as possible. She came to the U.S. when she was a young adult. At first that was very difficult because she didn't really have anyone to help her. She left her son in Honduras with her mom and brother until she could become established in the U.S. Her main motivation for coming to the U.S. was to provide a better life and more security for her son. She didn't want him to grow up in fear like she did. She didn't feel that successful as a mother before she migrated to the U.S. because the father of her son was not a good man and he drank a lot. She wanted to be able to provide for her son without living in a bad environment. She traveled all the way from Honduras to the U.S. by car and bus. She said it wasn't as dangerous as it is nowadays because of all the drug cartels that rob people and kill them. She feels very successful as a mother now because she can provide for her son and daughters and they have more opportunities here in the U.S.

Yeimy gave herself an average score of 9 out of 9 on the Efficacy to Influence School-Related Performance Subscale. She ranked first with one other participant who also gave herself a perfect score on the subscale. This indicates she has a high sense of parental self-efficacy concerning her ability to help her children with school related activities.

Results

Throughout the course of this study, I collected data using a parental self-efficacy scale, semi-structured focus groups, and semi-structured individual interviews. The following section includes a summary of the results. Information is provided concerning theme development and the research questions are answered based on four central themes.

Semi-structured focus groups were conducted with each of the 11 participants. Only 10 of the women participated in a semi-structured individual interview. One participant, Karina, only participated in a focus group because I lost contact with her due to her phone number and address changing prior to conducting her individual interview. The interviews and focus groups were analyzed and from that data, I was able to develop four central themes which led to the answering of my research questions. The following four themes were identified as being central to answering the research questions: (a) homeland insecurities, (b) personal/emotional insecurities, (c) cultural insecurities, and (d) support (Appendix L). Several sub themes were also identified under each of the central themes (Appendix L). These themes and sub themes were used as a guide to answer the research questions that directed this study.

Theme Development

Social constructivism is the interpretive theory guiding this phenomenological study because it allowed me to construct meaning out of the individual experiences of my participants and develop themes based on their shared phenomenon (Creswell, 2012). Three forms of data collection were used to develop textural and structural descriptions of the participants experiences: a parental self-efficacy scale, focus groups, and individual interviews (Creswell, 2012; Moustakas, 1994).

Once data collection was complete, I began the open coding process by reading and listening to the transcripts from the focus groups and individual interviews multiple times. While reading the transcripts and listening to the interviews, I took notes detailing significant statements and ideas from the participants. I adopted the cutting and sorting method (Lincoln & Guba, 1985) and organized meaningful quotes from the participants in a Microsoft Word document. I grouped similar statements together and eventually developed headings which led to the themes and sub themes of my study (Appendix L). I was then able to use these themes to help answer my research questions.

Appendix L provides an enumeration chart which details the four main themes that emerged from the data as well as the sub themes. The chart was created by first making a list of frequently repeated words and phrases from the focus groups and interviews. The four main themes were developed using the following codes: HI – Homeland Insecurities, PI – Personal Insecurities, CI – Cultural Insecurities, and S – Support.

Several sub themes also emerged under each central theme. The sub themes were also identified using repeated words, phrases, and significant statements from the participant interviews and focus groups. Once each central theme was identified, commonalities began to emerge within the data under each central theme. The first three themes and corresponding sub themes identified focused on the insecurities the participants developed as a result of their experiences as Honduran immigrant mothers transitioning their children into schools in the U.S. Under the central theme of homeland insecurities, the following sub themes were identified: crime and delinquency, job insecurity, extreme poverty, and lack of educational opportunities. The second central theme that emerged was personal/emotional insecurities. Under this theme the following sub themes were identified: broken relationships, children taking on adult roles and

responsibilities, low sense of parental self-efficacy (prior to the U.S.), and sacrifices made. The third type of insecurity identified as a central theme was cultural insecurities. The following sub themes were identified under this theme: immigration journey and process, school related issues in the U.S., and cultural adaptation. The final central theme, support, focused on the supports identified as being influential in helping the participants adjust to their new lives in the U.S. and overcome obstacles, including enrolling their children in public schools. Two sub themes emerged under this central theme: outside support and intrinsic support/motivation. The themes and sub themes were then used to generate detailed answers to the research questions that guided my study.

Research Questions

The central question guiding this phenomenological study was how do the experiences of Honduran immigrant mothers transitioning their children into public schools in southwestern VA impact their parental self-efficacy? Demographic information and qualitative data were collected from the participants using a demographic questionnaire, parental self-efficacy scale, semi-structured focus groups, and semi-structured individual interviews. The data was then analyzed in order to portray an accurate account of the participants shared phenomenon. The 11 women in this study experienced significant life changes and overcame difficult obstacles in order to give their children an opportunity to live and go to school in the U.S. While all of them expressed a deep love and respect for their homeland of Honduras, they recognized that the state of their country left them feeling insecure about their family's future. These insecurities prompted them to leave everything they knew and move to a new country that offered better opportunities for their children, despite the challenges that came with this significant change.

Theme 1: Homeland Insecurities

According to the accounts of the 11 participants in this study, the nation of Honduras is struggling in many ways. The state of their homeland left the participants feeling insecure due to rampant crime, a declining economy, extreme poverty and the lack of educational opportunities. When interviewed about their lives in Honduras before coming to the U.S., a common thread was identified. None of them felt secure in the country they called home for so many years. Even though the women in this study were different ages and from different parts of Honduras, both rural and urban, the theme and sub themes that emerged concerning their homeland were significantly similar. Below is a description of what it was like for the participants in this study to experience childhood, adolescence and adulthood in Honduras.

Crime and delinquency. In recent years, many parts of Honduras have become ridden with juvenile delinquency and high crime rates. All the participants mentioned some type of fear or anxiety concerning the rise in crime and delinquency in their country. Several of the women and/or their children experienced significant trauma as a direct result of the rampant crime. Based on data obtained from the interviews and focus groups, the participants witnessed stealing, sexual assault, and even murder. The fear they experienced caused many of them to feel like their freedoms were taken from them. In her interview, Evelyn described feeling scared due to the delinquencies in schools and on the streets in her hometown. She states, “Well, but when there is delinquency, then it was not possible, it is scary to send the children to school for so many things that have happened there” (Evelyn, individual interview, May 8, 2018).

Honduras also has an issue with gangs and several of the participants described how their children were already being recruited or taken advantage of by gang members. Karen, who had to travel to the U.S. first to work and get money to bring her older sons to the U.S., shared that

while she was working to provide a better future for her kids, they were already getting into drugs in the schools back in Honduras. She states, “What happens is that, as I was already here with my husband, they were learning how to smoke marijuana, cigars, and smoke crack” (Karen, individual interview, Jan. 30, 2018). Data from the focus groups and interviews revealed that gang members in Honduras attempt to recruit boys at a young age and if the boys do not cooperate, they kidnap them, beat them, and rape them. Several of the women also shared how they would send items such as cell phones or clothes back to Honduras to their family members, only to find out that the gang members were stealing them. Even in the smaller rural villages, gangs are a problem. Some of the women didn’t feel safe even walking in their neighborhoods. Paola states, “In the colony where I lived, it was very dangerous and only God cared for you” (Paola, individual interviews, Dec. 17, 2017).

Job insecurity. In addition to feeling unsafe, the participants also expressed their difficulties with finding and keeping jobs that paid enough to adequately provide for their families. The economy in Honduras is suffering and as a result, most families are struggling to make it financially. Employment opportunities are very limited and several of the participants mentioned having to move frequently in order to find or keep a job. It is also common in Honduras for the husband of a married couple to go to the U.S. ahead of his family in order to work and send back money. Such was the case for several of the participants. In some areas, such as Intubico San Marcos, where Paola is from, the economy is in such a bad state that people are dying every day from hunger (Paola, individual interview, Dec. 17, 2017). In many Honduran cities, the economy is suffering so badly that even people that are educated and have earned a degree still cannot find employment. In her interview, Maria shared how she was

fortunate to finish high school and earn a degree but was still unable to find a job (Maria, individual interview, Dec. 5, 2017).

Extreme poverty. The job crisis in Honduras has led to extreme poverty in many areas. A common thread amongst the participants was that due to the extreme poverty they experienced a great deal of suffering, especially in childhood. Families living in rural areas often didn't have enough food, water, or access to indoor plumbing. Such was the case for Karen, who described her childhood as very hard because they had no bathrooms or running water (Karen, individual interview, Jan.30, 2018). Arleth, who grew up in Consepacion Intibuca, shared how her life was very hard with a lot of suffering. She discussed how she always wanted a change in her life but there never was..."every day was the same" (Arleth, individual interview, April 27, 2018).

Even families that were fortunate enough to find steady employment still had to work very hard to put food on the table. In her interview, Daniela described how hard her parents worked for her and her siblings, but they still had to fight to keep food on the table. She acknowledged how different it is for kids growing up in the U.S. compared to where she is from (Daniela, individual interview, April 10, 2018). According to several of the participants, the cycle of poverty in Honduras is a definite issue and hard to break due to the lack of opportunities. In her interview, Catherin discussed the cycle of poverty in her hometown of San Pedro Sula. San Pedro Sula is a larger city known for being dangerous as a result of gang violence. Catherin described how difficult it was to give your all and still not come out any better than you were before. She states, "Well, like the pattern repeats itself. This, you cannot give 100% more what you can" (Catherin, individual interview, April 18, 2018). All the participants acknowledged poverty as one of the reasons they chose to move with their children to the U.S.

Lack of educational opportunities. One of the areas hardest hit by the struggling economy in Honduras is their educational system. Many of the participants shared how either they and/or their children didn't have the opportunity to attend school regularly due to economic hardships. Public schooling in Honduras is quite different than the U.S. It isn't completely free. Parents are expected to pay for certain fees including books and the curriculum. Catherin described her childhood as good and that she was able to attend school up until about the sixth grade. After that, she had to stop going due to lack of funds because there were nine kids in her family. They tried to put her back into school when she was 15, but the books and fees were too expensive, so she just ended up quitting altogether. She went on to explain how they say schooling in Honduras is free, but it isn't. Parents must pay for registration, fees, and books. As a result, with a family of nine children, it was impossible for all the children to attend school regularly (Catherin, individual interview, April 18, 2018). According to the interviews and focus groups, a majority of the women had to start working to provide for themselves and their families at a very young age. For example, Paola shared about how she was unable to attend school regularly as a child because at a young age she had to go out and find work in order to help provide for her family. When she was an adult and on her own in Honduras, she shared how her son was unable to complete full years of schooling because they had to move so much due to money problems (Paola, individual interview, Dec. 17, 2017).

Issues with schooling occurred for participants living in both urban and rural areas of Honduras. Often times, in rural areas, no teacher was available to instruct the children. In her interview, Karen shared about how she never attended school as a child because they didn't even have enough money for food to eat. She wanted different for her children, but in the small rural area they lived in, consistent schooling wasn't available. There was one teacher for the entire

village that traveled from a neighboring city. Sometimes due to weather or other circumstances, they weren't able to make it. She shared how once the teacher was robbed on their way to her village, so they didn't want to come back. When a teacher was available, it was one teacher for about 70 children. Sometimes the missionaries would help with the education of the children, but other than that, they didn't receive anything consistent (Karen, individual interview, Jan. 30, 2018). The participants that were able to offer consistent schooling to their children often chose not to because of the delinquencies that existed in the schools in Honduras. For example, Evelyn was afraid to send her children to school in Honduras because of all the delinquency that happens, so her kids only went up until the first grade (Evelyn, individual interview, May 8, 2018). The participants in this study wanted a better educational future for their children, and all of them expressed that this was an important factor in their decision to come to the U.S.

Theme 2: Personal/Emotional Insecurities

In addition to homeland insecurities, another common link among the participants were personal/emotional insecurities. Many of these personal/emotional insecurities stemmed from the homeland insecurities experienced by the participants and their family members.

Broken relationships. Several of the women grew up in broken homes and experienced their childhood without one or both parents to raise them. Roussy described her childhood as a disaster. She didn't have a relationship with her father, and her mother had her when she was just 12 years old. Two years later, her mother left her to live with her grandmother (Roussy, individual interview, Apr. 18, 2018).

Arleth, like several of the women in this study, grew up without a father. He abandoned her when she was only a year old. Much like the participants described the cycle of poverty, the cycle of broken relationships was evident to them as well. The father of Arleth's children also

abandoned her, and she was left to take care of them by herself (Arleth, individual interview, Apr. 27, 2018).

Many of the women experienced loss through the death of a close loved one. In her interview, Catherin shared of a great loss she experienced early on in life. As a young adult in Honduras she became pregnant with her first child, a daughter. Her daughter was born with a heart defect. She only lived a few months because the hospital was not equipped to treat her baby who needed an expensive operation (Catherin, individual interview, Apr. 18, 2018).

Children taking on adult roles & responsibilities. The participants also did not experience childhood the way it was intended. Many of them were forced to start working at a young age to provide for themselves and their families. Several were married extremely young because that was one way they could at least know someone would provide for them. For example, Karen described how she had to stay home and care for her siblings instead of going to school each day to learn. She was married at the age of 15 but felt this was a good decision because she finally had someone that could take care of her (Karen, individual interview, Jan. 30, 2018).

Roussy shared how she went with her first man at the age of 14. Shortly after, she moved to San Pedro Sula to work as a housemaid and got pregnant at the age of 17. After she had her child, she left the baby with her aunt. She referenced the chain starting all over again, since she was abandoned by her mother as a child and was raised by her grandmother. This is one of the things that prompted her to move to the U.S. and provide a better life for herself and her child (Roussy, individual interview, Apr. 18, 2018).

Low sense of parental self-efficacy (prior to U.S.). Providing for their children was high on the priority lists of all the participants. However, the women expressed their feelings of

inadequacy as mothers prior to coming to the U.S. because they felt they could not give their children the type of life they needed and deserved. In her interview, Aileen reported that she did not have a high sense of parental self-efficacy or feel like a good mother in Honduras because of two main factors: the economy and crime. The state of her country significantly impacted how she felt as a mother. When asked to explain why her parental self-efficacy was low prior to immigrating to the U.S. she states, “Therefore, for the same reason, because of the economy that exists in Honduras and there, then, one is not safe because of the delinquencies that exist” (Aileen, individual interview, Jan. 30, 2018). Maria also expressed her concerns for her son’s safety in Honduras, and that was one of the main reasons she didn’t feel successful as a mother prior to coming to the U.S. She states, “I was, I was very shocked by the insecurity that my son had in the country” (Maria, individual interview, Dec. 5, 2017).

Catherin reported that she didn’t feel like a successful mother prior to coming to the U.S. because she felt she was stuck in a pattern and couldn’t provide for her daughter just like her parents couldn’t provide for her (Catherin, individual interview, Apr. 18, 2018). Karen expressed similar ideas in her interview. She also shared how she knew she couldn’t provide the life she wanted for her children, but at times she saw that as normal while living in Honduras. When she made it to the U.S., she realized the change of how she could provide so much more for her family (Karen, individual interview, Jan. 30, 2018).

Sacrifices made. The mothers in this study all experienced insecurities in their homeland and that is what prompted them to move to the U.S. While the move eventually brought about better opportunities for them and their families, it did not come without great sacrifice. Several of the mothers initially had to leave their children behind so they could come to the U.S. and get established first with a job and a stable place to live. For some, this meant

not seeing their children for several years. For example, Roussy had to leave her sons with her mother in Honduras while she got established in the U.S. She worked hard to send money back to Honduras and save money, so they could relocate with her. She ended up not being able to bring them to the U.S. for 3 years (Roussy, individual interview, Apr. 18, 2018). Arleth also traveled to the U.S. first by herself to get money to provide for her children in hopes of bringing them to the U.S. one day. She was finally able to do so, but expressed sadness over missing a great deal of their lives since they had to stay in Honduras until she was able to earn enough money to give them a good life and bring them to the U.S. (Arleth, individual interview, Apr. 27, 2018).

Several of the participants described their journeys to the U.S. as being very difficult with a great deal of suffering. Some of the women didn't want to go into detail because the memories hurt too much. Daniela described her journey as very painful and she wanted to forget those memories because her son suffered so much from hunger on the journey (Daniela, individual interview, Apr. 10, 2018). Maria expressed in her interview how difficult both her journey to the U.S. and the immigration process were. She too experienced a great deal of suffering (Maria, individual interview, Dec. 5, 2017). This is just a small excerpt of what the women experienced on their journeys to the U.S. I will go into greater detail in the following section as the first sub question is answered.

Sub Question 1: Cultural Identity

What is the role of cultural identity on the parental self-efficacy of Honduran immigrant mothers living in SW VA concerning the education of their children? All the participants and their children have dealt with the issue of cultural identity. They've all had to adjust to a

completely new country, language and culture, while still trying to maintain their own heritage as a Honduran.

Theme 3: Cultural Insecurities

The process of moving and adapting to a new culture can bring about certain cultural insecurities. Below, is a description of the participants' immigration journey and process as told through their individual interviews and focus groups. Cultural adaptation and school related issues in the U.S. are also discussed.

Immigration journey and process. Most of the women experienced suffering and some form of trauma while making their journey from Honduras to the U.S. A few of the participants were the exception. Paola shared in her interview how she was thankful that she did not experience great suffering on her immigration journey like many of the women she knows (Paola, individual interview, Dec. 17, 2017).

Unfortunately, a majority of the mothers in this study did not fair as well. When asked about her journey to the U.S. with her son, Daniela states, "Very difficult. Many times, I said that I wanted to erase those memories of my mind more than anything for my child. I experienced many difficult things. Endured hunger. Suffered a lot." (Daniela, Individual interview, Apr. 10, 2018).

Roussy's journey was also very difficult, and she experienced a lot of suffering and heartache. Like many Hondurans trying to make it to the U.S., Roussy paid a guide, called a coyote, to help her make it to her destination. Sadly, in Guatemala, she and the three other women she was traveling with were robbed. They had no money to pay the coyote to take them the rest of the way, so he left them. She ended up having to work in Mexico for about eight months to earn enough money to make it to the U.S. and to have money to send back to her

children in Honduras. Of the four women she was traveling with, she and one other woman were the only ones to survive (Roussy, individual interview, Apr. 18, 2018).

Several of the participants also expressed frustrations over the difficulties they experienced going through the immigration process once they arrived in the U.S. For example, Maria and her husband felt their son was unsafe in Honduras because of all the stealing and killing going on in their hometown. When her son finished the first grade in Honduras, they made their journey to the U.S. It was very difficult. They were happy to finally arrive in the U.S., but it took almost two months to acquire all the necessary paperwork to enroll their son in school in public school (Maria, individual interview, Dec. 5, 2017).

School related issues in the U.S. After immigrating to the U.S., the goal for these women is to get their children enrolled in public school as soon as possible. Many of them expressed difficulties with enrolling their children, as well as issues regarding the language barrier when trying to communicate with teachers or help their children with homework. In her interview, Aileen expressed some frustrations she encountered concerning schooling in the U.S. Two of the main issues she mentioned were transportation and the language barrier. She didn't have transportation to get to the school and complete the enrollment process. Not to mention, once she got there, likely she wouldn't be able to communicate with the office staff. She finally found a friend that was bilingual to help her get her son enrolled. When asked if she felt like a valued member of the school community, she said, "I really don't know because I don't know anyone at the school" (Aileen, individual interview, Jan. 30, 2018).

Maria, as mentioned above, had to wait about two months for her son's paperwork to be completed so he could attend school in the U.S. She recalled in her interview how she lost an entire day because she went to the school to work on paperwork but no one there could

understand her. Eventually, she went back with a friend who spoke English that could help her. At first, the school told her that they had to come back because the secretary wasn't there that day. They decided to wait because Maria's friend had already taken off work to help her that day. No one came to help them until about two hours later (Maria, individual interview, Dec. 5, 2017). In her focus group, Maria shared that she doesn't really go to the school to see how her son is doing or behaving because of the language barrier (Maria, focus group, Nov. 19, 2017). Her son also complained early on that he was having trouble making friends at school and wanted his old friend from Honduras back. She also expressed frustrations about not being able to help him with his homework. Sometimes she tries to use Google Translator but that doesn't always work. She tries hard to check his folder every day but doesn't really feel like she can do anything to help him academically. She does like the fact that she gets grades for him and it is more organized than the school he went to in Honduras. When asked if she felt like a valued member of the school community she actually laughed at the question. She replied, "No because of the language barrier" (Maria, individual interview, Dec. 5, 2017).

When Roussy was asked what she can do to help her sons be successful in public schools in the U.S., she replied, "Zero" (Roussy, individual interview, Apr. 18, 2018). She went on to explain that one of her sons is autistic and has special needs and an IEP or individualized education plan. When she goes to the meetings, she doesn't understand much of anything and there isn't always an interpreter available. This is the main reason why she feels she can't help her son with his schooling. She also did not feel like she was a valued member of the school community. Due to the language barrier, she has to rely on her husband to do everything involving school for their boys. The last time she tried to attend a conference for one of her sons, she left feeling very insulted because it was apparent to her that since she didn't speak the

language, no one at the school really acknowledged her at all. They only looked at her husband.

She explained the encounter like this:

It was to see how they were doing, if one was... Well, I went, the truth is, to accompany my husband, because I had never been. So, I want to go, and I want to be there, but I felt like a little cockroach (Roussy, individual interview, Apr. 18, 2018).

Arleth, whose sons are in high school, feels she doesn't have the capacity to help them in school mostly due to the language barrier. Unlike many of the other mothers, she does feel like a valued member of the school community because when her son misses school or isn't doing well, they contact her. She also feels the school system here is better than in Honduras, although she would like some things to change. One issue she sees in the public schools is bullying. One of her sons told her that new kids are coming from other countries and they don't understand anything, have good clothes, or a lot of food to eat. He feels these students are being bullied and/or ignored. Sometimes another student will help them, but it is very hard on the kids and she wants this to change (Arleth, individual interview, Apr. 27, 2018).

Cultural adaptation. Transitioning their children into schools is just a small part in the process of cultural adaptation. The participants all experienced similar issues as they attempted to adapt to their new home in the U.S. These challenges impacted them and their families. It is important to note that while the participants experienced similar things as they adjusted to their new culture, they are all in different places in the process. Below are a few examples of how the participants are adjusting and what they do to maintain their Honduran heritage while living in the U.S.

In her interview, Maria shared that adjusting to life in the U.S. was difficult mostly because of the language barrier and her lack of transportation. She had to wait an entire year before she could get her work permit. As a result, she had to stay home all the time. Her son had trouble adjusting to school because he missed his old friends. She tried to help him feel better by cooking traditional Honduran food and speaking Spanish at home. Eventually her son was able to make some friends from Guatemala, since there weren't many kids from Honduras that lived in their neighborhood (Maria, individual interview, Dec. 5, 2017).

Roussy, like many of the other participants, works hard to still maintain her Honduran heritage while living in SW VA. She wears Honduran clothing, cooks traditional Honduran food, and tries to always remind her children where they came from. Her older sons remember their life in Honduras, but the younger ones do not. The biggest issue adjusting to the U.S. for her is the language barrier. It has begun to cause tension between her and her husband. Her husband already works full time and goes to school to learn English at night. She is unable to help her children with their school work because she can't read or understand it. All the responsibility then falls on her husband to keep up with it. When he gets home, he is exhausted and doesn't always have the time or patience to help their sons. He is also forced to take off work for every school meeting since she doesn't understand anything going on at the conferences (Roussy, individual interview, Apr. 18, 2018).

Daniela also had a difficult time adjusting to her new life in the U.S. Language was the biggest issue for her as well because she had so many documents to complete but couldn't understand them. She also struggles with loneliness. Her husband is gone working from sun up to sun down. She is stuck in the house with her kids because she can't drive until all her documents are processed for her to obtain a license. She maintains her cultural heritage by

speaking Spanish, cooking traditional Honduran food, and maintaining a good environment in the home for her sons that remind them of Honduras (Daniela, individual interview, Apr. 10, 2018).

Sub Question 2: Support

What supports do Honduran immigrant mothers identify as influential as they transition their children into public school in the United States? All the participants expressed the need for support in order to successfully transition their children into public school and to help them and their families adjust to their new lives in the U.S. The women all also had a drive to overcome difficult obstacles in order to offer their families a brighter future. Two types of support were identified within the fourth theme: outside support and intrinsic support/motivation.

Theme 4: Supports

Outside support. A common issue amongst the women in this study was the language barrier that exists between them and the school staff. For this reason, having translators and/or bilingual teachers available at the schools was one of the top outside supports mentioned during the focus groups and interviews. When the schools did not have a translator available, it made things particularly difficult on the families, especially when it came time to enroll their children or attend school conferences. When a translator wasn't available, several women had to rely on bilingual friends or family members to help them. For example, Paola relied on her neighbor and husband to help her when dealing with matters at school or things written in English (Paola, individual interview, Dec. 17, 2017). At the high school level, Evelyn was able to find two bilingual women that worked in the school to help her when she needed to enroll her sons or find out how they were doing academically. This made the transition process much smoother and she mentioned that this was one of the reasons she felt like a valued member of the school

community. Since her sons are older and have been learning English in school, they are sometimes able to help her understand things that are school related if she is having trouble (Evelyn, individual interview, May 18, 2018). Arleth, had a similar positive experience when she found a bilingual teacher at the high school level to help her enroll her children and get all the necessary paperwork required by the schools from immigration. In her interview, she told about how the process to get them to VA with her was very difficult because they were kept in a holding cell near the border until she could locate and fill out the proper documents to prove that they were suffering in their hometown in Honduras (Arleth, individual interview, Apr. 27, 2018).

Another outside support that was mentioned frequently in the interviews was transportation. When the women come to the U.S. from Honduras, they cannot get their license for a certain amount of time. There is also the issue of having enough money to buy a vehicle. Some of the homes only have one vehicle, and that is primarily used by the husband to get to and from work. This poses an issue when the women need to get to the school to fill out paperwork or attend a meeting. Many of the women have multiple children including infants, so taking public transportation or walking can be a challenge. Many times, they must rely on friends to help transport them. In her interview, Daniela expressed how lonely she felt and how difficult it was to not have transportation and be confined to the house all the time (Daniela, individual interview, Apr. 10, 2018).

Another form of outside support mentioned several times in the focus groups and interviews were caring teachers and school staff. In their focus group, Paola and Maria both agreed that teachers need to be caring and have more patience with children that do not know English (Paola & Maria, focus group, Nov. 19, 2017). In her interview, Paola expressed her desire for God to be at the forefront of public schools in the U.S. She feels it is important to

have Christian teachers that explain to the kids that they are all special to God, that they need to thank God and pray in class (Paola, focus group, Nov. 19, 2017). Maria shared how she felt it was important for Honduran parents to be more involved with the education of their children, but that more teachers were needed who truly cared about what was going on in Honduras (Maria, individual interview, Dec. 5, 2017).

Intrinsic support/motivation. While their lives are far different now, by American standards, many of these women are living at or below what would be considered the poverty level. Yet, they still have a sense of fulfillment and gratitude for where they are in life now compared to when they lived in their hometowns in Honduras. As was mentioned in one of the previous sections, all the participants made great sacrifices to get to the U.S. with their children. Some even risked their lives and saw things that were traumatizing; yet they continued to persevere. Many of them work extremely long hours now, while trying to take care of multiple children, but they continue to do so day in and day out so their children can have a better future. While it was evident that the women needed outside supports as they transitioned to their new lives in the U.S., they also possessed a strong intrinsic desire to fulfill their dream of offering their children a life in the U.S. full of better opportunities. This was evident in the interviews as the women shared how they always remembered where they came from, so as not to take this new life for granted.

In her interview, Karen shared how she talks to her children frequently about how she did not have the opportunities they now have living in the U.S. She uses this to motivate them and remind them to have good behavior and work hard in school. She also attends every conference because she is determined to help them succeed. Karen states, “So we all, as I repeat every day, they have that example, that we did not have an opportunity. They have to do better than us!”

(Karen, individual interview, Jan. 30, 2018). Evelyn also shared how she reminds her children often about the amazing opportunities they have here in the U.S. She states, “I tell them to keep going, to have a better life than what I have lived in Honduras” (Evelyn, individual interview, May 18, 2018). Aileen’s life as a child and adolescent growing up in Honduras was filled with suffering and extreme poverty, but she never gave up hope that one day she would prosper and have something on her own for her and her family. She was finally able to achieve her dream of offering her children an education in the U.S. (Aileen, individual interview, Jan. 30, 2018).

Sub question 3: Parental Self-Efficacy and the Acculturation Process

Previously, the parental self-efficacy of the participants prior to coming to the U.S. was discussed. Overwhelmingly, except for one participant, the women expressed a low sense of parental self-efficacy while living in Honduras because they felt their children were unsafe and they couldn’t provide for them the way they wanted to. Sub question three, how has the parental self-efficacy of Honduran immigrant mothers changed throughout the acculturation process, was written to account for whether or not their parental self-efficacy increased as they transitioned to the U.S. and if that changed as they went through the acculturation process? A majority of the women expressed a higher sense of parental self-efficacy as they transitioned to the U.S. and reported that it continues to increase the longer they live here. Below are some examples from the interviews.

Karen described in her interview how she felt very successful as a mother when she first migrated to the U.S. because she saw all the new opportunities her children had. She feels her ability to help her kids be successful in school has increased the longer she has lived here because she understands the rules of American public schools much better now. Her dreams are

for her children to stay in the U.S., get a good education, and develop goals because they can't do that in their home country (Karen, individual interview, Jan. 30, 2018).

Despite having a very low score on the *Efficacy to Influence School Related Performance Subscale*, Roussy, expressed in her interview that she felt very successful as a mother when she got all her children to the U.S. to live with her. She feels like VA is a part of her and feels more successful as a mother the longer she lives here. She states, "I don't know if I can say this, but I'm from Honduras, but I feel like I'm from VA" (Roussy, individual interview, Apr. 18, 2018).

Arleth who came to the U.S. first without her sons, still expressed a high sense of parental self-efficacy because she was able to send money to provide for her kids back in Honduras. She felt very successful as a mother when she finally got her sons to VA, even though it took about three years. At the time of her interview, she still felt good as a mother and expressed that the longer she is in the U.S., the more she belongs. Arleth also shared that she feels her "mind is awake now" and she is joyous over the fact that she can provide for her sons and give them a better future (Arleth, individual interview, Apr. 27, 2018). She did bring up the fact that her capacity to help her children in school isn't very high, but she does what she can. This was mostly due to the language barrier and the fact that her job is demanding, and she can't always be at her children's school events, because it is difficult to get time off work (Arleth, individual interview, Apr. 27, 2018).

Based on the interviews, focus groups, and parental self-efficacy scale, a majority of the participants had a low sense of parental self-efficacy while living in Honduras that increased as they transitioned to life with their children in the U.S. All of the women have great hopes and aspirations for their children's futures and feel that they are more equipped to provide for them now that they live in SW VA.

Summary

Chapter four includes a description of each of the participants based on their demographic questionnaires, parental self-efficacy scales, and interviews. It also details the shared experiences of the participants based on the central themes of the study and answers the research questions. Four central themes were developed from the data to assist in answering the research questions: (a) homeland insecurities, (b) personal/emotional insecurities, (c) cultural insecurities, and (d) support. Several sub themes were also identified to generate an organized and thorough description of what the participants experienced within each of the themes.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this phenomenological study was to understand the parental self-efficacy of Honduran immigrant mothers as they transition their children into public schools in the U.S. Chapter five begins with a summary of the findings that answer the research questions. This is followed by a discussion of the key discoveries as they relate to relevant research and theory. Next, considerations are given concerning the methodological and practical implications of the findings in this study. Delimitations and limitations are also outlined. The chapter ends with a discussion on the recommendations for future research as well as a summary of the study.

Summary of Findings

The central question guiding this transcendental phenomenological study was “How do the experiences of Honduran immigrant mothers transitioning their children into public schools in southwestern VA impact their parental self-efficacy? Semi-structured focus groups and interviews were the main forms of data collection used to develop a thick, rich description of the participants’ lives and shared experiences both in Honduras and after they moved to the U.S. Thematic saturation was reached, and four main themes emerged that answered the research questions: a) homeland insecurities, b) personal/emotional insecurities, c) cultural insecurities, and d) support.

Within the theme of homeland insecurities, I was able to generate descriptions from the participants about what it was like to experience childhood, adolescence, and adulthood in Honduras. Several sub themes emerged within this theme. The first of these sub themes was crime and delinquency. Even though the participants were from different parts of Honduras,

they all expressed fear and worry over the violence in their country. They also had concerns for the safety and well-being of their children due to the rampant crime and delinquency that exists. Much of this crime and delinquency is a direct result of gang activity. Many of the women and their children experienced and/or witnessed traumatic events as a result of the crime and delinquency in their homelands including robbery, assault, sexual assault, abuse, drug and alcohol use, addiction, abduction, and even death. The interviews also revealed that crime, delinquency, and the gang epidemic were some of the key factors that influenced the participants' decisions to immigrate to the U.S.

Another homeland insecurity that emerged from the interviews was job insecurity. In both urban and rural areas of Honduras, it is very difficult to find and maintain a job that will adequately provide for one's family. All the women, even those that were able to earn a high school education or greater, expressed difficulty with finding adequate employment. Many of them experienced having to be separated from their spouses and or children because either they or their spouse was forced to leave their hometown in order to find work to provide for the family. Job insecurity was also an important factor in the participants' decisions to move to the U.S.

Another sub theme that emerged under homeland insecurities was extreme poverty. The interviews revealed that the women in the study experienced extreme poverty in their childhood, adolescence and adulthood in Honduras. The participants commonly used the word suffering to describe their experiences with poverty growing up in their hometowns. Some of the women were so poor that they didn't have access to bathrooms or running water in their homes. As children, many struggled to find enough food to eat or decent clothes to wear. This caused many of them to start working at a young age in order to provide for their own basic needs. As

adolescents or adults raising their own children, their experiences were much the same. They expressed sadness, guilt, and fear over not being able to adequately provide for the basic needs of their own children. The cycle of poverty was also referenced as several of the women expressed their desire to see things change concerning their income but not having the means to do anything about it. The issue of poverty was also one of the factors that influenced their decisions to come to the U.S. with their children.

The last sub theme relating to homeland insecurities was lack of educational opportunities. Public schooling in Honduras is not completely free and requires fees for registration, books, and the curriculum. As a result of the declining economy and extreme poverty, a majority of the women were unable to consistently attend school as children and adolescents. As they got older and began to have their own children, many of them could not send them due to financial reasons or for fear because of all the delinquencies that were occurring in the schools that could negatively impact their children. This was the case for schools in rural and urban areas of Honduras.

The second theme that surfaced was personal/emotional insecurities. As children, adolescents, and adults living in Honduras, the women experienced traumas that led to personal and/or emotional insecurities. Within this theme, four sub themes emerged: broken relationships and or death of a loved one, children taking on adult roles and responsibilities, low sense of parental self-efficacy prior to the U.S., and sacrifices made. Broken relationships were an issue for several of the participants from childhood. Many were abandoned by one or both of their parents and sent to live with other family members. The trauma of broken or unhealthy relationships was also evident in the participants' adolescence and adulthood. Many of them experienced being treated badly or were even abandoned by the father of their children. Several

of the participants experienced the death of a loved one while in Honduras. Some deaths were a result of gang violence while others were due to lack of money and poor medical care.

Growing up in Honduras brought about many insecurities and hardships for the participants in this study. As they got older and had their own children, these difficulties manifested into a low sense of parental self-efficacy for most of the participants. With the exception of one participant, prior to coming to the U.S., the women in this study reported that they did not feel very successful as a mother. According to the interviews, this was mostly due to the fact that they were not able to provide for their children financially and they felt their children were unsafe due to all the crime and delinquency.

The last sub theme identified under personal and emotional insecurities was sacrifices made. All of the women left everything they had ever known in search of a better future for their families. The participants made many sacrifices in order to get to where they are today, living in the U.S. with their children. Many of the women experienced a great deal of sacrifice on their journey to the U.S. and endured unimaginable suffering. Several of the women had to travel to the U.S. first without their children. This was necessary because they needed to find a stable place to live and get a job to earn enough money to bring their children to live with them. This caused them to miss out on months and some cases even years of their children's lives. The participants felt all their sacrifices were worth it in order to provide their children with the opportunities they have today. The women recognized these opportunities would not have been possible if they had stayed in Honduras. These opportunities include a good education, safe living environment, and financial security.

Sub questions were created in order to better answer the central research question. The first sub question was "What is the role of cultural identity on the parental self-efficacy of

Honduran immigrant mothers living in SW VA concerning the education of their children?” The third theme, cultural insecurities, provides insight regarding this sub-question. Several sub themes emerged within the third theme including: a) immigration journey and process, b) school related issues in the U.S., and c) cultural adaptation. The women in this study went through the experience of immigrating to a new country with their children. Issues relating to cultural identity did surface in all the interviews. The women shared about their immigration journeys and processes in the focus groups and individual interviews. Even though the participants were in different stages of the immigration process, they all experienced similar things. First, their motivation for coming to the U.S. was to provide a life with better opportunities for their children. Many of the participants experienced great suffering on their journey to the U.S. including extreme hunger and fatigue. Several of the women were also put into dangerous situations along the way. Most of the participants traveled on land by foot and car. A few of them took the train which they described as very dangerous. Some of the memories were so difficult for the participants, they didn't want to share about them and tried to block them from their memories.

When they got to the U.S. with their children, one of the first things the participants needed to accomplish was getting them enrolled in public school. This proved to be a challenge for many of the women. The biggest challenge was the language barrier. A few of the schools had staff that spoke Spanish, but many did not. As a result, a majority of the women had to rely on a bilingual friend who could go to the school as a translator and help them fill out the paperwork. Another issue was transportation. For an immigrant in the U.S., it can take up to a year or sometimes longer to obtain a valid driver's license. It can also take several years to come up with the money to buy a vehicle. This made it challenging for the participants to get to the

schools to fill out the necessary paperwork. Once again, they had to rely on a friend to take them where they needed to go. Once their children were enrolled, the participants and their children still faced many challenges. While the women were happy overall with the education their children were receiving, their interviews revealed that they didn't always feel like they were valued members of the school community. Other than going to the school initially to enroll their children, several of the women had never been back on campus because of the language barrier. Others that attempted to attend their children's conferences or IEP meetings, couldn't understand what was going on because a translator wasn't always present. In some instances, the mothers in this study left the school feeling discouraged because they felt they were treated differently than other parents because they didn't speak English.

Another school related issue that surfaced during the interviews was the fact that the women don't feel capable of helping their children with their homework. They also have trouble understanding newsletters and other information sent home by the school because it is in English. Some of the mothers also expressed concerns for their children who were feeling homesick for Honduras. They felt their children were treated differently by their classmates and had a hard time making friends.

Adapting to life in a new country proved to be a challenge for the participants and their children. They had to overcome many barriers, but all of the women felt it was worth it to provide a better life for themselves and their families. The women try to maintain their cultural heritage while living in the U.S. by speaking Spanish, cooking traditional Honduran food, attending church with other Hondurans, and always reminding their children where they came from. While initially the women experienced many difficulties adapting to their new lives in the

U.S., the interviews showed that the further they got in the acculturation process, the more SW VA began to feel like home to the participants and their children.

In order to adapt to their new lives in the U.S., the women and their children needed a great deal of support. Based on the data, support became the fourth theme of the study. Sub question two states, “What supports do Honduran immigrant mothers identify as influential as they transition their children into public school in the United States?” Within the theme of support, two sub themes were identified: a) outside support and b) intrinsic support/motivation.

Several outside supports were mentioned by the participants as being influential as they transitioned their children into schools in the U.S. All the participants discussed the importance of having a translator present at the schools to help with enrolling their children and to translate for conferences. Transportation was another support that was very important for the mothers. While their children are provided transportation to get to and from school, many times they themselves do not have transportation to get to the school to take care of anything or attend school related activities. Another important support mentioned by the participants was teachers that are caring, patient, and speak both English and Spanish. Some of the women also mentioned after school programs where their children could get extra academic support and help learning English.

In addition to outside support, the interviews revealed that the women in this study possessed support within themselves in the form of intrinsic support or motivation. The participants overcame many obstacles to get to the U.S. and have the lives they do today. Despite all the difficulties they experienced as children, adolescents and adults, they never gave up on their dream to be able to raise their children in the U.S. They were all deeply intrinsically motivated to provide a better future for their children.

The third sub question was “How has the parental self-efficacy of Honduran immigrant mothers changed throughout the acculturation process?” Nine of the participants did not feel successful as a mother prior to coming to the U.S. because of how unsafe it was in Honduras, the extreme poverty and the lack of educational opportunities for their children. Their inability to adequately provide for their children caused them to have a low sense of parental self-efficacy. Nine of the participants also reported that they felt successful as a mother when they first moved to the U.S. despite some of the challenges they faced because they were able to provide better opportunities for their children. The majority of the participants felt they had a higher sense of parental self-efficacy the longer they lived in the U.S.

Discussion

Parental self-efficacy is a widely studied topic in both quantitative and qualitative research. There are also hundreds, if not thousands of phenomenological studies that focus on immigrant mothers transitioning with their children into the U.S. However, until now, there has been no voice given specifically to Honduran immigrant mothers as they transition their children into public schools in the U.S.

The purpose of this study was to understand the parental self-efficacy of Honduran immigrant mothers as they transition their children into public school in the U.S. Eleven women participated in this study and data was collected using demographic questionnaires, a parental self-efficacy sub scale, focus groups, and individual interviews. The data was then analyzed and grouped into the following themes that led to the answering of the central research question and sub questions: a) homeland insecurities, b) personal/emotional insecurities, c) cultural insecurities, and d) support. In the sections that follow, I will compare the findings of this study

to related empirical and theoretical literature. Confirmations, divergencies, and contributions concerning this study will also be discussed.

Conclusions Related to Empirical Literature

This section outlines the findings of this study as they relate to the empirical literature found in chapter two. The following literature topics relating to this study will be discussed: Latino cultural values and the family dynamic, acculturative stress, Latino immigrants and the achievement gap, early intervention, parental involvement, and parent/teacher relationships.

Latino cultural values and the family dynamic. Research suggests that family plays a vital role in the lives of Latinos (Durand, 2011; Gentry & Pereira, 2013). In addition, the mothers are the most involved when it comes to the daily responsibilities of taking care of the children (Durand, 2011). Durand (2011) even suggests that in some Latino cultures the bond between mother and child is seen as stronger or more valued than the love between spouses. The centrality of the maternal role was very evident in this study, as was the deep love and bond between mother and child. The participants took on the responsibility of making sure their children had a better future and made great sacrifices for the betterment of their families. Many of the participants endured extreme hardship and suffering to ensure they could bring their children to the U.S. and provide a life better than the one they had in Honduras. Only one of the participants (Roussy, 2018) mentioned her spouse providing help to their children, but this was related to homework and school activities because of her difficulty with the English language. This provides support that the mothers in this study were the primary caregivers for their children.

Studies also suggest that Latino families have collectivist cultural values and regard relationships as having higher importance than activities or to do lists (Denmark et al., 2014; Yomotov et al., 2015). In a study completed by Denmark et al. (2014), Latino mothers were asked what their most important goal was for their preschool aged children, and overwhelmingly they wanted their children to develop good relationships by being kind and respectful to others. As far as the American mothers in the same study, their most important goal for their children was to earn a good education. Through individual interviews, the participants shared their hopes and dreams for their children. All the women expressed that they wanted their children to get a good education. Providing their children with an opportunity to earn a better education was one of the main motivations the women in this study had for immigrating to the U.S. with their children.

Acculturative stress. While there is a body of research on acculturative stress, there is still much to learn about the long-term effects. This is mainly because the acculturation process can be very complex and individuals experience and process acculturative stress differently (Santiago et al., 2014). Several studies are now referring to acculturative stress as a form or toxic stress (Child Trends, 2016; Clark, Turner, & Guzman, 2017; Guzman, Hickman, & Turner, 2018; Murphy, 2016). Refugee and immigrant children and their families are often exposed to violence and/or separation from family members. Some have anxiety that they themselves or members of their family will be deported. Separation from family members can be traumatic but the reunification process can be just as stressful (Murphy, 2016). These types of toxic stress can be detrimental to immigrant families if they are not provided with support to work through them (Child Trends, 2016; Clark et al, 2017). According to a report by Child Trends on How Trauma Shapes the Lives of Refugee and Immigrant Children in the U.S., in 2016, an estimated 127,000

children came to the U.S. as immigrants or refugees, and that number only continues to grow (2016). Many of these children come undocumented which means they receive even less community support, fewer resources, and no legal representation (Child Trends, 2016; Murphy, 2016). While these children come from different parts of the world, they share at least two things in common. All of them have experienced some form of trauma and all of them have a common need to be supported through their trauma (Murphy, 2016). “While these children have the potential to make vital contributions to our communities, many have faced, or will face trauma that without intervention, can have lifelong negative impacts” (Child Trends, 2016, p. 1).

Trauma was a commonality amongst all the participants in this study. The women and their children all experienced traumas related to acculturative stress. For more than a decade, Honduras has been plagued by extreme violence and gang activity. This has negatively impacted the economy and created insecurities for all the participants relating to life in their homeland. According to a report released in 2012, by the United Nations Office on Drugs and Crimes, Honduras had the highest homicide rate in the world at 90.4. That number jumped from 50.9 in 2000. It is estimated that around 300 Hondurans attempt to flee the country a day in order to escape the violence and extreme poverty (McVicar, 2018). Currently, there is a travel alert for Honduras issued by the U.S. Embassy in Honduras advising Americans to reconsider travel plans due to the high crime and gang violence. Homeland insecurity, including crime and delinquency was one of the main motivations causing the women in this study to immigrate to the U.S.

Latino immigrants and the achievement gap. According to recent research, Latino ELL students continue to struggle compared to their African American and white peers (Guzman et al., 2018). Despite nationwide efforts to narrow the Hispanic ELL achievement gap, it continues to grow (Good et al., 2010; Moreno & Francisco, 2013; U.S. Dept. of Education,

2011). This is happening at all levels of education from preschool through high school. At this point, research suggests that there are several factors that could be causing this achievement gap. Some of these factors include: lack of early intervention, unqualified school staff; cultural barriers, poverty, trauma associated with acculturative stress, and the language barrier (Child Trends, 2016; Clark et al., 2017; Good et al., 2010; Moreno & Francisco, 2013; Murphy, 2016).

While they seemed pleased with the overall education of their children in the U.S. compared to Honduras, the participants in this study and their children experienced many school related issues that were linked to the theme of cultural insecurities. Some issues experienced by the mothers included: language barriers, cultural barriers and misunderstandings, lack of transportation to school events, inability to help their children with homework or other school projects, difficulty understanding how the public-school system in the U.S. works, and feeling as though they were not valued members of the school community. Their children also experienced some of the following school related issues: difficulty understanding work in the classroom, trouble understanding how to do homework, feeling as though they don't have any friends, bullying, and impatient teachers. While Hispanic ELL children may appear to be making progress and enjoying school, their circumstances are often overlooked. There are many factors that can put them at risk for having difficulties in school. Murphy (2016) states, "For children, in particular, school is likely to be both a source of stability and routine, and a venue where there are many challenges" (p. 1). He went on to describe several experiences that can cause trauma for ELL students: discrimination, bullying, tensions caused by different responses to acculturation, immigration status, and fears of deportation for them or their family members (Murphy, 2016). The women in this study and/or their family members all experienced one or more of the above-mentioned adverse experiences. Yet, none of them shared how they or their

children were receiving support to work through them. Traumatic experiences do not end after child immigrants arrive in the U.S. In order to assist these families, research suggests that communities develop adequate responses to deal with newcomer children including: financial resources to meet their basic needs, access to resources that will help families through the immigration process, keeping children and parents together, and no discrimination based on immigration status (Child Trends, 2016). Properly trained educators and parental involvement were also mentioned as factors that could help improve the Hispanic ELL achievement gap (Good et al., 2010; Moreno & Francisco, 2013).

Early intervention. Recent research focused on closing the Latino ELL achievement gap highlights the importance of early intervention (Clark et al., 2017; Crosnoe & Ansari, 2015; Guzman et al., 2018). In a 2018 report on the characteristics of early care and intervention teachers, Guzman et al. states, “Latino children on average score lower on common measures of school readiness – including cognitive literacy and numeracy skills – relative to their black and white peers” (p. 1). The U.S. relies on preschool teachers and early childhood caregivers to offer the support needed to young Latino children. This is also the case as children get older. The U.S. is dependent upon teachers to address the complex needs of Hispanic ELLs. However, there is still much to learn about the training, experience, motivation and attitudes these educators possess towards the children they provide care and learning experiences for. Child Trends published a study in 2018 by Guzman, Hickman and Turner, that addressed who is caring for young Latino children and providing them with early intervention. The outcomes were good as far as their motivations and attitudes. The study also found that the early childhood caregivers of Latino children were more likely to speak both English and Spanish. The early childhood caregivers in the study went through some training, but many did not feel it was enough to make

the kind of long-term impact needed to narrow the achievement gap. Except for Daniela, Aileen, Karina and Yeimy, the women in this study had children begin school in the U.S. for the first time after first grade. This is well past the window for early childhood intervention that research shows is vital to closing racial and ethnic gaps (Guzman et al., 2018). What makes matters more concerning for the children of the mothers in this study is the fact that their education in Honduras was not adequate or consistent. This could produce even more gaps in their learning. Several of the children didn't have the opportunity to even attend school regularly because of financial reasons or for fear that they would be exposed to violence and delinquency. Such is the case for many Hispanic ELL children coming to the U.S. From 2008 to 2014, the number of applicants trying to come to the U.S. from Central America tripled due to crime and gang violence (Murphy, 2016). There are many disparities that occur for these children and educational issues is just one of many. If these students do not receive the interventions and supports they need to be successful in school and in their adult lives, the future of the U.S. will be greatly impacted. According to Clarke et al. (2017), "By 2060 nearly one third of the nation's workforce will be Latino. How Latino children fare will be critical to our nation's social and economic development" (p. 2).

Parental involvement and parent/teacher relationships. There are many stereotypes and barriers that exist concerning the parental involvement of Latino immigrant mothers (Bandura et al., 2004; Crosnoe & Ansari, 2015; Yomotov et al., 2015). Research suggests that many educators in the U.S. do not know how to adequately partner with Latino mothers and often just use them to help with menial tasks or to work with their children on homework (Christianakis, 2011). In addition, research also suggests that many Latina immigrants perceive they are a valued asset and working effectively with their child's teacher, but really, they are

only doing things with their child from home after school hours (Crosnoe & Ansari, 2015). In many cases, Latino immigrant parents want to partner with teachers and be more involved in their child's education but don't always know how (Christianakis, 2011). One barrier that impedes the parent/teacher partnership from happening is the fact that educators are often looking for American culturally normal ways for Latino immigrant parents to be involved in the education of their children (Christianakis, 2011; Purdue, Carroll, & Roche, 2004; Yomotov et al., 2015). The language barrier can also cause issues, especially in schools where a translator is not present. Despite all these circumstances, it is vital that school personnel find ways to develop better partnerships with Latino immigrant parents.

Before they came to the U.S., except for one participant, the women in this study did not possess a high sense of parental self-efficacy because they didn't feel they could adequately provide for their children. However, once they made it to the U.S. with their children, all but one participant felt successful as a mother and had high aspirations for their child's future. They all had big dreams for their children to get a good education and have more financial opportunities in Honduras, but until they made it to the U.S., they didn't have a way of making that happen. Research suggests that more than any other form of parental involvement, a high sense of parental self-efficacy makes the greatest impact on a child's future (Bandura et al., 2004; Yomotov et al., 2015). While most of the participants expressed a high sense of parental self-efficacy after moving to the U.S. in their interviews, as well as on their Ability to Influence School Related Activities Sub-Scale, many of them did not feel like valued members of the school community. Some had never even been on school property other than to fill out paperwork to enroll their children because of the language barrier. In one instance, a mother that wanted to be involved and understand what was happening in a conference concerning her son,

left feeling like a tiny cockroach because she was barely acknowledged (Roussy, individual interview, 2018). This study supports the above research which suggests that stereotypes and barriers are impeding the development of parent/teacher relationships and parent involvement amongst Latino immigrant parents in the U.S.

Conclusions Related to Theoretical Literature

Two theories formed the framework for this transcendental phenomenological study: a) Bandura's (1986) social cognitive theory as it focuses on self-efficacy and b) Park's (1914) acculturation theory as it concentrates on the acculturation process and cultural identity. Maslow's (1971) Hierarchy of Needs was also used to frame my research because of its emphasis on the connection between self-actualization and self-efficacy. The experiences of the Honduran immigrant mothers in this study will be examined considering these theories and ideas in the discussion that follows.

Bandura's (1986) social cognitive theory. Bandura's (1986) social cognitive theory places a high emphasis on the importance of self-efficacy. Bandura expanded his theoretical work on self-efficacy in 2002, where he related parental-involvement to self-efficacy beliefs. His body of work also examined the cultural implications that self-efficacy has on Latino immigrant families (Bandura, 2002). It can be a challenge for immigrants to find balance in a new country. The acculturation process brings about many stressors. Immigrants must figure out a way to assimilate into their new way of life; without sacrificing their cultural identities. Bandura found that Latino immigrants who were able to endure the challenges of assimilation possessed a high sense of self-efficacy as well as collective efficacy (Bandura, 2002). Collective efficacy is relevant to Latino families due to the strong emphasis they place on relationships.

Self-efficacy beliefs also impact several aspects of human functioning, including motivational and decisional processes (Bandura, 2002). This is also relevant to parental self-efficacy (Bandura et al., 2004). In this study, I examined how the experiences of Honduran immigrant mothers impacted their parental self-efficacy as they transitioned their children into public schools in the U.S. A majority of the participants (10 out of 11) reported that they did not possess a high sense of parental self-efficacy prior to coming to the U.S. This was because they lacked the resources necessary to provide their children opportunities for a successful future.

After migrating to the U.S., 9 out of the 11 participants shared that they immediately felt a higher sense of parental self-efficacy because they could now offer their children a better life. They also reported that their parental self-efficacy continues to grow the longer they live in the U.S. Though the participants faced many hardships and obstacles both in Honduras and the U.S., they were all able to persevere and have big dreams for a successful future for their children. They were all intrinsically motivated to provide a better life for themselves and their children. Their belief in themselves to accomplish this goal led to a high sense of self-efficacy and motivated them to follow through on their immigration journey. The participants also acknowledged that they needed support from others to help them through the acculturation process. This supports Bandura's belief that Latino immigrants who persevere must possess a high sense of self-efficacy as well as collective efficacy (2002).

Park's (1914) acculturation theory. Park's (1914) acculturation theory addresses the process that immigrants go through as they attempt to assimilate into a new culture. His theory also identifies the important role that cultural identity plays in the acculturation process. Later, Padilla and Perez (2003) expanded on Park's theory of acculturation and recognized its complexity in that it includes internal processes that will impact the individual for the rest of

their lives. The assimilation process happens in stages and no two people will experience it exactly alike. An immigrant's ability to be resilient despite difficult circumstances and sudden change greatly increases their chances of persevering in their new culture (Padilla & Perez, 2003).

The 11 women in this study all endured some form of suffering in their homeland of Honduras. Despite difficult circumstances and limited resources, they were all able to persevere and begin a new life with their children in the U.S. Though the participants are at different places in the acculturation process, the experiences they shared demonstrated that all of them showed the ability to be resilient. This resiliency allowed them to accomplish their goal of offering their children an opportunity to live and go to school in the U.S. The women also work very hard to maintain their cultural identity as Hondurans and remind their children frequently where they come from.

Maslow's (1971) hierarchy of needs and self-actualization. Maslow's (1971) human motivation theory is relevant to this study because of its emphasis on self-actualization. Self-actualization is found at the top of Maslow's Hierarchy of Needs. It refers to one's ability to live an exceptional life despite their circumstances. Self-actualization can only be achieved when all of a person's physical and psychological needs are met, including: safety, love, belonging, and esteem (Maslow, 1971). Self-actualization is also related to self-efficacy because one cannot reach self-actualization unless they possess a healthy sense of self-efficacy or esteem.

According to Maslow's Hierarchy, there was no way for the mothers in this study, or their children to reach self-actualization if they remained in Honduras. While living in Honduras their physical and psychological needs were not being met. This influenced the mothers' decisions to migrate to the U.S. While most of the mothers reported that they now possess a

higher sense of parental self-efficacy and feel they can provide better for their children, it is still uncertain if they will or have completely reached self-actualization. Their experiences have shown that they have been able to persevere, but there are many psychological needs that still may be going unmet for both the participants and their children. The trauma they faced prior to coming to the U.S. and the stresses that come with the acculturation process could have negative impacts on their future if they are not addressed properly. This could impede their ability to reach the self-actualization phase of Maslow's Hierarchy of Needs.

Implications

There are over 18 million Hispanic children living in the U.S., many of which were not born here or have at least one foreign born parent (Clark et al., 2017). Despite efforts by policy makers and educators, the Hispanic ELL achievement gap continues to widen. This is a significant issue and deserves the nation's attention. The population of Honduran immigrants also continues to increase due to extreme poverty and the staggering homicide rate as a result of gang violence. However, there is little research on Honduran immigrant families. The Honduran immigrant mothers in this study shared their experiences so their voices could be heard. There are several implications that can be made based on my research. Below, I will address the theoretical, empirical and practical implications of this study.

Theoretical Implications

Through this phenomenological study, I sought to understand the parental self-efficacy of Honduran immigrant mothers as they transitioned their children into public schools in the U.S. Self-efficacy beliefs as found in Bandura's (1986) social cognitive theory, Park's (1914) acculturation theory, and Maslow's (1971) Hierarchy of needs framed this study. Until now,

there have been no qualitative studies focused on the parental self-efficacy of Honduran immigrant mothers in the U.S., framed by these theories and ideas. Unlike quantitative studies on parental self-efficacy, this study specifically addresses the lived experiences and feelings of Honduran immigrant mothers as it relates to their parental self-efficacy. The results of this study clearly support the connection between self-efficacy, collective efficacy, and self-actualization in the lives of Latino immigrants as they navigate through the acculturation process.

While most of the mothers in this study identified that they had a higher sense of parental self-efficacy after moving to the U.S., it was also evident that they and their children often lacked the support needed to reach their highest potential. In other words, their ability to reach self-actualization was negatively impacted due to a lack of support and a failure to address their emotional and cultural needs. Research suggests that Latino families are collectivist in nature (Bandura, 2002). Collectivist cultures thrive when they have positive relationships that foster working together and will often put the needs of the group above their own individual needs or desires (Bandura, 2002). Sadly, the women in this study were not provided with meaningful opportunities to work together with one another or the school staff in order to ensure the academic success of their children. This is a deficit that should be addressed. Schools and communities must find a way to unite Latina immigrant families with one another, as well as the school staff, so that they can create positive change in the school systems for their children.

Empirical Implications

This study also addresses an important gap in the literature. Despite the growing Honduran immigrant population in the U.S., there is a dearth of research on Honduran immigrants. This is the first qualitative study focusing solely on the experiences of Honduran immigrant mothers transitioning their children into public schools in the U.S. This study also

confirms previous research on Latino cultural values and the family dynamic, acculturative stress, Latino immigrants and the achievement gap, early intervention, parental involvement, and parent/teacher relationships.

When Latino immigrants come to the U.S., they bring certain aspects of their culture and ways of thinking with them. They often also bring painful traumatic memories of their homeland. Prior research suggests that educators and other school personnel are not adequately trained to address the needs of these families because they often do not understand enough about them due to cultural differences and the language barrier (Baird, 2015; Dryness, 2013; Good et al., 2010). This is significant because the number of Latino families in the U.S. will only continue to grow. Therefore, changes need to be implemented in order to properly train educators and address the needs of these students and involve their parents. Perhaps schools with a high population of Hispanic ELL children could develop a panel or advisory committee that includes Latino immigrant parents, school administrators, general education teachers, ELL teachers, and school guidance counselors. The committee could focus on school initiatives that seek to foster relationships between Latino immigrant families and school staff as well as unite Latino immigrant families with one another. Additionally, more research must be conducted on specific Central American Latino groups, in order to develop initiatives on how to close the Latino Achievement Gap and increase parental and collective efficacy for Latino immigrant parents.

Practical Implications

There are many practical implications that can be made based on this study. The mothers in this study and their children all experienced some form of trauma prior to coming to the U.S., on their journey to the U.S., and during the acculturation process. For this reason, it is

imperative that educators and other school personnel become trauma informed and receive training that specifically relates to the types of trauma commonly experienced by Latino immigrants. It is not enough to train educators on how to educate these children academically, they must know how to educate the whole child, which includes helping them cope with acculturative stress.

In areas that have a high population of ELL students, it may be beneficial to offer training to educators on the best academic practices for these children as well as how to address the emotional and cultural needs of these students. This includes how to successfully partner with ELL families, especially those who have collectivist values.

In addition, communities must be equipped to address the physical and psychological needs of these families in order to aid in the assimilation process. There are also specific resources that schools can offer in order to support these families, improve parent/teacher relationships and increase parental involvement. Some of these supports include transportation for parents to school activities, translators, bilingual teachers, sending home information in both English and Spanish, after school programs, and having patience when working with ELL children.

Involving Latino immigrant parents in the education of their children is a pivotal aspect of ensuring they are successful academically, socially, and emotionally. This cannot be accomplished using traditional means of school/home communication such as report cards and conferences. Schools must be intentional in building relationships with these families and provide them with opportunities to work with one another to develop ideas that will help the school staff address the needs of their children. I believe that when Latino immigrant parents are

a part of the process, they will feel valued as a member of the school community and truly be able to foster positive change for their children.

Delimitations and Limitations

There are several delimitations related to the participant criteria for this study. First, I chose to focus on Honduran mothers because there is no voice given to these women in literature and the population of Hondurans in southwestern VA continues to rise (Pew Research, 2013). The decision to focus on Honduran mothers of school age children rather than fathers was made because research suggests that Latina mothers are more involved with the general upbringing of their children as well as school related activities (Denmark et al., 2014; Durand, 2011). Finally, because the acculturation process varies depending on the timeframe and individual, I focused this study on Honduran immigrant mothers of school age children who have been living in the U.S. between 6 months and 12 years.

Focusing solely on Honduran mothers leaves out the father's perspective in this study and could therefore be considered a limitation. In addition, there was a significant language barrier and the use of an interpreter can be viewed as a limitation because it could inhibit the researcher and participant from understanding one another clearly. Finally, the transferability may not be as strong because it is only focused on the experiences of Honduran mothers and leaves out mothers of other Hispanic origins.

Recommendations for Future Research

Considering the findings, limitations and delimitations of this study, there are several recommendations for future research. Following a similar phenomenological approach, one could study the parental self-efficacy of Honduran immigrant fathers as they transition their

children into public schools in the U.S. The results could then be compared to the women's experiences and perspectives from this study. Additionally, since this study focused on Honduran immigrant mothers in SW VA, another recommendation for future research would be to conduct similar studies in different areas of the U.S. One could also study the parental self-efficacy of immigrant mothers from other Central American countries as they transition their children into public schools in the U.S. This could be conducted as a phenomenological study and compared to the findings of this research as well. Finally, one could conduct a qualitative study that focuses on the self-efficacy of Honduran immigrant children as they transition into public schools in the U.S. Giving these groups a voice could provide valuable insight on how to best assist immigrant families as they transition to life in the U.S.

Summary

The purpose of this phenomenological study was to understand the parental self-efficacy of Honduran immigrant mothers as they transitioned their children into public school in the U.S. The 11 women in this study made great sacrifices in order to bring their children from Honduras to the U.S. and provide them with a safe living environment, better education, and the opportunity to have a bright financial future. They all possessed a deep sense of intrinsic motivation which allowed them to persevere despite difficult circumstances that occurred throughout their childhood, adolescence and adult lives, including the immigration and acculturation process. The majority of the women showed an increase in their parental self-efficacy the longer they lived in the U.S. and all of them shared great aspirations for their children's future. Though they showed signs of resiliency, their experiences caused them to develop many insecurities including homeland insecurities, cultural insecurities, and

personal/emotional insecurities. As a result, they will need the support of their families, local schools, and their communities to ensure that they and their children have the best chance of reaching self-actualization.

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APPENDICES**Appendix A: IRB Approval Letter****LIBERTY UNIVERSITY.**
INSTITUTIONAL REVIEW BOARD

September 18, 2017

April Small

IRB Approval 2875.091817: Understanding the Parental Self-Efficacy of Honduran Immigrant Mothers as They Transition Their Children into Public School in the United States

Dear April Small,

We are pleased to inform you that your study has been approved by the Liberty University IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,



G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
The Graduate School

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Appendix B: Participation Invitation Letter

Dear Potential Participant,

You are invited to participate in a research study examining the parental self-efficacy of Honduran immigrant mothers in southwestern VA. You have been invited to participate in this study because you are a Honduran born woman, 18 years or older, an immigrant living in southwestern VA between three months and 12 years, and the mother of a school age child who transitioned from school in Honduras to public school in the U.S.

This study is being conducted by a researcher named April Small. April is a doctoral student at Liberty University. She has been an educator for the last 13 years and currently works with ELL families. This study is for academic purposes and is being completed in order to fulfill the requirements for a Doctor of Education degree.

If you agree to participate in this study, you will be asked to:

- Fill out a demographic questionnaire.
- Complete a parental self-efficacy scale.
- Participate in a focus group session that will be audio recorded. A translator will be present.
- Participate in an individual interview lasting between one-two hours that will be audio recorded. This interview will be conducted in person and will include questions concerning your life in Honduras, your immigration to the U.S. and your experiences as well as your child's/children's experiences with the public-school system in VA. A translator will be present if needed.
- Review a transcript of the focus group and your individual interview to check for accuracy.

If you would like to participate in this study, please contact April Small at [REDACTED] or

_____. You may also contact the chair of my study, Andrea Lee, at _____. Please view the attached consent form in order to gain a better understanding of the study prior to your commitment. If you decide to participate, a signed copy of the included consent form will be required before you can contribute to the study.

Sincerely,

April Small

Liberty University Doctoral Student

Appendix C: Informed Consent

The Liberty University Institutional
Review Board has approved
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Protocol # 2875.091817

CONSENT FORM

Understanding The Parental Self-Efficacy Of Honduran Immigrant Mothers As They Transition
Their Children Into Public School in the United States

April Small
Liberty University
School of Education

You are invited to participate in a research study that seeks to examine the parental self-efficacy of Honduran immigrant mothers as they transition their children into public school in the United States. You were selected as a possible participant because you are 18 years or older, a Honduran born woman, an immigrant living in SW VA between 3 months and 12 years, and the mother of a school aged child who transitioned from school in Honduras to school in the United States. Please read this form and ask any questions you may have before agreeing to be in the study.

April Small, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study is to give a voice to Honduran immigrant mothers as they transition their children into public schools in SW VA. Through this study I hope to better understand how the experiences of Honduran immigrant mothers impacts their parental self-efficacy (or a parent's belief in his or herself to raise his/her child/children with aspirations of a successful future). In addition, I hope this study will shed light on the role that cultural identity plays concerning the education of Honduran, immigrant, school age children, as well as the supports that Honduran mothers identify as being most helpful as they transition their children into public schools in SW VA.

Procedures: If you agree to be in this study, I would ask you to do the following things:

1. Fill out a demographic questionnaire. This task will take approximately 10 to 15 minutes.
2. Complete a parental self-efficacy survey taking approximately five to ten minutes.
3. Participate in a focus group session that will be audio recorded. The focus group will take about an hour to an hour and thirty minutes. A translator will be present and childcare and a meal will be provided.
4. Participate in an audio recorded individual interview. This interview will take approximately one to two hours to complete and a translator will be present if needed.
5. Review a transcript of the focus group and your individual interview for accuracy. This will take approximately 20 to 30 minutes to complete.

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Compensation: Participants will not be compensated for participating in this study. Light refreshments will be provided during the focus groups. Childcare will be provided if needed.

Confidentiality: The records of this study will be kept private. I will be using the transcription service, GoTranscript, to transcribe the interviews. GoTranscript agrees to keep the information completely confidential. In addition, in any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. I may share the data I collect from you for use in future research studies or with other researchers; if I share the data that I collect about you, I will remove any information that could identify you, if applicable, before I share the data.

Risks and Benefits of Participation: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

Participants should not expect to receive a direct benefit from taking part in this study. Benefits to society include giving a voice to Honduran immigrant mothers as they transition their children into public schools in the U.S. and helping educators and other school personnel better understand how to help Honduran immigrant families adjust to living and going to school in the U.S.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, **apart from focus group data**, will be destroyed immediately and will not be included in this study. **Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.**

Contacts and Questions: The researcher conducting this study is April Small. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at 540-798-5061 or ammiller4@liberty.edu. You may also contact the researcher's faculty advisor, Dr. Andrea Lee, at andrealee1216@yahoo.com.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 1887, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information for your records.

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Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

The researcher has my permission to audio-record me as part of my participation in this study.

Signature of Participant

Date

Signature of Investigator

Date

Appendix D: Informed Consent (Spanish)

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FORMULARIO DEL CONSENTIMIENTO

Entender la autoeficacia parental de madres inmigrantes hondureñas mientras matriculan a sus hijos en la escuela pública en los Estados Unidos

April Small

Liberty University
Facultad de Educación

Se le invita a usted a que participe en un estudio investigativo que busca examinar la autoeficacia parental de madres inmigrantes hondureñas mientras matriculan a sus hijos en la escuela pública en los Estados Unidos. Usted fue elegida como una participante posible porque tiene 18 años o más, usted es una mujer nacida en Honduras, una inmigrante que ha estado viviendo en el suroeste de Virginia de 3 meses hasta 12 años y es la madre de un niño de edad escolar y que ha hecho la transición de asistir a la escuela en Honduras a asistir a la escuela en Estados Unidos. Se le pide a usted que lea este formulario y que haga cualquier pregunta o duda que pueda tener antes de afirmar estar de acuerdo con participar en el estudio.

Este estudio está siendo realizado por April Small, una candidata de doctorado en la Facultad de Educación en Liberty University.

Información del Trasfondo: El propósito del este estudio es dar voz a las madres inmigrantes hondureñas mientras matriculan a sus hijos en las escuelas públicas en el suroeste de Virginia. Mediante este estudio, espero poder entender mejor cómo las experiencias de madres inmigrantes hondureñas impactan la autoeficacia parental (o sea la confianza de los padres en sí mismos a criar a su(s) hijo/a(s) con las aspiraciones de un futuro exitoso). Además, espero que este estudio arrojará luz sobre el papel que la identidad cultural juega en relación a la educación de niños inmigrantes hondureños de edad escolar, así también como los apoyos que las madres hondureñas identifican como las más útiles mientras matriculan a sus hijos en las escuelas públicas en el suroeste de Virginia.

Procedimientos: Si usted decide y esta de acuerdo a participar en este estudio, nos gustaría pedirle que haga las siguientes cosas:

1. Completar un cuestionario demográfico. Esto tomará aproximadamente 10 a 15 minutos.
2. Completar una encuesta de la autoeficacia parental que le tomará unos 5 a 10 minutos.
3. Participar en una sesión de un grupo de enfoque, y el audio será grabado. El grupo de enfoque tomará aproximadamente de una hora hasta una hora y media. Un traductor estará presente, y se le proveerá el cuidado de niños y una comida.
4. Participar en una entrevista individual, y el audio ser grabado. Esta entrevista tomará aproximadamente de una a dos horas para completar y un traductor estará presente si es necesario.
5. Repasar una transcripción del grupo de enfoque y su entrevista individual para asegurar la precisión. Esto tomará aproximadamente 20 a 30 minutos para completar.

Riesgos y Beneficios de Participar en el Estudio: Los riesgos involucrados en este estudio son mínimos, lo cual significa que no exceden los que usted encontraría en la vida diaria.

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Las participantes no deben esperar recibir un beneficio directo por haber formado parte de este estudio. Los beneficios a la sociedad incluyen el dar voz a las madres inmigrantes hondureñas mientras matriculan a sus hijos en las escuelas públicas en EEUU y ayudar a los educadores y a personal de las escuelas a mejor entender cómo las familias inmigrantes hondureñas se ajustan a la vida y el asistir a la escuela en EEUU.

Compensación: No se les compensará a las participantes por su participación en este estudio. Se les proveerá una comida y el cuidado de niños durante la sesión del grupo de enfoque.

Privacidad: La información sobre este estudio se mantendrá privada. La investigadora va a usar un servicio de traducir, GoTranscript, para traducir las entrevistas. GoTranscript nos promete que guardará la información privada. Además, en cualquier tipo de informe que se pueda publicar sobre el estudio, no se incluirá cualquier información que pueda hacer posible la identificación del sujeto. La información de la investigación se guardará de manera segura y sólo los investigadores tendrán acceso a ella.

Puede ser que la información que se recauda sobre usted se comparta para estudios investigativos futuros o bien con otros investigadores; si se comparten datos sobre usted, se quitará cualquier información que pueda identificarle, si es aplicable, antes que se compartan los datos.

- El grupo de enfoque y las entrevistas individuales se realizarán en un lugar donde otros no podrán escuchar fácilmente la conversación.
- Los datos se almacenarán en mi computadora personal que es protegida con contraseña. Los seudónimos se utilizarán en todo momento cuando se trate de informar sobre los datos. De acuerdo a los reglamentos federales, los datos se guardarán durante tres años tras completar el estudio. No tengo planes de destruir los datos ya que pueden ser usados para estudios futuros o para presentaciones. Grabaciones del grupo de enfoque y las entrevistas individuales se almacenarán en mi computadora protegida con contraseña y una tableta a la que yo y nadie más tiene acceso. Una vez transcrito el grupo de enfoque y las entrevistas, las grabaciones de audio serán borradas.
- Existe una limitación a la privacidad de este estudio. No puedo asegurar a las participantes que los otros miembros del grupo de enfoque no compartirán con otras personas fuera del grupo lo que se discutió.

La Naturaleza Voluntaria del Estudio: Participación en este estudio es voluntaria. Su decisión de participar o abstenerse no afectará a sus relaciones actuales o futuras con Liberty University. Si decide participar, usted es libre de no responder a cualquier pregunta o retirarse en cualquier momento sin que afecte a dichas relaciones.

Cómo retirarse del estudio: Si usted elige retirarse del estudio, favor de contactar a la investigadora usando la dirección de correo electrónico/número de teléfono incluido en el siguiente párrafo. En el caso que usted decida retirarse, los datos recogidos sobre usted, **aparte de los datos del grupo de enfoque**, se destruirán de inmediato y no serán incluidos en este estudio. **Los datos del grupo de enfoque no serán destruidos, pero sus contribuciones al grupo de enfoque no serán incluidas en el estudio si usted decide retirarse.**

Contactos y Preguntas: La investigadora que está realizando este estudio es April Small. Usted puede hacer cualquier pregunta que tenga ahora. Si usted tiene preguntas más tarde, **se le anima**

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a que se comunique con ella al 540-798-5061/ammiller4@liberty.edu. También puede contactar a la profesora consejera de la investigadora, Dra. Andrea Lee, con esta dirección: andrealee1216@yahoo.com.

Si usted tiene preguntas o dudas sobre este estudio y si desearía hablar con alguien que no sea el investigador (o los investigadores), **se le anima** a que se comunique con la Institutional Review Board (la Junta de Revisión Institucional), 1971 University Blvd, Green Hall 1887, Lynchburg, VA 24515 o mandar un correo electrónico a irb@liberty.edu.

Se le entregará a usted una copia de esta información para guardar en sus propios archivos.

Declaración de Consentimiento: He leído y he entendido la información arriba. He hecho preguntas y he recibido respuestas. Consiento participar en el estudio.

(NOTA: NO DAR CONSENTIMIENTO A LA PARTICIPACION A MENOS QUE LA INFORMACIÓN DE LA APROBACIÓN DE PARTE DE LA IRB SE ENCUENTRA ADJUNTA AL PRESENTE DOCUMENTO.)

La investigadora tiene mi permiso para hacer una grabación de audio de mí como parte de mi participación en este estudio.

Firma de la Participante

Fecha

Firma de la Investigadora

Fecha

Appendix F: Parental Self-Efficacy Scale Permission Emails

Miller, April Marie

Reply all |
Mon 6/20/2016, 8:22 PM

...

Sent Items

Sent Items

Dr. Bandura,

I recently read an article entitled Parenting and Adolescent Self-Regulation from the Journal of Adolescence. I am in the process of writing my dissertation and it involves the parental self-efficacy of Honduran immigrant mothers. I was hoping to use your parental self-efficacy scale that was referenced in the above article. I am not sure how to go about getting permission to use it. In addition, I am still trying to find out exact information on the validity and reliability of the self-efficacy scale instrument. There are some reliability coefficients in the article but I was hoping for more information. I would appreciate any insight you have. I have enjoyed reading your work as I have prepared my dissertation prospectus. Thank you for your time.

April Small
ED. S.

parental self-efficacy scale
Albert Bandura

Fri 6/24/2016, 7:27 PM
Permission granted to use the scale.

The issues you raised are discussed in some detail in Chapter 8 in my book, *Self-Efficacy: The Exercise of Self Control*.
Albert Bandura

Thur 3/21/2019, 7:40 PM
Dr. Bandura,

At the start of my doctoral journey, I emailed you to request permission to use a portion of your parental self-efficacy scale found in the article Parenting and Adolescent Self-Regulation from the Journal of Adolescence. You granted me permission to use the scale for my research. I am excited to report that I have completed my dissertation. The portion of the scale I used is shown and referenced in the appendix of my manuscript. I am writing to you again to request permission to publish my dissertation through Liberty University with the scale in it. I look forward to hearing back from you. The title of my dissertation is *Understanding the Parental Self-Efficacy of Honduran Immigrant Mothers as they Transition their Children into Public Schools in the U.S.* Thank you again for allowing me to use the scale for my research. I used a great deal of your work to frame my study, especially the theoretical component.

April Small, Ed. D.

Fri 3/22/2019, 8:23 PM

Permission granted! AB

Albert Bandura

Appendix G: Parental Self-Efficacy Scale

Efficacy to Influence School-Related Performance Subscale from the Parental Self-Efficacy Scale (Bandura, 2001)

This questionnaire is designed to help us gain a better understanding of the kinds of things that make it difficult for parents to influence their children's school activities. Please indicate your opinion about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and you will not be identified.

	Nothing 1	2	Very Little 3	4	Some Influence 5	6	Quite a Bit 7	8	A Great Deal 9
How much can you do to make your children see school as valuable?									
How much can you do to help children to do their homework?									
How much can you do to help your children to work hard at their school work?									
How much can you do to get your children to stay out of trouble in school?									
How much can you do to discourage your children from skipping school?									
How much can you do to help your children get good grades in school?									
How much can you do to teach your children to enjoy school?									
How much can you do to show your children that working hard at school influences later successes?									

Bandura A., Barbaranelli C., & Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72, 187-206.

Caprara G. V., Barbaranelli C., & Borgogni L., Pettita, L., & Rubinacci, A. (2003). Teachers' school staffs and parents' efficacy beliefs as determinants of attitudes toward school. *European Journal of Psychology of Education*, 18(1), 15-31.

Scale accessed here: <http://www.uky.edu/~eushe2/Pajares/ParentalSE.pdf>

Similar questions used in unpublished scale: Bandura, A., Barbaranelli, C., Caprara, G. V., and Pastorelli, C., Self-Efficacy Beliefs as Shapers of Children's Aspirations and Career Trajectories. *Child Development*, January/February 2001, Vol 72, N 1, p 187-206

Appendix H: Interview Questions

Interview Guide

Premigration to the U.S.

1. Describe your life in Honduras before you immigrated to the U.S. Begin with your childhood.
2. Describe your adolescent life in Honduras.
3. Describe the time you spent in Honduras as an adult.
4. Before you came to the U.S., what was the education level of your children? Describe any schooling they received in Honduras.
5. What influenced your decision to immigrate to the U.S. with your child/children?
6. How successful did you feel as a mother before you migrated to the U.S.?

Postmigration to the U.S.

7. Describe your journey from Honduras to live in the U.S.
8. How did you and your family adjust to life in the U.S.?
9. Were there specific challenges as you transitioned to life in the U.S.?
10. Did anything stand out as a turning point or triumph as you and your family adjusted to life in VA?
11. In what ways are/were you able to maintain your cultural identity as a Honduran living in the U.S.?
12. In what ways are/were your children able to maintain their cultural identity as a Honduran living in the U.S.?
13. How successful did you feel as a mother when you first migrated to the U.S.?
14. Has that changed the longer you have lived in VA.?

15. What hopes and dreams do you have for your children? Have those changed since you moved to the U.S.? If so, why?

Schooling in the U.S.

16. What steps were necessary to enroll your child in school in the U.S.? Describe any difficulties that occurred during this process. Describe any support you received that was beneficial.

17. How are you able to help your child be successful in public school in the U.S.?

18. List ways that you are involved with the schooling of your child/children. Include things you do at home and on school property.

19. Do you feel that you are a valued member of the school community? Why or why not?

20. How has your understanding of the American public-school system increased the longer you have been in the U.S.?

21. Do you feel your ability to help your child grow as a student has increased or decreased the longer you have been in the U.S.? Please explain why you feel this way.

Appendix I: Interview Questions (Spanish)

La guía de Entrevista

Premigración a los Estados Unidos

1. Describe tu vida en Honduras antes de inmigrar a los Estados Unidos. Empieza con su niñez.
2. Describe su adolescencia en Honduras.
3. Describe el tiempo que gastó en Honduras como adulto.
4. ¿Antes de venir a los Estados Unidos, cual fue el nivel académico de sus hijos? Describe sus experiencias educativas que recibieron en Honduras.
5. ¿Cual fue la influencia en su decisión para inmigrar a los Estados Unidos con su hijo/hijos?
6. ¿Cuan exitoso se sentía como madre antes de haber inmigrado a los Estados Unidos?

Posmigracion a los Estados Unidos

7. Describe su viaje desde Honduras para vivir en los Estados Unidos.
8. ¿Como se ajustaron usted y su familia a la vida en los Estados Unidos?
9. ¿Hubieron obstáculos específicos cuando hicieron la transición a la vida en los Estados Unidos?
10. ¿Hubo algún momento que se destacó como un triunfo o como un punto de retorno cuando usted y su familia hicieron la transición a la vida en Virginia?
11. ¿En qué forma usted fue capaz de mantener su identidad cultural como hondureño viviendo en los Estados Unidos?
12. ¿En qué forma sus hijos fueron capaces de mantener sus identidades culturales como hondureños viviendo en los Estados Unidos?
13. ¿Cuan exitoso se sentía como madre cuando inmigró por primera vez a los Estados Unidos?
14. ¿Eso ha cambiado ahora que usted ha vivido más tiempo en Virginia?

15. ¿Que esperanza y sueños tiene para sus hijos? ¿Esos han cambiado desde que se movió a los Estados Unidos? ¿Si sí, por qué?

Escuela en los Estados Unidos

16. ¿Cuáles fueron los pasos necesarios para registrar a su hijo en los Estados Unidos? Describe cualquier dificultades que ocurrieron durante este proceso. Describe cualquier apoyo que recibió que fue beneficioso.

17. ¿Cuál es su capacidad para ayudar a su hijo(a) hacer exitoso en las escuelas en los Estados Unidos?

18. Describe las maneras que usted participe en la educación de su hijo(a). Incluye maneras que ayude a la casa y a la escuela.

19. ¿Siente usted como un miembro estimado de la comunidad de la escuela? ¿Por qué sí o por qué no?

20. ¿En qué manera ha aumentado su entendimiento del sistema de la escuela pública de los Estados Unidos desde que ha llegado?

21. ¿Piensa que su capacidad de ayudar a su hijo(a) a crecer como un estudiante ha aumentado o ha disminuido desde que ha llegado en los Estados Unidos? Por favor, explique por que piensa así.

Appendix J: Focus Group Question Guide

1. What was your main motivation for moving your family to the U.S. from Honduras?
2. Compare your life and the life/lives of your child/children before you moved to the U.S. to now.
3. What supports do you feel are necessary to help ELL children transition successfully into public school in the U.S.?
4. Do you feel your child/children get a proper education in public school?
5. How is/are your child/children able to maintain his or her/their cultural identities as Honduran/s living in the U.S.?
6. Is there anything throughout the immigration process you would have done differently? Why?

Appendix K: Focus Group Question Guide (Spanish)

1. ¿Cuál fue su motivación central para mover a toda su familia desde Honduras a los Estados Unidos?
2. Compare su vida y la vida de su hijo/hijos antes de moverse a los Estados Unidos hasta este punto.
3. ¿Qué tipo de apoyo usted cree que son necesarios para ayudar a los estudiantes del programa ELL (inglés como segundo idioma) a tener una transición exitosa a la escuela pública de los Estados Unidos?
4. Siente que su hijo/hijos recibe/reciben una educación apropiada en la escuela pública? ¿Por qué si o por qué no?
5. Como su hijo/hijos es capaz de mantener su identidad cultural como hondureño viviendo en los Estados Unidos?
6. ¿Hubo algo durante el proceso de inmigración que hubiera cambiado o hubiera hecho de manera distinta? ¿Por qué?

Appendix L: Theme Enumeration Chart

Repeated Words/Phrases	Researcher Assigned Codes	Sub Theme/s
abandoned	PI	Broken Relationship
afraid to send child to school	HI	Educational Issues
afterschool programs/extra help with work	S	Outside Support
began working at a young age/as a child	PI	Children/Adult Roles
bilingual teachers	S	Outside Support
bullying	CI	School Issues (U.S.)
can't help child/children with homework	CI	School Issues (U.S.)
caring teachers	S	Outside Support
children can't make friends	CI	School Issues (U.S.)
children stayed back in Honduras	PI	Sacrifices Made
cook Honduran food	CI	Cultural Adaptation
could not provide for kids/not enough	PI	Low Parental SE
crime	HI	Crime & Delinquency
danger	HI	Crime & Delinquency
death/died/dying	PI	Death of a Loved One
delinquency	HI	Crime & Delinquency
delinquency in school	HI	Educational Issues

HI = Homeland Insecurities

CI= Cultural Insecurities

PI= Personal/Emotional Insecurities

S= Support

Appendix L: Theme Enumeration Chart Cont.

Repeated Words/Phrases	Researcher Assigned Codes	Sub Theme/s
didn't feel successful as a mother	PI	Low Parental SE
difficult economy	HI	Job Insecurity
do not feel like a valued member of the school	CI	School Issues (U.S.)
drugs	HI	Crime & Delinquency
feels capable of helping child/children	S	Intrinsic Motivation
felt successful when first migrated	S	Intrinsic Motivation
forget/block out memories of journey to U.S.	CI	Immigration Journey
gangs	HI	Crime & Delinquency
hard to adjust	CI	Cultural Adaptation
husband/boyfriend cheating	PI	Broken Relationships
husband/boyfriend drinking	PI	Broken Relationships
husband helped	S	Outside Support
husband/boyfriend fighting	PI	Broken Relationships
immigration process was hard/difficult	CI	Immigration Journey
journey to U.S. was hard/difficult	CI	Immigration Journey
keeping traditions	CI	Cultural Adaptation

HI = Homeland Insecurities

CI= Cultural Insecurities

PI= Personal/Emotional Insecurities

S= Support

Appendix L: Theme Enumeration Chart Cont.

Repeated Words/Phrases	Researcher Assigned Codes	Sub Theme/s
language barrier	CI	School Issues (U.S)
left home as a teenager	PI	Children/Adult Roles
maintain heritage/maintain cultural heritage	CI	Cultural Adaptation
married young/got with a man young	PI	Children/Adult Roles
miss Honduras/miss friends in Honduras	CI	Cultural Adaptation
neglected	PI	Broken Relationships
neighbor/friend helped/supported	S	Outside Support
never attended school	HI	Educational Issues
no food/hunger	HI	Extreme Poverty
no jobs/limited employment	HI	Job Insecurity
no money for school	HI	Educational Issues
no teachers available	HI	Educational Issues
no translators	CI	School Issues (U.S.)
parent English classes	S	Outside Support
pregnancy at a young age	PI	Children/Adult Roles
remind/tell where we came from	CI	Cultural Adaptation
remind/tell of opportunities	S	Intrinsic Motivation

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CI= Cultural Insecurities

PI= Personal/Emotional Insecurities

S= Support

Appendix L: Theme Enumeration Chart Cont.

Repeated Words/Phrases	Researcher Assigned Codes	Sub Theme/s
send money back to Honduras	PI	Sacrifices Made
speaking Spanish in the home	CI	Cultural Adaptation
suffering	HI	Extreme Poverty
stay in Mexico to work	PI	Sacrifices Made
steal/stolen	HI	Crime & Delinquency
took too long to get paperwork/trouble with papers	CI	School Issues (U.S.)
take care of siblings	PI	Children/Adult Roles
translators	S	Outside Support
transportation to school	S	Outside Support
trouble with immunizations	CI	School Issues (U.S.)
painful memories on journey to U.S.	PI	Sacrifices Made
poor/poverty	HI	Extreme Poverty
unable to complete school	HI	Educational Issues
waiting	PI	Sacrifices Made
wasted time at school	CI	School Issues (U.S.)
working for long periods of time	PI	Sacrifices Made

HI = Homeland Insecurities

CI= Cultural Insecurities

PI= Personal/Emotional Insecurities

S= Support