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Problem of Interest

- **Only 69% of undergraduates obtain their bachelor's degree in 6 years or less** (NCES, 2017).
 - First-generation college students (FGCS), those whose parents did not attend college, are particularly at-risk for drop-out or delayed graduation (Chen, 2005; Ishitani, 2006; Pascarella et al., 2003).
 - To promote students' successful and timely completion of college, we must investigate factors related to achievement.



Review of Literature

- **Parents are a valuable form of social capital who exert considerable influence on college students' success** (Nichols & Islas, 2016).
 - Parents shape their children's academic values through their attitudes and socialization practices (Puccioni, 2015; Taylor et al., 2004).
 - First-generation college students reportedly receive less help from their parents preparing for and applying to college than second-generation college students (SGCS; Choy, 2001; Engle, 2007).
- **Educational utility values, or a student's perception of the benefits of education, are associated with achievement** (Foley et al., 2014; Malka & Covington, 2005; Walsh & Robinson-Kurpius, 2016).
 - Modern Expectancy-Value Theory (e.g., Wigfield, Tonks, & Klauda, 2016) identifies educational utility values as one of the primary drivers of academic achievement.
 - However, limited research has examined associations between parental socialization practices and college students' educational utility values.

Aims of Current Study

- **To compare parental academic socialization for FGCS and SGCS.**
- **To examine if parental academic socialization differentially predicted educational utility values for FGCS and SGCS.**

Method

Participants ($N = 400$)

- Majority female (78% FGCS; 68% SGCS)
- Majority upperclassman (58% FGCS; 56% SGCS)

Measures

- **Self-reported demographics** (e.g., gender, race, income, class year)
 - Used as covariates in analyses
- **Parental Academic Socialization Questionnaire (Suizzo & Soon, 2006)** (FGCS $\alpha = .95$, SGCS $\alpha = .91$)
 - 4 domains (49 items rated on a Likert scale)
 - Emotional autonomy support and responsiveness
 - Active involvement
 - Demanding hard work
 - Competitiveness
- **The Economic Value of Education subscale (Murdock, 1999)** (FGCS $\alpha = .86$, SGCS $\alpha = .84$)
 - 2 domains (15 items rated on a Likert scale)
 - Benefits of education
 - Limitations of education (reverse-coded)
- **Open-ended questions**
 - “What advice did your parent(s) give you about school?”

Results

Aim 1

- SGCS reported significantly **more active parent involvement** than FGCS.
- FGCS reported significantly **more encouragement of competitiveness** than SGCS.

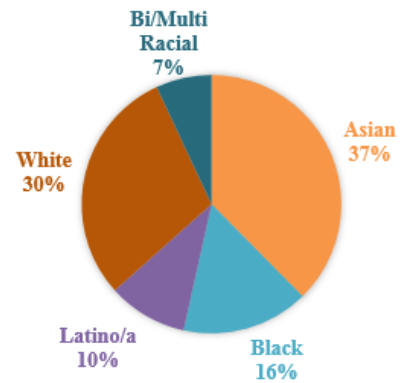
Aim 2

- For both FGCS and SGCS, **demanding hard work** was the only socialization practice that predicted educational utility values.
- No moderation observed.

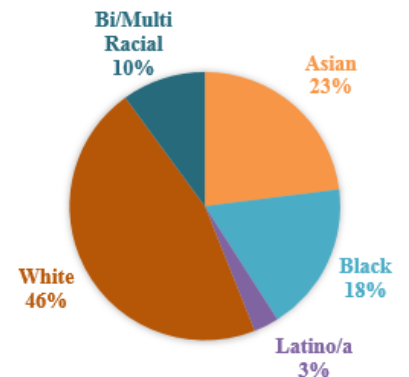
Discussion

- Parents’ demand of hard work may reinforce the idea that education is valuable.
 - Students reported receiving advice about the importance of education and work ethic.
- Additional research is needed to further understand the processes through which utility values develop and parents’ roles in such development.
- For instance, the mechanisms through which FGCS and SGCS develop educational utility values may differ.
 - Parents of FGCS may demand hard work because they are aware of the benefits and importance of a higher education.
 - For SGCS, growing up with the expectation that one can and/or will attend college may change how one develops a value of education.

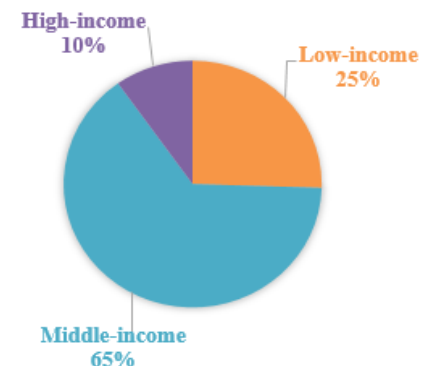
RACE/ETHNICITY
FGCS ($N = 135$)



SGCS ($N = 265$)



INCOME
FGCS ($N = 135$)



SGCS ($N = 265$)

