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INTRODUCTION

- Parents' school readiness beliefs are related to parents' practices and in turn children's school readiness skills (e.g., Elliott & Bachmann, 2018).
- Very few studies have examined the school readiness beliefs of immigrant parents. Children from immigrant homes are a rapidly growing population. Recently, several studies have found wide variability in the school readiness skills of children who are immigrants (e.g., Crosnoe & Fuligni, 2012; Ha, Ybarra, & Johnson, 2017; Koury & Votruba-Drzal, 2014).
- When educators understand and build on parents' beliefs, children experience greater continuity between home and school and experience greater success (e.g., Barbarin et al., 2010).

PURPOSE

The aim of this study was to investigate:

- what Chinese, Dominican and Salvadoran immigrant parents believe are important school readiness skills,
- their role in their children's learning,
- and how parents see their home culture contributing to their children's school readiness.

PARTICIPANTS & PROCEDURES

- Parents were first and second-generation immigrants from China, Dominican Republic, and El Salvador who had preschool-aged children.
- All children were enrolled in early childhood programs.
- In their preferred language, parents
 - completed a Qsort task where they ranked 36 school readiness skills into 4 categories from least to most important.
 - participated in a semi-structured interview.

Select Parent Characteristics	Chinese (n = 22)	Dominican (n = 19)	Salvadoran (n = 22)
First-Generation	90.9%	84.2%	81.8%
Number of Years Living in U.S. (if 1st gen)	12.11 (5.40)	13.86 (10.84)	17.44 (7.77)
High School Diploma or Less	18.2%	27.8%	45.5%
Associate/Bachelor Degree	40.9%	66.6%	49.9%
Graduate Degree	40.9%	5.6%	4.5%
Speak Only Spanish or Mandarin to Child	21.1%	15.8%	22.7%
Speak Both Span/Mandarin and English to Child	73.6%	84.2%	77.3%
Speak Only English to Child	5.3%	0%	0%

RESULTS

MOST IMPORTANT SCHOOL READINESS SKILLS

(Q-sort task with 1 =Least Important; 4 =Most Important)

Chinese	Dominican	Salvadoran
Shows respect for others <i>M</i> = 3.78 (<i>SD</i> = 0.42)	Shows respect for others <i>M</i> = 3.50 (<i>SD</i> =0.95)	Shows respect for others <i>M</i> = 3.59 (<i>SD</i> = 0.74)
Self-confident <i>M</i> = 3.70 (<i>SD</i> =0.70)	Communicates well in English <i>M</i> = 3.26 (<i>SD</i> =0.94)	Shows independence <i>M</i> = 3.23 (<i>SD</i> =0.92)
Gets along with others <i>M</i> = 3.55 (<i>SD</i> =0.67)	Uses good manners <i>M</i> = 3.25 (<i>SD</i> =1.15)	Uses good manners <i>M</i> = 3.23 (<i>SD</i> =0.92)
Uses good manners <i>M</i> = 3.48 (<i>SD</i> =0.59)	Self-confident <i>M</i> = 3.25 (<i>SD</i> =0.85)	Knows names of colors <i>M</i> = 3.18 (<i>SD</i> =0.85)
Knows right from wrong <i>M</i> = 3.36 (<i>SD</i> =0.79)	Obedient <i>M</i> = 3.21 (<i>SD</i> =1.03)	Can express wants/needs in words <i>M</i> = 3.09 (<i>SD</i> =0.75)

PARENTS' ROLES

- All groups reported active involvement in readying children for school, specifically noting the importance of reading, instilling a desire for education, and developing social-emotional skills.
- Dominican and Salvadoran parents discussed using educational materials (e.g., letter flashcards) to teach children.
- Chinese parents shared how they used everyday moments to teach children vocabulary and academic concepts (e.g., counting).

CULTURAL CONTRIBUTIONS

- Most parents discussed the broader importance of their native languages to retain cultural identity, develop family relationships, and how bilingualism provides more employment opportunities.
 - "We use Spanish because we are Latinos." (Dominican parent); "English is his first language and Mandarin is the second language, with which he can communicate to his parents and grandparents well." (Chinese parent)
- Because children will learn English in school, parents emphasized the importance of using Spanish or Mandarin at home.
 - "If he speaks English to me, I reply to him in Mandarin. Because I want him to realize that although he was born in the US, he is supposed to know about Chinese culture and has to combine both sides together." (Chinese parent)
- All groups talked about the importance of children showing respect, which promotes positive teacher-student interactions.
 - "He will respect his teachers, listen to what they will teach, and see them as people that know more than him and that he can learn more from them." (Salvadoran parent)
- Dominican parents discussed their cooperative culture. Teaching children to share and help others integrates them into the classroom.
 - "Well, I taught him to share, taught him to not only think of himself. Because American culture teaches children that you are alone."
- Salvadoran parents discussed being hard-working, which is beneficial to school and long-term success.
 - "In the future he should be a hard worker, he's also taught that it's necessary to study if he wants to live a less hectic life."
- Some Chinese parents noted the similarities between Chinese and American cultures in their contribution to school readiness.
 - "Mastering knowledge, learning, I feel that there is no difference between China and the United States." (Chinese parent)