Perceived Barriers and Supportive Factors Influencing Hispanic/Latino Students at Texas State University

Mr. Juan Garcia, Dr. P. Ryan Saucier, & Dr. Douglas Morrish
Introduction/Literature Review

- Hispanics/Latinos only account for 8.1% of the graduation class population with a Bachelor’s degree in the U.S. (U.S. Census, 2009)

- Only a 2% increase since 2000
Introduction/Literature Review

- Hispanic/Latino students are typically the first in their family to attend college

- These students also don’t feel the need to have a close kinship support (Fiebig, 2010)
Introduction/Literature Review

- As compared to whites, Hispanic/Latino students are less likely to take college prep curriculum in high school.

- Also, less likely to take advantage of financial aid opportunities (Zarate & Burciaga, 2010).
Introduction/Literature Review

- Overall, first generation Hispanic/Latino college students may be characterized as underprepared for college.

- Research points to low performance on placement tests (Boden, 2011).
Vega and Martinez (2012) suggest that Hispanic/Latino students who enter Texas public universities should consider the following factors that will impact their overall university experience and probability for success:

- Graduation rates
- Instructional costs
- Affordability
- Diversity
- Access-factors
Although families of race and ethnic backgrounds struggle to finance their education, Hispanics/Latinos are the fastest growing group in the U.S. making it imperative to increase their educational attainment (Diaz-Strong et al., 2011)
Theoretical Framework

- Herzberg’s theory of motivators and hygiene factors (1959)
- Maslow’s hierarchy of needs (1954)
Purpose

- Understanding the factors that influence Hispanic/Latino students is important for furthering their education into a brighter tomorrow.
- Identifying barriers that prevent education of these students
- Identifying supportive factors that aid these students in achieving an education
What are the self-perceived barriers preventing Hispanic/Latino students from attaining a higher education?
Research Question 2

- What are the self-perceived barriers preventing Hispanic/Latino students from attaining a higher education at Texas State University?
Research Question 3

- What factors aid Hispanic/Latino students in the pursuit of higher education?
Research Question 4

- What factors motivate Hispanic/Latino students in the pursuit of higher education?
Methods

- A non-experimental, mixed method survey instrument was developed following a review of literature

- 5 sections:
  - Factors supporting higher education
  - Factors preventing higher education
  - Factors preventing higher education at Texas State University
  - Motivational factors of students seeking higher education
  - Demographics
Methods

- A panel of experts \((n = 5)\) was utilized to review the survey instrument for face and content validity.

- After the review, the researchers utilized suggestions to improve the instrument.
Methods

- A pilot test \((n = 15)\) was conducted to assess the reliability of the survey instrument.
- Concluding a pilot test, results were analyzed using Cronbach’s alpha coefficient to estimate reliability.
Methods

- Results of the reliability analysis indicated that each Likert–type scaled questions were reliable:
  - Factors supporting higher education = .88
  - Factors preventing higher education = .72
  - Barriers at Texas State University = .81
  - Motivation factors of students = .94
Methods

- A simple-random sample \((n = 372)\) of the overall Hispanic/Latino student population \((N = 9,000)\) at Texas State University (Krejcie & Morgan, 1970)

- Dillman’s Tailored Design Method was utilized for data collection (Dillman, Smyth, & Christian, 2014)

- Spring and Summer 2013
Methods

- 31.72% \((n = 118)\) response rate after 5 contacts
- Used *Method 3* (Lindner, Murphy, & Briers, 2001) to handle non-response error
- No threats to external validity existed
Data Analysis

* For all research questions, measures of central tendency were used when appropriate

* Utilized IBM SPSS 21.0 for all statistical analysis
Research Question One
<table>
<thead>
<tr>
<th>Factor</th>
<th>M</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
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<td>Personal Financial Issues</td>
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<td>Family Financial Issues</td>
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<td>Current Geographic Location to the University</td>
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<td>Aunts</td>
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*Note: 1 = No Influence, 2 = Little Influence, 3 = Some Influence, 4 = Moderate Influence, 5 = Substantial Influence*
Research Question
Two
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<td><strong>Top 3</strong></td>
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<td>Personal Financial Constraints</td>
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<td>Family Financial Constraints</td>
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<td>Availability of Financial Aid</td>
<td>2.77</td>
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<td>Location of Buildings on Campus</td>
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Research Question
Three
## Table 3
Self-perceived influential factors aiding Hispanic/Latino students in their pursuit of higher education

<table>
<thead>
<tr>
<th>Factor</th>
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<td>Community Leaders</td>
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Research Question
Four
Table 4
Self-perceived motivational factors influencing Hispanic/Latino students in the pursuit of higher education

<table>
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<th>Factor</th>
<th>M</th>
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<th>Mode</th>
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<tr>
<td>Parents</td>
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<td>5.00</td>
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<td>0.94</td>
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<tr>
<td>Siblings</td>
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<tr>
<td>Friends</td>
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<td>1.05</td>
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<td><strong>Bottom 3</strong></td>
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<td>Community College Counselors</td>
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<td>Clergy</td>
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<td>1.30</td>
</tr>
</tbody>
</table>

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Conclusions

RQ 1

- Financial issues (personal and family) were the most significant factor
- Barriers of extended family support were the least significant factor

RQ 2

- Financial constraints (personal and family) were the most significant factors
- Location on campus, campus size, and childcare were the least significant factors
Conclusions

RQ 3
- Parents, Siblings, and College Professors were the most influential factors
- Spouses were the least influential factors (most students unmarried)

RQ 4
- Parents, Siblings, and Friends were the most significant motivational factors
- Community College Professors, Clergy, and Children were the least significant motivational factors
Implications

- Financial constraints were the most significant barriers to higher education for Hispanic/Latino students.
- Immediate family (parents & siblings) were the most influential factors in students pursuing higher education.
- Additionally, immediate family motivated students the most.
Implications

- Students having access to financial support seems to break down barriers to higher education

- Immediate family motivates and influences students to pursue higher education
Recommendations

- Universities and government programs should consider bridging the gap between financial resources and higher education to impacted students.

- Universities should consider any barriers that exist on the campus level that impact students' pursuit of higher education and seek to improve these barriers.
Any Questions?
Thank You