Teacher Perceptions of Latino Parental Involvement in an Urban Public School District: A Survey of the Predictive Role of Teacher’s Cultural Intelligence

Vanessa A. Vasquez
St. John Fisher College, vvasquezmonegro@gmail.com

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Teacher Perceptions of Latino Parental Involvement in an Urban Public School District: A Survey of the Predictive Role of Teacher’s Cultural Intelligence

Abstract
The Latino population in the United States is projected to increase significantly in the upcoming years, hence so will the numbers of Latino students enrolled in public schools. Although previous scholarly research indicated that parental involvement in U.S. school settings is correlated to student achievement, parental involvement is often reported as significantly lower for Latino parents relative to White parents. Although the classroom has become increasingly diverse, educators across the United States have remained mostly the same where more than 80% of educators are White and female, which does not mirror the demographics of the students in the classroom (U.S. Department of Education, 2011). Perhaps teacher perceptions (including their cultural intelligence) may influence their willingness to encourage parental involvement as a method of improving student achievement (Kurtines-Becker, 2008; Patte, 2011; Ramis & Krastina, 2010; Ratcliff & Hunt, 2009). The purpose of this quantitative prediction study was to determine if prekindergarten to 12th grade teacher self-ratings of cultural intelligence (CQ) was significantly predictive of teachers’ ratings of Latino parental involvement. Using the Qualtrics online platform, 106 teachers completed the Teacher Survey of Family and Community Involvement in the Elementary and Middle Grades (Epstein & Salinas, 1993), and the Cultural Intelligence Scale and Experience and Background Demographic Questionnaire. The results revealed that public school teachers’ ratings of Latino parental involvement were significantly predicted by the teachers’ cultural intelligence-cognitive self-ratings (i.e., understanding how cultures are similar and how they are different), but not by the teacher’s self-ratings of other types of CQ Metacognitive, CQ Motivational, and CQ Behavioral.

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Teacher Perceptions of Latino Parental Involvement in an Urban Public School District: A Survey of the Predictive Role of Teacher’s Cultural Intelligence

By

Vanessa A. Vásquez

Submitted in partial fulfillment of the requirements for the degree Ed.D. in Executive Leadership

Supervised by

Dr. Janice Girardi

Committee Member

Dr. Byron Hargrove

Ralph C. Wilson, Jr. School of Education
St. John Fisher College

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Dedication

I can do all things through him who strengthens me. ~Philippians 4:13

¡Gracias mi Dios por este logro! Thank you my God all mighty for your grace and mercy, as I persisted toward my dream. I dedicate this dissertation to my children Gian and Gianabella, who have patiently waited for me to fulfill my dream of becoming a doctor so we can go back to enjoying life. My children will forever fuel my motivation and spirit. My dear son Gian, you can finally call me Dr. Mommy! To my living angels, my parents, Arelis and Rafael, who have, throughout this process, wiped my tears, given me inspiration, pushed me to reach for the very best in me, prayed for me, and provided me with the support to keep going. Thank you and may God bless you always. To my amazing sisters and niece, Desiree, Massiel, and Desivel; whose unconditional love, support, and faith gave me the inspiration to fuel those endless nights working toward completing my goal. To Alfredo Monegro, my husband of 21 years, who has supported me through two master’s programs and now a doctoral degree. Thank you for accepting that you married the most ambitious Latina woman ever!

To the wise man who always sees in me a lot more than I could see in myself, my Dearest Mentor, Dr. Edwin M. Quezada. You have embedded in me perseverance, resilience, courage, humbleness, and respect. Thank you for being my mentor, my leader, and my friend. ¡Que Dios lo bendiga siempre!

To the brilliant young lady who embarked this journey right next to me, my soul sister, cohort member, and fellow doctor, Sandy Hattar. Thank you for picking up the
pieces when things seemed to have fallen apart and providing the motivation to continue the journey. You feed my personal and professional soul. Only you understood my journey from behind the scenes. You knew that “I had to trust the process.”

I would like to extend a heartfelt appreciation to my colleagues at Yonkers Public Schools, especially Mark Ametrano for his support and trust in me throughout this journey. Thank you for always keeping me on a pedestal and calling me “Super Vee!” I would also like to extend a dynamic thank you to Dr. Cheriese Pemberton who wore her numerical cape to pull me up from the unknown.

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This dissertation is the culmination of a long, but worthwhile journey. My team “Collabor8,” Dr. La’Toya Blount, and Dr. Laura Persky know this was meant to be! I am
so thankful for our eternal friendship. Lastly, I thank my abuelitos (grandparents), for raising me to have pride in my roots and Latino culture; for that pride has guided me, shaped my growth and focus as I serve all students, including the underrepresented population of Latino students and their parents.
Biographical Sketch

Vanessa A. Vásquez is currently a building administrator for the Yonkers Public Schools District. She has served the Yonkers Public Schools children as a teacher and administrator since 2004. Prior to attending the St. John Fisher College Ed.D. in Executive Leadership Program, Ms. Vásquez earned her Bachelor's in Liberal Arts and Sciences degree from The City College of the City University of New York in 1999. She attended Herbert Lehman College of New York on a Teacher Opportunity Corps scholarship and received a Master of Science in Childhood Education in 2008. Ms. Vásquez then obtained her Master’s Degree in Educational Leadership from Herbert Lehman College of New York in 2011. She began her doctoral studies at the St. John Fisher College Executive Leadership program in the spring of 2016. Ms. Vásquez conducted her research on the role of cultural intelligence (CQ) as a predictor of Latino parental involvement in a large urban New York public school district under the direction of Dr. Janice Girardi and Dr. Byron Hargrove with editing support from Dr. Janet Lyons. She received her Ed.D. degree in December 2018.
Abstract

The Latino population in the United States is projected to increase significantly in the upcoming years, hence so will the numbers of Latino students enrolled in public schools. Although previous scholarly research indicated that parental involvement in U.S. school settings is correlated to student achievement, parental involvement is often reported as significantly lower for Latino parents relative to White parents. Although the classroom has become increasingly diverse, educators across the United States have remained mostly the same where more than 80% of educators are White and female, which does not mirror the demographics of the students in the classroom (U.S. Department of Education, 2011). Perhaps teacher perceptions (including their cultural intelligence) may influence their willingness to encourage parental involvement as a method of improving student achievement (Kurtines-Becker, 2008; Patte, 2011; Ramis & Krastina, 2010; Ratcliff & Hunt, 2009 ). The purpose of this quantitative prediction study was to determine if prekindergarten to 12th grade teacher self-ratings of cultural intelligence (CQ) was significantly predictive of teachers’ ratings of Latino parental involvement. Using the Qualtrics online platform, 106 teachers completed the Teacher Survey of Family and Community Involvement in the Elementary and Middle Grades (Epstein & Salinas, 1993), and the Cultural Intelligence Scale and Experience and Background Demographic Questionnaire. The results revealed that public school teachers’ ratings of Latino parental involvement were significantly predicted by the teachers’ cultural intelligence-cognitive self-ratings (i.e., understanding how cultures are
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Chapter 1: Introduction

For decades, family and parental involvement has been associated with a number of positive academic outcomes for K-12 students including higher student achievement, better attitudes toward school, lower dropout rates, and increased community support (Krasnoff, 2016; Weiss, Bouffard, Bridglall, & Gordon, 2009). Hill and Tyson (2009) similarly voiced the power of parental involvement as perhaps being the most dominant influence on educational outcomes of children. Furthermore, the researchers stated: “Family school relations and parental involvement in education have been identified to close demographic gaps in achievement and maximize students’ potential” (Hill & Tyson, 2009, p. 740). Thus, exploring ways of promoting more parental engagement in children's education has become a significant goal for both policymakers and educators in the United States, as parental involvement is often associated with children's development and academic progress (Zarate, 2007).

In the United States, a number of laws have been passed to raise educational achievement while facilitating vital partnerships between schools, parents, and the community. The Improving America's Schools Act (IASA) of 1994 was created to promote school policies that encouraged parental involvement in the educational process and funded programs and activities that generate school-family-community partnerships (Jeynes, 2012). The Every Student Succeeds Act (ESSA) (2015) served as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA, 1965), formerly reauthorized in 2002 as the No Child Left Behind Act (NCLB). Since
the inception of ESSA (2015), the law has intended to raise achievement for low-income and disadvantaged children. Parent and family engagement and consultation is a critical component of the law, focused on the low-income parents of Title I-participating children (ESSA, 2015). Furthermore, these laws were enacted with the support of empirical research. Quezada (2014) stated,

We know that over the past decades educational and social research conducted on school, family, and community partnerships support the proposition that when schools, families, and community organizations work as partners to enhance and support learning, our culturally and linguistically diverse students will do much better academically in school. (p. 2)

Essentially these laws and educational policies continue to emphasize the role of family involvement as a key factor to promote academic achievement for children in the United States. Despite the preexisting laws, policies, and research indicating the benefits of parental involvement, there still are schools that continue to struggle to increase parental involvement, especially when it comes to Latino students from low socioeconomic backgrounds (American School Counselor Association, 2011). What are the cultural assumptions surrounding parental involvement held by most teachers, in particular when it comes to Latino parents and families from lower-socioeconomic backgrounds? It remains unclear if the deficits in academic achievement among U.S. Latino children may be partially influenced by some cultural misunderstandings by teachers and/or conflicting perspectives about the supportive roles of parents and families. Thus, more research is needed to understand the largest growing ethnic group
and some of the culturally embedded strategies or beliefs about parental involvement endorsed by most U.S. teachers.

The United States has witnessed a dramatic increase in immigration that is more racially, ethnically, and culturally diverse (Marschall, Shah, & Donato, 2012). According to a 2015 Pew Research Center Hispanic Center report, the immigrant population will continue to grow with an expectant range of about 9% to 16% each decade from 2015 to 2065. Furthermore, in 1965, non-Hispanic Whites were 84% of the American population. Yet, by 2015, this population diminished to 62%. Conversely, the Hispanic population in the US rose from 4% in the mid 1960s to 18% in 2015. As a result of such immigration trend, the Hispanic population was 8 million in 1965, and most recently in 2015, it was nearly 57 million. Thus, these projections suggest that more teachers will continue to experience more diversity in the public school classrooms, especially with Latino children.

The Latino population growth is evident in many U.S. schools, as school enrollment for students grew from 42.2 million to 51.1 million between 1989-2009 (Aud et al., 2012). In 2017, Musu-Gillette et al. (2017) reported that between the years 2000 and 2016, the percentage of school-age children (ages 5-17) who were White, decreased from 62% to 52%, unlike Hispanics, who increased from 16% to 25%. Equally important, Musu-Gillette et al. (2017) reported the percentage of children under the age of 18 living in poverty was highest for Black children at 37%, trailed by Hispanic children at 31%, and White and Asian children at 12% respectively.

As a result of the current immigration trends, an increasing amount of schools are naturally being populated by students whose first language is not English. Many of these
families are from Latin America and speak another language (Subramaniam, 2011). As a group, the Latino population of the United States is highly diverse, possessing social and cultural values, such as placing high aspirations for their children’s education, hopefulness about their life prospects, the values of family devotion and hard work, and positive views of educational organizations (Suárez-Orozco & Gaytán, 2009).

Although the K-12 students in the classroom have become increasingly diverse, educators across the United States have remained mostly homogeneous in terms of gender and racial and ethnic diversity. Data from the U.S. Department of Education (2011) determined that most educators (more than 80%) are White and female, which does not mirror the demographics of the students in the classroom. This cultural disparity often yields a diversity dissonance, where the mismatch between teacher and students leads to many cultural misperceptions, student alienation, and low academic expectations that impede the delivery of high-quality instruction (Moreno & Gaytán, 2013).

In addition, a crucial factor in developing lifelong learners focuses on what teachers bring to promoting parental involvement in schools and communities, the influences between parent-teacher, parent-school, and parent-child relationships (Ratcliff & Hunt, 2009). Teachers’ prior experiences with parental involvement form their opinions and beliefs (Patte, 2011). Such opinions and beliefs are what Ramis and Krastina (2010) describe as teachers’ cultural intelligence (CQ) of their students, family members, or other community members who participate in schools, and what they bring to the learning process. Arias and Morillo-Campbell (2008) further led this research about family engagement with schools, and characteristics of traditional and non-
traditional parental involvement models in their policy brief on barriers to the English language learner (ELL) population.

Subsequently, teachers and administrators in schools with large, working-class Latino populations express parents' indifference or nonexistence of involvement in their children's education because of their minimum participation at school events and relatively diminished in-person communication with teachers and school administration (Poza, Brooks, & Valdés, 2014). Latino students struggle to find their place in schools while their parents struggle to understand their expected role in such schools (Hill & Torres, 2010). In fact, some challenges Latino parents face are limited familiarity with the educational system; these parents often do not know how to engage themselves, or how to communicate concerns and questions about their children’s school experience (Hill & Torres, 2010). For this reason, Becerra (2012) suggests understanding Latinos' perceptions of barriers in education is important, because not only are perceptions the result of lived experiences and interactions with majority-culture institutions, such as schools where individuals may feel discriminated against, but perceptions of what factors affect the academic success of Latino students may differ between parents, students, and teachers. As a result, these limitations lead to Latino parents’ hesitation and isolation from the learning process and result in low school participation (Hill & Torres, 2010).

**Statement of the Problem**

Parental involvement in U.S. schools has been identified as a key strategy to help decrease the achievement gap for Latino children (Jeynes, 2012). Jeynes (2012) posited that Latino parental involvement in their children's education remains truncated when compared to their (White) American counterparts. The obstacles Latino students face in
the public schools are considerable and often create a path of academic failure with a poor societal outcome (Moreno & Gaytán 2013). Most importantly, educators’ knowledge of how to effectively involve parents, particularly those from language minority or immigrant backgrounds, is the vital part of this equation (Alfaro, O'Reilly-Diaz, & López, 2014). Consequently, teachers who lack experience of culturally and linguistically diverse (CLD) student populations may express educational practices that derive from their own culture's experiences of schooling, including their beliefs about children and parents in their cultural background (Gonzales & Gabel, 2017). Conversely, there are various issues that create cultural misunderstandings between White teachers and Latino parents. Becerra (2012) suggested these cultural norms include Latino parents viewing teachers as the experts and therefore they are authority figures, which results in the tendency of Latino parents remaining quiet during school conferences or gatherings.

Researcher Lopez (2009) in The Pew Hispanic Research Center (2009) revealed reasons as to why fewer Latinos within the age range of 16 to 25 are not doing as well as other students from different ethnicities in school including: (a) less than half (47%) of the above population say parents of Hispanic students not playing an active role in helping their children succeed is a reason, and (b) more than four in 10 (44%) Latino youths (ages 16 to 25) than Latino adults say the different cultural backgrounds of Latino students and their teachers is another major reason. If the public school’s responsibility is to help build bridges between the cultures of the children, their families, and other communities by respecting their diversity, then educators need to improve their understanding of the families’ cultural ways, ethnotheories and lack of knowledge of effective communication strategies that encourage involvement of Latino families.
(Eberly, Joshi, & Konzal, 2007). Gonzales and Gabel (2017) argued, in the same manner, that teachers may lack critical information about CLD parents and diverse representations of parental involvement. Most importantly, teachers lack the training needed to work efficiently with CLD students and families. Teachers are often ill-equipped and indeed undereducated in the cultural forms of capital that families bring to school. A review of the literature revealed the need for more culturally responsive teaching and home-school relations (Eberly et al., 2007). Therefore, the present research study sought to understand to what extent the teachers’ self-reported cultural intelligence (CQ level) of the Latino culture might predict teacher perceptions of Latino parental involvement. It is essential to understand how teachers' backgrounds and perceptions of the Latino culture inform their thoughts concerning Latino parental involvement. In the next section, two theoretical frameworks will be described to help us better understand the six types of parental involvement and how cultural intelligence can influence teacher perspectives on parental involvement.

**Theoretical Rationale**

Two theoretical frameworks supported and guided this study on teachers’ perspectives on Latino parental involvement and understanding of the Latino culture. The parental involvement theoretical framework utilized in this study was Epstein’s (2001, 2009) six distinct types of parent involvement and offers examples of pragmatic implementation of the different elements. Epstein’s model (2001, 2009) is one of the most commonly referenced frameworks for parental engagement. Epstein argues that school, family, and community are important spheres of influence on a child, and when these spheres work collaboratively, the development of the child is enhanced. Epstein
encourages the overlapping of the spheres of influence to improve student outcomes at school (Epstein, 2009). The parental involvement expectations in Epstein’s framework explicitly state that educating children is not the sole responsibility of the school, but a shared responsibility between the school administrators, teachers, and the home (Guerra & Nelson, 2008). This framework was adopted in 1997 as the National Standards for Parent/Family Involvement Programs by the National Parent Teacher Association (Epstein, 2001). The Epstein model has a direct relationship to the research problem of this study. Also, a survey instrument was developed using Epstein’s framework of parental engagement as a guide.

Epstein's (2001) framework of six types of parental involvement includes:

I. Parenting: Parenting skills are promoted and supported - For Type I, parenting activities support families, understand children development, fortify parenting skills, and set home conditions conducive to learning. Also, Type I activities support schools and understand families' cultures and goals for their children. Type I school support activities include workshops for parents on health, peer pressure, drug use, and premature sexual behavior.

II. Communicating: Communication between home and school is regular, two-way, and meaningful. For Type II communicating activities, keep families informed about and involved in school programs and students' development. Some examples of Type II include student-led parent-teacher-student conferences, small conferences with the administration on key topics, such as graduation requirements and college and career planning.
III. Volunteering: Parents are welcomed in the school, and their support and assistance are wanted. Type III activities entail recruitment of volunteers to support student activities, classroom activities, and school-wide programs. Examples of Type III activities include scheduling career fairs amongst parents to speak to students in the school about their careers and talents; training parents and other volunteers as mentors and coaches and identifying parents to serve as neighborhood representatives and interpreters.

IV. Student Learning at Home: Parents play an integral role in assisting student learning. Type IV activities are designed for students and their families to include goal setting for report cards and guidelines for parents when providing home support for students who need extra help to pass courses.

V. School Decision Making and Advocacy: Parents are full partners in the decisions that affect children and families. Decision-making activities include families' voices in developing mission statements and in designing, reviewing, and improving school policies that affect students and families. Type V involvement includes parent representatives on the school's action team for partnerships; an active parent organization, and parent and student representatives on school improvement committees.

VI. Collaborating with Community: Community resources are used to strengthen schools, families, and student learning. Type VI activities focus on coordinating the resources of businesses; community organizations such as cultural, civic, and religious organizations; senior citizen groups; colleges and universities; government agencies; and other associations to strengthen school
programs, family practices, and student learning and development. Other Type VI activities enable students, staff members, and families to become engaged in community service or projects that contribute to the community. For example, generating directories that help identify after-school recreation, tutorial programs, health services, cultural events, service opportunities, summer programs, and part-time jobs are elements of Type VI.

These categories are purposely detailed in ways that parents can become involved in their child’s education (Epstein, 2001).

The second framework that supports this study consists of cultural intelligence and how cultural awareness influences how people think, work, and relate to different cultural contexts. Researchers Sternberg and Detterman (1986) have identified cultural intelligence is a person's ability to function effectively in situations characterized by cultural diversity. In 1986, Sternberg and Detterman noted that intelligence encompasses more than academic or cognitive ability (IQ); interpersonal, emotional, and social intelligence (EQ) are included in the realm of intelligence. The theorists further posit other forms of intelligence: CQ supplements IQ (cognitive ability) by focusing on specific capabilities that support the effectiveness of personal and professional relationships in culturally diverse settings (Sternberg & Detterman, 1986). Cultural intelligence offers bits of knowledge about individual abilities to adapt to and thrive in multicultural circumstances, take part in intercultural collaborations, and perform adequately in differing social situations and work settings (Sternberg & Detterman, 1986). Sternberg and Detterman (1986) synchronized the various perspectives of knowledge and proposed four factors of cultural intelligence:
1. Metacognitive CQ is the manner by which a person comprehends intercultural experiences. It mirrors the processes people use to gain and understand social knowledge. It happens when individuals make judgments about their particular points of view and those of others. This includes strategizing before a multicultural experience, checking suspicions amid an experience, and modifying mental maps when actual experiences differ from expectations.

2. Cognitive CQ is a person's knowledge and comprehension of both cultural norms and differences. It reflects general knowledge structures and mental maps about cultural societies. Cognitive CQ includes knowledge of economic and lawful frameworks, standards for social connection, religious convictions, and the languages of different cultural societies.

3. Motivational CQ is a person’s capability in synchronizing energy and action toward learning about and working in culturally diverse situations. Motivational CQ includes intrinsic interest or the degree to which a person derives enjoyment from culturally diverse situations. It also includes extrinsic interest, the concrete benefits a person gains from experiencing culturally diverse experiences. Lastly, motivational CQ includes self-efficacy or the confidence that a person has about being effective in culturally diverse encounters.

4. Behavioral CQ is a person’s ability to act appropriately to verbal and nonverbal actions when interacting with people from a range of cultures to effectively accomplish goals. Behavioral CQ includes having actions that are flexible and tailored to specific cultural contexts. There are three dimensions
to behavioral CQ: (a) speech acts are the specific words used when communicating different types of messages; (b) verbal action is the ability to adjust one’s volume, tone, and pace of speech; and (c) nonverbal behavior is the ability to adapt gestures, proximity, and facial expressions as needed. This theory guided the inquiry by focusing on cultural knowledge and how it shapes teachers’ perspectives on Latino parental involvement.

Statement of Purpose

The Tomás Rivera Policy Institute (TRPI) (2007) recognized parental involvement as a topic of national interest. However, TRPI also acknowledged the lack of research on Latino families; more research is needed to examine what constitutes parental involvement for schools with a high number of Latino students and Latino parents (Zarate, 2007). Ratcliff and Hunt (2009) further stated that teacher perceptions are a key factor in the success of parental involvement and positive student outcomes. Epstein (2001, 2005, 2009) stated that teachers play a crucial role in the parent-teacher partnership including a two-way communication from school to home and home to school. According to Radzi, Razak, and Sukor (2010), if teachers have a positive perception of parental involvement, a successful collaboration is formed between parent and teacher, resulting in positive academic achievement for students. Conversely, when teachers negatively perceive parental involvement in schools, a barrier is created that negatively affects students' academic achievement.

Therefore, the purpose of this quantitative study was to investigate if teachers’ self-reported evaluation of Latino parental involvement in their children’s public school experience could be predicted by the teacher’s own degree of cultural intelligence. To
what extent do the teachers' backgrounds and acuities of the Latino culture predict their ability to perceive and interpret whether or not Latino parents are positively or negatively involved in their children’s education? This study addressed a gap in the literature in that there is little research on possible relationships between teachers’ perceptions of Latino parental involvement and their cultural knowledge and intelligence (e.g., how much critical knowledge do teachers have about Latino parents and the diverse cultural representations of their beliefs on parental involvement).

**Research Questions**

Therefore, this multi-regression quantitative study tested the following research questions and null hypotheses:

1. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-metacognitive self-ratings (i.e., their interest, persistence, and confidence to function in culturally diverse settings)?

   **HA₁:** There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of interest, persistence, and confidence to function in culturally diverse settings (CQ Metacognitive).

2. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-cognitive self-ratings (i.e., understanding how cultures are similar and how they are different)?
HA2: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of understanding how cultures are similar and how they are different (CQ Cognitive).

3. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-motivational self-ratings (i.e., their metacognitive awareness to plan for, remain aware during, and check after multicultural interactions)?

HA3: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of metacognitive awareness to plan for, remain aware during, and check after multicultural interactions (CQ Motivational).

4. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-behavioral self-ratings (i.e., their ability to adapt when relating and working in a multicultural context)?

HA4: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of ability to adapt when relating and working in a multicultural context (CQ Behavioral).

The goal of this quantitative multi-regression study was to determine the self-reported level of cultural intelligence of prekindergarten through 12th grade public school teachers and examine which variables, specifically, CQ multidimensional constructs
encompassing metacognitive, cognitive, motivational, and behavioral dimensions could be considered as predictors in teachers’ ratings of Latino parental involvement. It is essential to understand how teachers’ backgrounds and insights of the Latino culture relate to and inform teachers’ thoughts concerning Latino parental involvement.

**Significance of the Study**

This study attempted to identify teacher beliefs and practices that affect relationships with Latino families. The Latino population is one of the fastest growing populations in the United States. With immigrants coming from a multitude of Spanish speaking countries in Central America, South America, and the Caribbean, they bring different experiences, attitudes about schooling, and definitions of their roles as parents. This rapid increase of Latino students has impacted educators as they have growing concerns for this student population and are confronted with a plethora of challenges such as language, norms, and customs when it comes to the students’ education (Moreno & Gaytán, 2013). The findings from this literature review offer insight as to how administrators and superintendents should professionally develop faculty and staff in addressing Latino cultural awareness within their schools. Specifically, this study increases the limited body of research relating to the perception of teachers who are educating Latino students and how to cultivate engagement between families and schools to meet the goals for all students by creating academic success.

**Definitions of Terms**

The following provides terms and definitions used throughout the study.
Barriers – The conditions that inhibit the development of relationships between teachers, schools, and Latino parents. These terms include cultural, lingual, socio-economic, and time limitations (Ventura, 2009).

Cultural Intelligence – Provides understandings about individual capabilities to cope with and flourish in multicultural situations, engage in intercultural interactions, and perform effectively in culturally diverse social and work environments (Sternberg & Detterman, 1986).

Culture – A social system that embodies the beliefs, customs, arts, etc., of a society, group, place, or time: a society that has its own beliefs, ways of life, art, etc. (National Center for Culturally Responsive Education Systems, 2008).

Culturally and Linguistically Diverse (CLD) Students – The U.S. Department of Education utilizes the term culturally and linguistically diverse to define students enrolled in education programs and are either non-English proficient or limited-English proficient (Guerra & Nelson, 2008).

Hispanic – Pan-ethnic term enacted into law by the United States in 1976 (National Center for Education Statistics, 2013). This term is mostly associated with the language of peoples of origins where Spanish is spoken (Flores-Hughes, 2006). The term is also favored by individuals of the Caribbean and South American descent (Valdeón, 2013).

Immigrant – One who voluntarily (or involuntarily) moves to a host country that offers greater opportunities than his or her native country. Immigrants may be in the host country legally or illegally (Luna, 2010).
**Latino/a** – A reference that aligns more with the geographical location of where people or individuals who speak the romance languages come from (Valdeón, 2013). According to the National Center for Education Statistics (2013), the term Latino includes those individuals who come from the Caribbean, South America, and Central America. A group that consists of only males or both males and females is Latino, while a group composed of only females is Latina (Ochoa, 2007).

**Marginalized** – A group of people who are perceived as outsiders and inferior by the dominant group, based on cultural or ethnic differences.

**Parent/Caregiver/Family** – A term used to describe or identify the person primarily responsible for raising children. This includes biological and adoptive parents, guardians, uncles, aunts, grandparents, an adult relative or other adult living in the household and providing guidance and child-rearing responsibilities.

**Parental Involvement** – As defined by Epstein (1995), it is the engagement of parents in the educational process at home and school to promote academic and social success through six categories that describe involvement are (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating with the community.

**Partnerships/Parent-Teacher Relationship/Home-school Collaboration** – The relationship between parents and teachers that is characterized by reciprocity of respect and trust (Beveridge, 2004). The terms partnership, parent-teacher relationship and home-school collaboration will be used synonymously.

**Perception** – The structure of the personal belief system of the individual. The way an individual thinks about or understands someone or something. A perception may
or may not be true, but it is considered as truth by the individual who has the belief (Dash, 2007).

Title I – School and Community Services – New York State Department of Education provides financial assistance to Local Educational Agency (LEA) and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards (New York State Education Department Office of Accountability, 2017).

Chapter Summary

Marschall et al. (2012) stated,

Though little is known about the efficacy of traditional styles of parental involvement for immigrant students, the persistent achievement gap between Latinos, the largest immigrant group in American schools, and Anglos suggests that parent involvement is an area that can and should be targeted to narrow this gap. (p.131)

Immigrant families carry incredible hopes about the United States’ schools and value the education it offers as an indication of progression (Suárez-Orozco, Onaga, & Lardemelle, 2010). The literature shows positive associations between parental involvement and student success, rates of participation in advanced courses, lower dropout rates, and motivation toward school work (Hoover-Dempsey, Ice, & Whitaker, 2009). The most voiced lament among teachers and administrators of schools that have large populations of Latino students is the lack of parent involvement (Poza et al., 2014). This study expands on the limited knowledge relating to teacher perspectives on parental involvement and cultural knowledge.
Chapter 2 provides a review of the literature relating to the dissertation topic. Chapter 3 discusses the research methodology and Chapter 4 reports the findings of the research. Chapter 5 discusses implications of the research and recommendations for the future.
Chapter 2: Review of the Literature

Introduction and Purpose

The urgency for schools to reach out to the parents and families of the students who populate United States schools is critical (Golden & Fortuny, 2010). According to Rapp and Duncan (2012), parental involvement in the schools yields positive results in students making significant academic gains. Rapp and Duncan (2012) further stated, “parents are their children’s first educators, and they remain their life-long teachers” (p.2) Epstein (2009) eloquently stated, the business of educating the young men and women and helping them achieve academic success and accomplishment in life as an adult cannot be separated from the need to include parents and families of these students in all areas of their schooling.

Gordon and Nocon (2008) brought urgency to the issue by expressing, Now is the time, to move beyond the traditional frameworks of parent involvement such as attending school events, chaperoning field trips, and assisting the teacher to making decisions about curriculum and instruction and being involved in all levels of school governance. (p.324)

The current American school culture represents the mainstream Anglo culture; it is easier for White parents to involve themselves in policy making and governance and participate beyond the traditional models of involvement (Gordon & Nocon, 2008). Although research exists which has studied and discussed parental involvement extensively, there are still schools that continue to struggle with increasing parental
involvement with students of color from low socioeconomic status, resulting in a consistent issue among both teachers and administrators in schools (American School Counselor Association [ASCA], 2011).

According to Ratcliff and Hunt (2009), it is essential to focus on what teachers bring to promoting parental involvement in schools and communities, the influences between parent-teacher, parent-school, and parent-child relationships, which are all crucial factors in developing lifelong learners. When teachers cease to promote parental involvement in schools, the results are relatively low parent attendance at conferences or meetings (Olivos, Jiménez-Castellanos, & Ochoa, 2011). Above all, teachers' support of parental involvement is determined by factors beyond the expectations that conform to school, district, and state, that dictate acceptable practices (Kurtines-Becker, 2008). Equally important to the focus on what teachers bring to promote parental involvement which are opinions, beliefs, and prior experiences, these may influence their willingness to encourage parental involvement as a method of improving student achievement (Patte, 2011; Ratcliff & Hunt, 2009). Patte (2011) also suggested that the opinions, beliefs, and prior experiences form a teacher's background and how they view parental involvement. This background knowledge is described by Ramis and Krastina (2010) as the teachers' cultural intelligence of their students, family members, or other community members who participate in schools, and what they bring to the learning process.

The research study focused on the relationship between teachers from an urban school district and their perception of Latino parental involvement and their cultural intelligence. It is as important to understand how teachers' backgrounds and perceptions of the Latino culture inform their thoughts concerning Latino parental involvement. A
review of the literature will focus on teachers’ perceptions, attitudes, and practices towards Latino parental involvement. This chapter presents a review of the literature that includes, (a) the historical perspective of parental involvement in the United States, (b) benefits of parental involvement, (c) understanding Latino cultural values and practices related to achievement, (d) Latino parent perceptions of involvement, (e) teachers’ perceptions of Latino parental involvement, (f) teachers’ professional responsibility to promote parental involvement, and (g) development of teachers’ cultural competency to promote Latino success. The review concludes with a synopsis of the literature regarding the importance for educators to acknowledge Latino parent-teacher relationships and communications as it relates to the culture.

**Review of the Literature**

**Historical perspective of parental involvement in the United States.** As early as 1642, the Massachusetts colony “required all parents to provide their children with education in reading, religion, and trade” (Hiatt-Michael, 2008, p.90). The first schools were created by religious leaders and later placed under the governance of townships, which were comprised of untrained citizens, who were parents in the community (Hiatt-Michael, 2008). According to Hiatt-Michael (2008), the curriculum for these primary schools consisted of reading and writing and religious instruction. In like manner, as these schools continued to evolve, many were organized along social class; this was particularly so for the plantation states which attempted to outdo the class structure of Britain (Hiatt-Michael, 2008). Schools were mainly created to cater to the social demands of those parents from the upper class and growing middle class. Notably, parents began to become involved in nursery schools as early as the beginning of the 20th century in the
United States (Hiatt-Michael, 2008). As a result, parent cooperative nursery schools began to bloom from the 1920s to the 1960s because many of these educational centers were in college or suburban towns and welcomed primarily stay-at-home mothers who served as paraprofessionals in the classrooms, assisting a teacher and taking physical care of the facility (Hiatt-Michael, 2008).

The main belief of parent involvement was that parents know what they want for their children and therefore should be involved in their children’s school (Hiatt-Michael, 2008). However, these parent involvement efforts were only for the middle-class families and involving parents from lower socioeconomic and culturally and ethnically diverse background was nonexistent until the Depression and expanded during World War II (Hiatt-Michael, 2008). During the 1960s and 1970s parental involvement programs were introduced through the Head Start program (Hiatt-Michael, 2008). Very different from the nursery school model for the middle-class families, Head Start was designed for mainly disadvantaged families (Hiatt-Michael, 2008). As time progressed, Head Start was required to warrant the utmost level of participation by the families served; this resulted in parent involvement and empowerment, which were both seen as Head Start characteristics (Hiatt-Michael, 2008).

These characteristics formed the main philosophy of the Head Start program; parents were as equal partners as the educators in their children's education (Hiatt-Michael, 2008). As equal partners, parents and teachers were the experts on children as they each brought different types of knowledge (Hiatt-Michael, 2008). Since the 1990s many policymakers have advocated the benefits of implementing the parent involvement model developed in early childhood programs into the elementary and secondary schools

**Benefits of parental involvement.** In the United States, the National Household Education Surveys Program of 2012, specifically the Parent and Family Involvement in Education (PFI) Survey, reported that 87% of parents participated in a general or a parent-teacher organization/association (PTO/PTA) meeting for their child attending kindergarten through 12th grade. In addition, the survey reported 76% of students had parents who attended a regularly scheduled parent-teacher conference, 74% had parents who participated in a school or class event; 42% had parents who volunteered or served on a school committee; 58% had parents who participated in school fundraising, and 33% had parents who met with a guidance counselor (Noel, Stark, & Redford, 2016).

Researchers define parent involvement in various ways; most definitions stress the participation in school functions and events and direct communication between parents and school personnel (Epstein, 1995). Research within the educational realm reveals that higher levels of parental involvement in their children’s K-12 educational lives are correlated positively with academic and behavioral outcomes. However, specific parental characteristics determine the differences in levels of participation (Hill & Tyson, 2009).

Researchers and educators agree when parents get involved in education, children put forth more effort and improve achievement (Jeynes, 2012). Researcher Jeynes (2012)
posed there has never been a meta-analysis published that focused explicitly on the
efficacy of parental involvement programs. Hence, the researcher conducted a meta-
analysis that statistically combined the existing studies relevant to parental involvement
programs to determine the collected results of said research (Jeynes, 2012). Jeynes’s
(2012) meta-analysis of 51 studies focused on the relationship between various parental
involvement programs and the academic success of urban school prekindergarten-12th
grade students. Thus, Jeynes (2012) agreed that voluntary parental involvement was
strongly correlated to school outcomes; yet, researchers are unable to really offer an
agreement about the effectiveness of school-based parental involvement programs.
Consequently, Jeynes stated the academic community cannot even give guidance to
schools about whether they should even initiate family involvement programs at all.

Given this gap in the research the theoretical framework that Jeynes (2012)
employed for the meta-analysis derived from the debate between those who believe that
parental involvement must be voluntary to be effective versus the Epstein (2001) parental
involvement framework that focused on how to become involved and motivate parents
who might have no disposition to become involved. Jeynes (2012) obtained a total of 73
studies that addressed the relationship under study and found 51 studies with
approximately 13,000 participants that had a sufficient degree of quantitative data to
include in this meta-analysis. Jeynes (2012) included a number of different characteristics
of each study for use in the meta-analysis: (a) report characteristics, (b) sample
characteristics, (c) intervention type, (d) the research design, (e) the grade level or age of
the students, (f) the outcome and predictor variables, (g) the length (in weeks) of the
parental involvement program, (h) the attrition rate, and (i) the estimate of the relationship between parental involvement and academic achievement (Jeynes, 2012).

Jeynes’s (2012) meta-analysis study addressed two research questions, first, is there a statistically significant relationship between school-based parental involvement programs and student academic outcomes? Second, what specific types of parental involvement programs help those students the most? Each study included in this meta-analysis met the following criteria: (a) it needed to examine parental involvement in a way that could be theoretically and statistically distinguished from other primary variables under consideration; (b) it needed to include a sufficient amount of statistical information to determine effect sizes; (c) each study needed to contain enough information to determine from the means and measures of variance listed in the study; and (d) to reduce publication bias, the study could be a published or unpublished study. Lastly, given the nature of the criteria listed, qualitative studies were not included in Jeynes’s (2012) meta-analysis. The results presented in the study utilized analyses based on random-error assumptions and the results of this study indicated the overall parental involvement program variable yielded a statistically significant outcome of .30 of a standard deviation. Therefore, the outcome of Jeynes’s (2012) meta-analysis showed a positive relationship between prekindergarten-12th grade school parental involvement programs and the academic success of students.

**Latino cultural values and practices related to achievement.** A fundamental issue when providing services to Latino families is understanding the concept of the terms Hispanic and Latino and how they refer to ethnicity; people of this group have a considerable amount of diversity and may be of any race (Moreno & Gaytán, 2013).
There is diversity and many commonalities among the Latino population. Such diversity or commonalities are language, culture, history, and heritage, however, the federal government defines Hispanic, Latino, or Spanish origin as "those who trace their origin or descent to Mexico, Puerto Rico, Cuba, Spanish-speaking countries of Central or South America, and other Spanish cultures" (Parker, Horowitz, Morin, & Lopez, 2015, p.98). According to statistical projections, Latinos are the fastest growing ethnic minority group in the United States and will eventually become the majority by 2050 (U.S. Census Bureau Public Information Office, 2008). As Suárez-Orozco and Gaytán (2009) conveyed, Latinos who have settled in the United States represent different races, languages, countries of origin, socioeconomic classes, and immigration backgrounds, and other diverse characteristics that are found among members of this group. Equally important, Latinos value numerous social and cultural resources, especially those related to their children that include high aspirations for their education, and focus on the importance and value of family morals, loyalty, and hard work (Suárez-Orozco & Gaytán, 2009). Calzada, Fernandez, and Cortes (2010) refer to these cultural values, beliefs, traditions, and behavioral norms which Latino parents transmit to their children as ethnic-racial socialization. Although school administrators and teachers understand the importance of parental involvement in education, and that it is crucial to a student's academic achievement, they may not understand the Latino community as it relates to the skills needed to foster parental participation (Hill & Torres, 2010). Hill and Torres (2010) further expressed the commonalities across Latino cultures on the values that shape interactions with school personnel.
Zarate (2007) stated, "Latino parents equate involvement in their child's education with involvement in their lives. This type of commitment ensures that their formal schooling is completed with educación at home" (p.9). Educación encompasses being moral, responsible, respectful, and well behaved (Hill & Torres, 2010, p. 9). Another belief that cultivates success according to the Latino culture is to seek to develop ganas, which is the drive and will to succeed (Hill & Torres, 2010). When looking at achievement, Latino parents continue to develop and instill cultural values in their children (Hill & Torres, 2010). Consejos (advice or life lessons) and family stories teach children the importance and value of hard work (Hill & Torres, 2010). This holistic belief of instilling cultural values of respect, obedience, conformity, and mutual help is not recognized by the schools (Zarate, 2007).

Unfortunately, these holistic beliefs are contributing factors that negatively affect Latino students as they navigate the P-20 educational pipeline; these factors have triggered what Gándara and Contreras (2009) identify as the Latino educational crisis. Alfaro et al. (2014) grounded an argument about the P-20 educational institutions not addressing Latino educational crises, which consists of the need to acknowledge the cultural values of parental engagement amongst the Latino populations. Alfaro et al. (2014) offered a complementary perspective on the previous work on consejos (Delgado-Gaitan, 1994) which also explored this topic from the perspective of the parents and not from the recipient of the consejos. Alfaro et al. (2014) conducted a case study that stemmed from a larger qualitative longitudinal study which focused on the factors that nurtured the academic success for nine Latino students who navigated the P-20 pipeline and eventually entered law school. In the Alfaro et al. (2014) case study, the discussion of
the participant Alejandro Medina provided an explanation of the power of consejos and the role his parents played in his educational journey from attending a low-performing public school to then, one of the top five law schools in the United States. The findings from Alejandro's narratives support the holistic role his parents played in his education, utilizing consejos as the verbal advice to guide his success (Alfaro et al., 2014).

Furthermore, the Alfaro et al. (2014) case study supports the cultural belief of the Latino family, which is that consejos rests in deep sociocultural roots of their children, and through this practice it enables them to participate in their children's education, aspirations, and success. Alfaro et al. (2014) suggested that educational institutions need to make more considerable efforts to understand how marginalized families negotiate their involvement in their children's educational lives. Understanding cultural practices such as consejos in the Latino community, is particularly relevant and may be the only way parents are involved in their children’s schooling (Alfaro et al., 2014).

Durand (2011) noted that the goals of familismo, respeto, (familism, respect) and educación (education) are held by Latino subgroups, and most importantly, influence many parenting decisions and practices with children. Durand (2011) stated,

While Bronfenbrenner’s (1986) ecological framework gives us the opportunity to consider the schooling of Latino children across multiple contexts, scholars have stressed that issues of race, ethnicity, and culture be explicitly (rather than indirectly) addressed in studies that examine immigrant and ethnic minority families. (p. 256)

Durand (2011) referred to familismo as family closeness, cohesion, and interdependence, an expectation, and reliance on family members. Durand's (2011) study
also contributed to the literature by expanding conceptualizations of familismo through the identification of specific *familistic* behaviors, as it is such behaviors that are costly or beneficial and have direct relevance to the developmental outcomes of children and understanding of Latino cultures. Familismo is also supported through a qualitative investigation by Durand (2011). The researcher explored the perspectives of six low-income Mexican American mothers of first graders, their beliefs about education, children, and their parental roles, guided by the following questions: (a) What are Latina mothers’ cultural beliefs regarding education? (b) What are their beliefs/views regarding children? and (c) In what ways do mothers describe their parental roles, especially about educational and developmental issues? In-depth interviews were conducted, and the study yielded information on their courage, strength, and commitment; furthermore, reaffirming the mothers’ instrumental roles in promoting familismo values within the home.

Implications for a home-school partnership suggested, by building on the mothers’ perspectives, home practices, and the knowledge about their children, schools and practitioners can enhance Latino parental involvement in children’s education.

Durand’s (2011) research analysis concluded that Latina mothers care deeply about their children’s education and are committed to helping them succeed using a variety of strategies such as the grounded values of familismo and educación. Also, Durand (2011) noted, Latino parental involvement will improve when mothers’ perspectives, home practices, and expert knowledge about their children is acknowledged by schools or practitioners. Therefore, educators need to begin to see and understand the beliefs or practices of the cultures in their schools and classrooms, and they must be willing to suspend those beliefs of their own. Durand (2011) sustained that only then, will
educators be able to view Latina mothers as legitimate partners, consider their understandings and meanings regarding children and education seriously, and join with them in maximizing the potential of Latino children developing and learning in the United States.

**Latino parent perceptions of involvement.** Often, Latino parents and family members come to the U.S. without completing high school, due to circumstances beyond their control, resulting in embarrassment amongst peers (Arias & Morillo-Campbell, 2008), not to mention these parents and families may not be literate even in their native language (Arias & Morillo-Campbell, 2008). Many studies have documented and continue to record that Latinos are involved in and supportive of their children's education (Durand, 2011). However, academic K-12 school staff and Latino families in the United States have different ideas on what constitutes family involvement, and schools frequently overlook the valuable contributions Latino parents make to their children's education (LeFevre & Shaw, 2012; Zarate, 2007). As a result, when engaging with school administrators and teachers, Latino parents often feel unwelcome and misunderstood (Hill & Torres, 2010).

The Tomas Rivera Policy Institute conducted a qualitative study that looked at what constitutes parental involvement in schools with a focus on Hispanic parents and students (Zarate, 2007). This qualitative study was conducted in the following three large metropolitan cities; Miami, FL, the New York area, and Los Angeles, CA. These locations were selected based on their sizeable Hispanic populations (Zarate, 2007). Zarate (2007) gathered data from various sources: (a) interviews with teachers, counselors, and school administrators; (b) focus groups with Latino parents, (c) focus
groups with high school students; and (d) interviews with coordinators of parental involvement organizations. Three focus groups of 8-10 Latino parents of middle and high school students were held in each city. Two of three focus groups were conducted in Spanish for each of the middle and high school parents, and one focus group in English and Spanish for both middle and high school parents. Fifty-three percent of the participants from the parent focus groups were female and 59% had not obtained a high school diploma. Additionally, 83% of the parents were primarily of Mexican, Cuban, or Puerto Rican descent and on average had lived in the US for 21 years. Another component in Zarate’s (2007) study were interviews with 15 teachers, counselors, and school administrators from schools represented by the parents of the focus groups. Specifically, the interview participants consisted of two counselors, two teachers, and one school administrator from each city. The next component of the study was two focus groups with students who were in their junior or senior year at one of 10 public high schools in Los Angeles. These student participants self-identified as a Latino and were recruited through an outreach program that provided guidance for college admissions to public high school students who were first in their families to attend college. Lastly, interviews were conducted with 14 coordinators or directors of parental involvement organizations. Zarate (2007) included organizations that had an active parental involvement component and served at least one of three study sites—Los Angeles, New York area, or Miami.

Results from the qualitative study established no language barrier between the teachers and Spanish speaking parents as most of the schools used bilingual communications (Zarate, 2007). Parentsvoiced concerns regarding the need for
additional parental contact with the schools (Zarate, 2007). The lack of personal communication could be connected to work demands (Zarate, 2007). Furthermore, parents felt the schools discouraged parental involvement by having security with metal detectors, locked school gates, and the difficulty of reaching teachers and staff by phone during school hours (Zarate, 2007).

The Tomas Rivera Policy Institute study noted similar disparities as researchers Alfaro et al. (2014), Hill and Torres, (2014), and Calzada, Huang, Anicama, Fernandez, and Miller Brotman (2010), investigated the perceptions of parental involvement. Disparities included Latino parents' understanding of what parental involvement is and their ability to identify it (Zarate, 2007). Overall, research showed that Hispanic parents’ perspectives of parental involvement included combining formal schooling and life education (Zarate, 2007). The combination of both a formal education paired with participating in their children's lives can lead to good classroom behavior, which in turn increases children's learning opportunities (Zarate, 2007).

Hill and Torres (2010) found that despite principals being trained in parental involvement strategies, the effectiveness for involvement was lacking, particularly for engaging families for whom English was a second language and who did not understand the unspoken expectations of U.S. schools. Given this sense of inferiority, English language learner (ELL) parents’ perception and expectations regarding the roles of teachers and parents in the educational process often vary from those of the schools (Arias & Morillo-Campbell, 2008). In their policy brief analysis Arias and Morillo-Campbell (2008) explained the factors related to the implementation of effective parental involvement with ELLs, with their focus being more traditional and holistic, which
focuses on nurture, teaching values, and instilling good behaviors (Arias & Morillo-Campbell, 2008). Arias and Morillo-Campbell (2008) further explained that ELL parents were hesitant to take on responsibilities that they traditionally believed as being the school’s responsibility, and parents referred to the teachers and schools as the experts when it related to learning. Most of the parents and families of ELLs value the culturally traditional home education involvement more than the actual involvement at the schools. On the other hand, schools frequently assume that parents will offer help with instructional tasks at home (Arias & Morillo-Campbell, 2008).

LeFevre and Shaw (2012) conducted a longitudinal study that examined the effects of formal (e.g., school-based) and informal (e.g., home-based) Latino parent involvement using data from the National Educational Longitudinal Study (NELS:88). The NELS:88 consists of data from approximately 12,000 students, and for this study, the researchers only utilized data from self-identified Latino students and their parents yielding a sample size of 1,476 students and parents. The researchers referred to formal parent involvement in their study as visible participation in the schools, including volunteering in the classroom or school building, helping with field trips, attending PTA meetings, attending parent-teacher conferences, fundraisers, or school events (LeFevre & Shaw, 2012). On the other hand, informal parent involvement is referred to as behaviors, activities, and emotional support that occur in the home (LeFevre & Shaw, 2012).

The results of informal parent involvement during the secondary school years was found to be predictive of academic achievement (LeFevre & Shaw, 2012) and align with the Alfaro et al. (2014) study of Latino parents who told family stories and gave
advice about school through cultural narratives called consejos. In fact, the impact of informal (home-based) parent involvement on achievement was nearly as great as that of formal (school-based) parent involvement. Formal support was positively related to on-time graduation. Students whose parents physically participated in school functions or who chose to contact the school were more likely to graduate on time than not; 1.142 ($p = .005$) to be exact. Informal support was also positively related to on-time graduation, and the odds of those students whose parents were informally involved in their education over time, graduating on time, were 1.116 ($p = .021$). Therefore, students whose parents had family rules and educational discussions at home were also more likely than not, to graduate on time. Thus, the researchers suggested that Latino students benefit from both methods of involvement, and both formal and informal parent involvement; moreover, both types of parental involvement should be acknowledged and supported (LeFevre & Shaw, 2012). The study by LeFevre and Shaw (2012) filled a gap in the literature by discussing parent involvement as a multidimensional construct.

**Teacher perception of Latino parental involvement.** According to the National Center for Educational Statistics (2010), 45% of the student population are from racially and culturally diverse groups, with students of color now making up more than half of the student population in Arizona, California, the District of Columbia, Florida, Hawaii, New Mexico, Nevada, and Texas. Furthermore, by 2035, students of color are predicted to be in the majority, and by 2050, they will represent 62% of the school population (National Center for Educational Statistics, 2010). These students are often economically, linguistically, and culturally different from their teachers (Amatea, Cholewa, & Mixon, 2012). As stated in the study conducted by Amatea et al. (2012), in the Latino culture, for
example, Latinos who exert their power in interpersonal interactions may be viewed as disrespectful, especially when engaged with representatives of authority, such as teachers. Unfortunately, traditional responses of teachers who lack an understanding of cultural diversity are to interpret such parental responses as signs of disinterest or incompetence (Amatea et al., 2012).

Christianakis (2011) pointed to research that has dispelled cultural deficit models of minority families in poor communities and that scholars continue to find a persistent and widespread belief among some teachers that low-income African American and Latino parents do not want to be involved in their children's education. Christianakis (2011) further exclaimed that such interpretations correlate to the increasing number of middle-class White teachers in schools with minority enrollment (Christianakis, 2011).

Christianakis (2011) conducted a study in which the narratives of 15 racially and linguistically diverse teachers who worked together at Jefferson Elementary, an inner-city school in Northern California, were documented and examined over a 6-month period of time through audio recordings. The purpose of this study was to examine how teachers in one inner-city elementary school conceptualized parents and parent involvement. Jefferson Elementary was a under-resourced inner-city school, this school used parents as a help labor school because in this district teachers lacked the benefit of paraprofessionals and teachers' aides, so parents for this school took on such role. In such a context, parental help labor became a valuable asset to the classroom teacher. The building consisted of roughly 750 students: 82% were African American students, 8% were Latino students, and 8% were Asian students. Ninety percent of the students received free or reduced lunch, an indication that the children were from poor, working-
class families. Jefferson housed a transitional bilingual program from kindergarten through fifth grade. The California Department of Education had identified Jefferson as an underperforming school because of its Academic Performance Index (API) score of one. The Jefferson Elementary teaching faculty was racially diverse. There were 25 teachers on staff. Eight were African American, 13 were White, two were Asian American, and two were Latino.

One overarching research question framed the qualitative study: How do teachers at an inner-city elementary school perceive parents and parental involvement? During the 6-month period, three 1-hour interviews were conducted with each of the 15 teachers. Semi-structured and open-ended interview questions guided the in-depth conversations about parent involvement at Jefferson Elementary School. The interviews began with a general discussion of the school context, the teacher's experience level, and the general temperament of the students in each teacher’s class. After the general discussion, teachers responded to the following questions: (a) What is parent involvement? (b) What does parent involvement look like at Jefferson Elementary? and (c) What does parent involvement look like in your classroom? Follow-up questions emerged after each response to the initial interview questions and varied across teachers. Subsequent interviews probed teachers about specific parents and children discussed during the first interviews. Whether they worked with special needs students, read aloud translated school materials, ran small groups, or performed clerical work, teachers valued parent labor that helped reduce their own workload and compensated for resources that the school district did not provide. During school hours, the parents, in effect, acted as regular teaching assistants, while the teachers positioned themselves as managers
delegating tasks to employees. In their narratives, teachers did not draw a connection between their need for parental help labor with the absence of aides and paraprofessionals to support their workload.

Supporting teachers’ beliefs that Latino parents lack involvement in their children’s education, Becerra’s (2012) study, attempted to help school social workers understand the issues that parents may perceive as affecting their children's educational success. Furthermore, the researcher examined adult Latinos' perceptions of educational barriers affecting the academic success of Latino K-12 students in the United States. Educational barriers, in this study, were defined as school-level issues with school teacher and administration, and individual or family-level issues of Latino students and their families.

In this study, Latino parents reported four statements regarding barriers to K-12 academic achievement on the school level. They were as follows: (a) "The school is often too quick to label Latino kids as having behavior or learning problems." (b) "Schools that have mostly Latino students have fewer good teachers." (c) "Too many White teachers don't know how to deal with Latino kids because they come from different cultures." (d) "Because of racial stereotypes, educators and principals have lower expectations for Latino students." At the individual level, the two statements regarding barriers to academic achievement as follow: (a) "Too many Latino parents neglect to push their kids to work hard," and (b) "Latino students have weaker English language skills than White students” (Becerra, 2012, p.171).

The study used data from 1,508 participants who identified themselves as being of Hispanic or Latino descent and studied respondents' attitudes toward education (Becerra,
The surveys were conducted by telephone and utilized a stratified disproportionate, random-digit-dialing sample of 48 adjoining states. Becerra's (2012) study was guided by the concept of the relationship between different measures of acculturation and the perceptions of barriers to the success of Latino K-12 students. The results indicated that higher levels of income, education, and linguistic acculturation were associated with the perception of barriers to education for Latino students (Becerra, 2012). The above six barriers in K-12 academic achievement on the school level were explored. These barriers were identified by the participants as reasons why Latino students do not perform as well as White students; the barriers identified were that, "schools are too quick to label Latino students as having behavior/learning problems," "White teachers don't understand Latino culture," and "Latino parents neglect to push their kids to work hard" (Becerra, 2012, p. 174). Implications for school social work practice were discussed. Christianakis (2011), deduced that poor and minority children and parents are treated as though they have the same resources and life experiences as White, middle-class parents. Consequently, by making White middle class the standard of comparison, and by not including ethnic diversity in the structures of schooling, some educators perpetuate tacit structural classism and racism (Christianakis, 2011). Furthermore, Amatea et al. (2012) disclosed the complexity of the family-school relationship and the significant power imbalances and mismatches between the role expectations of caregivers and teachers who differ by class and race.

The results from the study conducted by Patel and Stevens (2010) explained that it is more common for White, higher-income parents to participate in activities held at the school. Therefore, minority parents, who are less visible at school, are often perceived by
teachers and administrators as not valuing or being interested in education. The authors examined the perceptions held by parents, teachers, and students concerning students' academic abilities and how it affected parents' involvement and teachers' facilitation of school programs for involvement (Patel & Stevens, 2010). The researchers considered the differences between parents who spoke Spanish or English and they invited 437 participants from two low-income, urban middle schools with a large Latino population (Patel & Stevens, 2010). A total of 12 teachers, six self-contained sixth-grade teachers as well as three math and three English language arts (ELA) teachers at the seventh and eighth-grade levels, were asked and agreed to participate.

The participants for the study were from sixth, seventh, and eighth grade regular education classes in two K-8 public schools in a large, urban area in the Southwest. The two public schools in the study were designated as Title I schools and served ethnically diverse student populations (Patel & Stevens, 2010). The researchers’ study was based on the theoretical framework of overlapping spheres developed by Epstein (2001). Although parent involvement literature has determined that a lack of English fluency is often a barrier to involvement (Becerra, 2012), this did not appear to be the case for this study (Patel & Stevens, 2010). The findings of the study revealed that the Spanish-speaking parents of middle-schoolers were more involved in collective activities related to their children's education than their English-speaking counterparts (Patel & Stevens, 2010). Patel and Stevens (2010) pointed to the fact that despite language being a significant factor, it only accounted for a small portion of the variance, and the results emphasized that language alone was not a sufficient criterion for predicting parents' and teachers' activities (Patel & Stevens, 2010). However, Patel and Stevens (2010) were adamant
about language remaining an important factor to consider within the context of the school and its community and further added, the school district from which the study was conducted had placed increased importance on serving the Latino community due to the rapidly changing demographics of the area.

In 2012, Amatea et al. conducted a study that included 138 preservice teachers (PSTs). The study investigated a course at a large research university in the Southeastern United States. The course was designed to influence the attitudes or preservice teachers (PSTs) about how they might work with low-income and ethnic minority families. According to Amatea et al. (2012), as most teachers enter teacher preparation programs, they bring with them very limited perspectives on teaching students who are different from themselves. Additionally, many of these teachers hold very stereotyped attitudes about the capability of ethnic minority students and their families (Amatea et al., 2012). Similarly, Christianakis (2011), argued that parents in some working-class communities show deference and respect by leaving the intellectual work to the teacher, who is typically a member of the middle class; deference that middle-class teachers misinterpret as low involvement and lack of support. Subsequently, teachers often impose middle-class models as normative parent participation and criticize parents who do not meet their expectations for involvement (Christianakis, 2011). As a result, teachers do not invite parents to be involved and have narrow visions of parent involvement, negative proclivity towards parents, cultural differences with parents, and the lack of teacher training reiterates negative stereotypes of low-income minority parents. Additionally, Amatea et al. (2012), argued that even the term parental involvement, as used by schools, implies middle-class cultural capital in a way that implicitly defines lower-income parents as
deficient when they do not meet the schools' expectations and creates an *ideal type* of parent that is linked to both race and class.

Moreover, rather than considering what these families can (and do) contribute to their children's upbringing, or to their children's schools, most accounts of parental involvement among low-income parents focus either on what the families lack, or on what the schools can do to teach them (Amatea et al., 2012). Similarly, in a study conducted by Christianakis (2011), her research indicated that teachers used the word *help* to describe parent involvement. In doing so, teachers positioned themselves as supervisors and the parents as the helpers. As a result, the use of the term help to describe parent involvement suggests that teachers viewed the parents as assistants, rather than as partners who could complement their work and vice versa (Christianakis, 2011).

Subsequently, teachers often assume that their role in addition to educating students it to train parents in literacy and academic skills or parenting and school participation skills, in return, teachers believe this will help the children avoid school failure (Amatea et al. 2012). Additionally, some educators vilify low-income parents and families, characterizing them as inculcating a set of anti-achievement values in their children that represent a distinctive culture of poverty.

Poza et al. (2014) posited that teachers and administrators in schools with large, working-class Latino populations often complain of parents' indifference or lack of involvement in children's schooling because of their low visibility at school events and relatively little face-to-face communication with teachers and school administration. For this reason, Poza et al. (2014) conducted a qualitative study utilizing semi-structured interviews to record the different educational experiences of parental involvement of
Latino immigrant parents compared non-Latino immigrants. A total of 24 semi-structured interviews were conducted using the snowball sampling approach. The study was conducted in a San Francisco Bay Area suburb, where Latinos comprise nearly 65% of the population. Through semi-structured interviews, the researchers study revealed that immigrant parents were very involved in their children's learning. The participants of Poza et al. (2014) study frequently mentioned forms of involvement which were not considered conventional, yet it should be considered as parental involvement in the eyes of the teachers and schools.

Poza et al. (2014) classified the reported behaviors of parental involvement into categories: (a) asking questions about school and school processes, (b) attending events at school or outside of school that parents deem supportive of children's learning, and (c) altering/augmenting children's educational trajectories to improve outcomes. The study also reported on obstacles that interviewed parents faced in their efforts to interact with schools in conventional ways (Poza et al., 2014). As several of the interviews validated, parents feel comfortable working with teachers when the teachers differentiate what constitutes right and normal and are more mindful of their position in relationships with parents (Poza et al., 2014). Poza et al. (2014) supported the analysis of characteristics of the ELL student and parent population that Arias and Morillo-Campbell (2008) voiced in their policy brief on barriers to ELL family engagement with schools, and characteristics of traditional and non-traditional parental involvement models.

**Teachers’ responsibility to promote parental involvement.** The research of Amatea et al. (2012), revealed a widening demographic gap between U.S. teachers and their students. The National Center for Education Statistics (2010), has accounted for
White teachers as representing 83% of the teaching force, and teachers of color accounting for only 17%. Additionally, the White European American teachers typically are women from middle-class backgrounds and speak only English (Amatea et al., 2012). Hence, the demographic gap between U.S. teachers and their students yields a challenge for schools with a high ELL population in communicating with parents, many of whom have comparatively low levels of literacy in their native language, in addition to not speaking or reading English.

In Jeynes’s (2005), meta-analyses of parental involvement research, the study found the most influential and impactful levels of teacher promotion of parental involvement were frequently subtle, such as maintaining high expectations of the children, communicating with children, and being aware of parental style. Jeynes (2012) further explained, if teachers continuously reach out and hold high expectations of students, communicate, show respect and compassion to students and parents, then even if these teachers do not mainly practice specific approaches to enhance parental involvement, their efforts will yield significant results.

Malaysian researchers Radzi et al. (2010) also explored primary school teachers’ perceptions and concerns on encouraging parents’ participation in school to improve students’ academic achievement. Similar to Jeynes (2012), the researchers focused on student academic achievement as a result of taking the concept of parental involvement to the next level (Radzi et al., 2010). The study aimed to investigate the aspect of parental involvement that was preferred by elementary school teachers and parents (Radzi et al., 2010). The researchers utilized surveys developed by Epstein’s (2001) model and surveys containing six aspects of parental involvement in school, which were communication,
parenting, volunteering, home involvement, school governance and decision making, and community service. A total of 60 teacher participants responded to a 40-item questionnaire consisting of Epstein’s (2001) different aspects of parental involvement in the schools (Radzi et al., 2010). The findings of the Radzi et al. (2010) study indicate that the teacher perceptions regarding parental involvement was aligned to Epstein’s (2001) Type II framework of expectations of parental involvement, specifically the basic obligations of schools’ communication protocol. Ratcliff and Hunt (2009) agreed with Radzi et al. (2010) and their concept that supported quality partnerships between teachers and their students' families, and the fact that this partnership is weakened if teachers enter the profession with inadequate dispositions, skills, and knowledge needed to promote the family partnerships.

**Developing teachers’ cultural competency to promote success.** Gándara (2009) voiced the critical need for teachers who serve Latino students to have skills and the means for communicating with parents and recruiting them as partners; it is imperative for teachers to understand the circumstances of the students' lives and histories. A possible solution Gándara (2009) suggested was recruitment and improved preparation for teachers who can help train more bilingual, bicultural faculty, and then turnkey the knowledge to prepare highly qualified teachers for Latino students. According to Gándara (2009), the focus of recruiting potential Latino educators from their communities is a win-win situation as these would-be teachers already have a unique knowledge of and sensitivity to the culture and language of this group.

However, this concept was expanded by Rapp and Duncan (2012) who believed creating and implementing an effective parental involvement model is a vital component
in increasing student achievement in school. In the peer-reviewed article published by Rapp and Duncan (2012) it clearly stated, the role of the principal is to develop a multi-dimensional approach to the parental involvement model. Rapp and Duncan (2012) further suggested principals must facilitate and cultivate a collaborative, democratic environment in which opinions, beliefs, and ideas are listened to and acted upon. The ultimate goal is to form a community of practices that develop teacher cultural competencies that promote student success (Rapp & Duncan, 2012).

**Chapter Summary**

Suárez-Orozco and Gaytán, (2009) help illuminate the diversity among the Latino culture and the many characteristics that define the members of this group; the Latino population in the United States represent different races, languages, socioeconomic classes, and immigration backgrounds that are unique to its culture. Therefore, it is imperative for educators to acknowledge parent-teacher relationships and communications, which vary across cultures (Christianakis, 2011). Ratcliff and Hunt (2009) suggested parents’ impact on their child’s educational success is influenced by how they work with the school; this parent-school connection has foundational support through teacher interaction with parents.

Thus, the purpose of this quantitative, correlational study was to determine to what degree a correlation exists between teachers’ perceptions of Latino parental involvement and teachers’ cultural intelligence. The goal was to raise awareness of the cultural norms of Latino parents and their holistic ways of involvement in their child’s education and to identify possible solutions for creating an educational environment that fosters parental involvement for all parents.
Chapter 3 provides a summary of the available research and how it aligns to the study. It presents the research methodology including research context, participants, data collection, and analysis.
Chapter 3: Research Design Methodology

Introduction

This chapter includes a review of the available research and summarizes the research design and methodology for this multi-regression quantitative study of teacher perceptions of Latino parental involvement in an urban public school district: A survey of the predictive role of teacher’s cultural intelligence. The chapter explains the alignment between the research problem statement and questions, and the research design.

Ratcliff and Hunt (2009) suggested parents’ impact on their child’s educational success is influenced by how they work with the school; this parent-school connection has foundational support through teacher interaction with parents. Therefore, it is imperative for educators to acknowledge and promote better parent-teacher relationships and communications, which vary across cultures (Christianakis, 2011). Gándara (2009) argued the critical need for teachers who serve Latino students to have skills and the means for communicating with their parents and recruiting them as partners; it is imperative for teachers to understand the cultural circumstances of the students' lives and histories. Thus, are culturally intelligent teachers more likely to be involved with Latino parents and likewise perceive Latino parents as being more involved in their children’s education? Do public school teachers’ cultural intelligence levels relate to and predict their own self-rating of Latino parental involvement. To what extent are the urban public school teachers' ability to perceive and interpret whether or not Latino parents are positively or negatively involved in their children’s education related to their own degree
of cultural intelligence? Is teacher cultural intelligence a significant predictor of teacher perceptions of Latino parental involvement? Does higher teacher cultural intelligence (culturally accommodating practices) relate to more positive teacher self-ratings of Latino parental involvement? Establishing a significant relationship may help begin a pathway toward improving parent-teacher-child relationships in the public schools and systematically cultivate a path toward long-term positive academic results for Latino students and their families. Since no previous studies have established this link, the present quantitative research study sought to understand to what extent the teachers’ self-reported cultural intelligence (CQ level) of the Latino culture might predict teacher perceptions of Latino parental involvement. It is essential to understand how teachers’ backgrounds and self-rated perceptions of the Latino culture inform their thoughts concerning Latino parental involvement in an urban public school district with a high proportion of Latino students.

Thus, this multi-regression prediction survey study measured the extent of relationships between parental involvement (i.e., comprised of six typologies [outcomes] and various predictor subscales of teachers’ cultural intelligence. This study utilized survey research, which is a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of such population (Creswell, 2014). For the purposes of this study, the survey method enabled the researcher to determine if there was a prediction between teachers’ self-rated perceptions of Latino parental involvement and level of teachers’ self-rated cultural knowledge and practices. Surveys were used for the purposes of descriptions and for the determination of relationships between variables at the time of the study (Babbie, 2001). Additionally, the survey design provided rapid
turnaround in the data collection and identified attributes of large populations from a small group of individuals (Creswell, 2014). A survey design is the best method for collecting original data for describing a population too large to observe (Babbie, 2001).

**Research Questions**

This multiple-regression quantitative study tested the following research questions and null hypotheses:

1. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-metacognitive self-ratings (i.e., their interest, persistence, and confidence to function in culturally diverse settings)?

   **HA$_1$:** There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of interest, persistence, and confidence to function in culturally diverse settings (CQ Metacognitive).

2. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-cognitive self-ratings (i.e., understanding how cultures are similar and how they are different)?

   **HA$_2$:** There is no significant predictive relationship between public-school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of understanding how cultures are similar and how they are different (CQ Cognitive).
3. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-motivational self-ratings (i.e., their metacognitive awareness to plan for, remain aware during, and check after multicultural interactions)?

HA₃: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of metacognitive awareness to plan for, remain aware during, and check after multicultural interactions (CQ Motivational).

4. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-behavioral self-ratings (i.e., their ability to adapt when relating and working in a multicultural context)?

HA₄: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of ability to adapt when relating and working in a multicultural context (CQ Behavioral).

Research Context

This research context for the present study was the Yonkers Public Schools district, the fourth largest school district in New York State. According to the 2016-2017 New York State Education Department (NYSED, 2017), the population of the Yonkers Public Schools district totaled over 25,000 students (prekindergarten -12th grades) within the 39 schools. This district consists of a workforce of 3,579 employees. The breakdown of the workforce is as follows: 1,848 teachers, 117 school administrators, 27 central
office administrators and 1,548 support staff. Amongst New York State’s Big 5 city school districts — Yonkers, New York City, Rochester, Syracuse, and Buffalo — Yonkers Public Schools has the second-most diverse teaching workforce. This district was selected because it serves a predominantly large number of Latino students and families. In fact, the Yonkers K-12 student population is comprised of mostly Latinos/Hispanic students (56%) followed by other racial/ethnic student groups - 19% Blacks, 17% Whites, 7% Asian/Pacific Islanders, 1% multiracial. More than three quarters of the district’s 27,000 students are Black or Latino and 25% of Yonkers teachers are people of color (NYSED, 2017). Conversely, the 1,848 Yonkers Public Schools’ ethnic teacher population is composed of 3 (0%) American Indian or Alaskan, 27 (1.5%) Asian, 168 (9.1%) Black or African American, 3 (0%) Hawaiian/Pacific Islander, 301 (16.3%) Hispanic or Latino, 1,307 (71%) White and 39 (2%) that have two or more races.

**Research Participants**

During fall 2018, research participants were recruited from a pool of 1,848 teachers working full-time in the Yonkers Public Schools. The researcher obtained permission to collect data from the Yonkers Public Schools district via the Yonkers Federation of Teachers (YFT) secure Facebook page. Although there are 1,848 teachers working full-time in the Yonkers Public Schools, only 733 were members of the YFT Facebook page. According to Creswell (2014), when using surveys in quantitative research, the accepted sample size, based on selecting a portion of the population is 10%. The expected response rate from teachers was approximately 30% (220 teachers), instead only 14.5% (106 teachers) responded to the entire survey.
The school district had a set protocol and specific documents to be completed before the research. Once permission was obtained from St. John Fisher College Institutional Review Board, the researcher then contacted the survey provider and asked them to release the survey link for access. The researcher then contacted the YFT union president to inform her that the survey was made available for her teachers to complete. Due to the fact that it was a holiday weekend, the union president waited to release the survey until the first full day of school for teachers, which was 4 days after the initial release date, delaying the process.

The online data collection began with a cover letter informing teachers of the purpose of the study; submissions were anonymous, which meant no data could be linked to any subject and consent would be implied upon their completion and submission of the survey. Lastly, participants of the study were informed that participation in the study was voluntary and they could withdraw at any time. A 2-week window was given for the teachers to complete the survey. When the chair gave the researcher permission to extend the survey window, she (the chair) then gave the researcher permission to add the link for the survey to the researcher’s Facebook page, beyond just the YFT Facebook page, as the original teacher participation was low (Fowler, 2014).

The YFT president posted the link to the Facebook page asking teachers to kindly take their time to read and support the research of the daughter (researcher for this study) of a fellow YFT member. A few weeks after the research link for the study was disseminated via YFT Facebook page, permission was obtained by the study chairperson to post the online survey link to the researcher Facebook page. The survey window was open for participants for 5 weeks from September to October 2018.
Permission to collect data was obtained from Yonkers Public Schools (YPS) district (Appendix A) in April 2018. The survey was disseminated to the population of Yonkers teachers with the approval from the Yonkers Federation of Teachers (YFT) union president (Appendix B) during the first week of September 2018. At the discretion of the YFT union president, the survey link was posted once a week on the secure Facebook page created for YPS teachers only for 5 consecutive weeks. The page was not open to the public and members gained approval by the union board to be allowed access to join. The researcher was a building administrator in one of the Yonkers Public Schools; therefore, the researcher’s positionality in the district was clearly stated in the teacher letter of introduction (Appendix C) and informed consent form (Appendix D). Also, the participants were informed of the purpose of the survey, research participation was voluntary, and that they could halt the surveys at any time. The surveys were completely anonymous to protect confidentiality, such as not using person or school names or other identifying descriptors, and this was explained to the participants. The research survey was first administered over the course of 2 weeks in September 2018. After the first 2 weeks (September 17, 2018) however, only 252 (approximately 13%) Yonkers Public Schools teachers opened the survey link. With permission from the researcher’s chair, an extension to the survey window was granted for an additional 2 weeks (September 1-20, 2018). At the close of the second window (October 2, 2018), 280 surveys were completed by the teachers, giving the researcher an overall 15% teacher survey response rate, fulfilling Creswell’s (2014) accepted percentage rate. However, before the research questions were evaluated, data were
screened for missing values and univariate outliers yielding a total number of pure
participants \( n = 106 \).

**Instruments Used in Data Collection**

All of the instruments were administered online. Participants took the online
Teacher Survey of Family and Community Involvement in the Elementary and Middle
Grades (Epstein & Salinas, 1993) (Appendix E), Experience and Background
Demographic Questionnaire (Appendix F), and The Cultural Intelligence (CQ) Scale
(Appendix G). All web-based collection of surveys took participants approximately 8-10
minutes to complete.

*Teacher Survey of Family and Community Involvement in the Elementary and
Middle Grades (Epstein & Salinas, 1993).* Latino parental involvement levels were
assessed using the revised Subscale A: (TATTFULL) The Teachers’ Attitudes about
Family and Community Involvement (TATTFULL), a subscale taken from The School
and Family Partnerships Survey of Teachers in Elementary and Middle Grades (Epstein
& Salinas, 1993). This TATTFULL subscale consisted of 18 items designed to assess
teachers’ self-reported attitudes about (Latino) parent involvement. The Center on
School, Family, and Community Partnerships (2014) gave permission for the researcher
to use and adapt TATTFULL subscale surveys questions. For this research, the 18-item
survey was adapted to reflect the Latino parents specifically (Appendix H). Appendix I
features the approval letter to use the survey. Subscale A: TATTFULL was utilized to
obtain a numeric description of elementary classroom teachers’ perceptions of Latino
parental involvement. A sample item was “Every family has some strength that could be
tapped to increase student success in school.” Participants rated the importance of the 18-
items using a 4-point Likert scale, ranging from strongly disagree (SD), disagree (D),
agree (A), and strongly agree (SA). Epstein and Salinas (1993) provided adequate
reliability estimates for the TATTFULL. In this study, adequate internal consistency was
also found. The Cronbach’s Alpha score was $\alpha = .72$.

Total scores on the TATTFULL were obtained by adding the raw scores on the 18
items; total scores ranged from 18 to 72 for each teacher. Higher scores represented more
positive attitudes about Latino parental involvement. The sum total scores for each
teacher on the 18 items from Subscale A total score TATTFULL ranged from 18 to 72,
with higher scores representing teachers possessing more positive attitudes about Latino
parent involvement. This means teachers with a higher score have an
understanding about the importance of school and Latino family involvement.

mean = 3.04, standard deviation = .37, range = 1.10 to 4.00 and $N = 241$.

The Cultural Intelligence Scale (CQS). The Cultural Intelligence Scale (CQS) is a
20-item, Likert scale self-report questionnaire designed to measure four types of cultural
intelligence and how culture awareness influences how people think, work, and relate to
different cultural contexts. Each subscale was measured using a Likert scale, where 7
indicated the highest score and 1 represented the lowest score per item. The response
format included the following: (7) strongly agree, (6) agree, (5) somewhat agree, (4)
neither agree nor disagree, (3) somewhat disagree, (2) disagree, and (1) strongly disagree.
The CQS was created in 2005 by The Cultural Intelligence Center and mirrors the four-
factors of conceptualization of cultural intelligence from Ang and Van Dyne (2008). This
overall scale was originally constructed based on Sternberg's multiple loci of intelligence.
The predictor variables for this study were teachers' CQ Metacognitive, CQ Cognitive,
CQ Motivational and CQ Behavioral. The CQ Intelligence Scale yields only subscale scores. The internal reliability estimates for the four CQS subscales were all above .70 (copyright Cultural Intelligence Center 2005).

*The Metacognitive CQ subscale.* The Metacognitive CQ subscale is a four-item self-report questionnaire designed to assess a person’s comprehension of intercultural experiences. An example item statement was “I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.” Participants rated their degree of agreement of the four CQ item-statements using a 4-point Likert scale ranging from a low strongly disagree (SD), disagree (D), agree (A), to a high strongly agree (SA). Total scores on the Metacognitive CQ were obtained by adding the raw scores on the 4 items; total scores ranged from 4 to 28 for each teacher. Higher scores represented more cultural consciousness and awareness during interactions with those from different cultural backgrounds. Metacognitive CQ is a crucial construct because it encourages active thinking about people and situations when cultural backgrounds differ; it prompts critical thinking about behaviors and assumptions; lastly, it allows individuals to evaluate and revise their mental maps, thus increasing the precision of their understanding.

*The Cognitive CQ subscale.* The Cognitive CQ subscale is a six-item, self-report questionnaire designed to measure a person’s knowledge and comprehension of both cultural norms and differences. An example of this item is “I know the legal and economic systems of other cultures.” Participants rated their degree of agreement of the six CQ item-statements using a 4-point Likert scale ranging from a low strongly disagree (SD), disagree (D), agree (A), to a high strongly agree (SA). Total scores on the
Cognitive CQ were obtained by adding the raw scores on the six items; total scores ranged from 6 to 42 for each teacher. Higher scores represented more cultural knowledge of norms, practices, and conventions in different cultural settings. This cultural awareness includes knowledge about cultural similarities and differences, as it is the foundation of decision making and performance in cross-cultural situations.

The Motivational CQ subscale. The Motivational CQ subscale is a five item self-report questionnaire designed to measure a person’s capability in synchronizing energy and action toward learning about and working in culturally diverse situations. A sample item is “enjoy interacting with people from different cultures.” Participants rated their degree of agreement of the five CQ item-statements using a 4-point Likert scale ranging from a low strongly disagree (SD), disagree (D), agree (A), to a high strongly agree (SA). Total subscale scores on the Cognitive CQ subscale were obtained by adding the raw scores on the four items; total scores ranged from 4 to 28 for each teacher. Higher scores represented more ability to direct attention and energy toward cultural differences. Motivational CQ encompasses self-efficacy and intrinsic motivation in cross-cultural situations.

The Behavioral CQ subscale. The Behavioral CQ subscale is a five-item, self-report questionnaire designed to measure a person’s ability to act appropriately to verbal and nonverbal behavior in a range of different cultures to effectively accomplish goals. A sample item was “I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.” Participants rated their degree of agreement of the five CQ item-statements using a 4-point Likert scale ranging from a low strongly disagree (SD), disagree (D), agree (A), to a high strongly agree (SA). Total scores on the Behavioral CQ
were obtained by adding the raw scores on the five items; total scores ranged from 5 to 35 for each teacher. Higher scores represented more ability to exhibit appropriate verbal and nonverbal actions when interacting with people from different cultural backgrounds. Behavioral CQ is the most critical construct of CQ because behavior is often the most visible characteristic of social interactions.

*The Experience and Background Demographic Questionnaire.* The Experience and Background Demographic Questionnaire was developed by the researcher to measure the teacher’s demographic background including the teachers’ years of experience in education, teacher age range, gender, and level of education, teacher ethnicity and current level teaching.

**Data Analysis**

Once survey data was collected using Qualtrics, the data was exported into a Statistical Package for Social Sciences (SPSS) database for analysis. The authors of the parental involvement and cultural intelligence instruments have calculated Cronbach’s alpha scores to examine the reliability of the survey instruments. Additional information was calculated based on the research questions. The researcher ran descriptive statistics, which included mean, frequency distributions, and standard deviations for both surveys. In addition, the cultural competence levels of teachers’ total scores and perceptions of Latino parental involvement scale scores were calculated for each respondent.

**Hypothesis testing.** This study utilized a multivariate analysis approach. Specifically, a multiple regression analysis was used to analyze the data. Multiple regression analysis is a multivariate statistical technique that uses several explanatory variables to predict the outcome of a response variable. The goal of multiple linear
regression (MLR) is to model the relationship between the explanatory and response variables” (Investopedia, 2014a, para. 1). The predictor (independent) variables for this study were teachers' CQ Metacognitive (four items), CQ Cognitive (six items), CQ Motivational (five items) and CQ Behavioral (four items). In this study, the outcome (dependent) variable- teachers' perceptions of Latino parental involvement, based on this scale the researcher obtained one overall score of level of parental involvement.

In order to test hypothesis H1o: A multiple regression analysis was run to determine to what extent are public school teachers’ ratings of Latino parental involvement (outcome) predicted by the teachers’ cultural intelligence-metacognitive self-ratings (i.e., their interest, persistence, and confidence to function in culturally diverse settings).

In order to test hypothesis H2o: A multiple regression analysis was run to determine to what extent are public school teachers’ ratings of Latino parental involvement (outcome) predicted by the teachers’ cultural intelligence-cognitive self-ratings (i.e., understanding how cultures are similar and how they are different).

In order to test hypothesis H3o: A multiple regression analysis was run to determine to what extent are public school teachers’ ratings of Latino parental involvement (outcome) predicted by the teachers’ cultural intelligence-motivational self-ratings (i.e., their metacognitive awareness to plan for, remain aware during, and check after multicultural interactions).

In order to test hypothesis H4o: A multiple regression analysis was run to determine to what extent are public school teachers’ ratings of Latino parental
involvement (outcome) predicted by the teachers’ cultural intelligence-behavioral self-ratings (i.e., their ability to adapt when relating and working in a multicultural context).

Summary of Methodology

This chapter explained the methods used in a multi-regression quantitative study. The aim of this quantitative multi-regression study was to determine the self-reported level of cultural intelligence of prekindergarten through 12th grade Yonkers Public Schools teachers and examine which variables, specifically, CQ multidimensional constructs encompassing metacognitive, cognitive, motivational, and behavioral dimensions could be considered as predictors in teachers’ ratings of Latino parental involvement. The objective of this study was to obtain descriptive data of a topic that is rapidly impacting educators as they have growing concerns for the Latino student population. Also, educators are confronted with a plethora of challenges such as language, norms, and customs when it comes to Latino students' education (Moreno & Gaytán, 2013). For the current study, the data provides a detailed contextual description of how teachers’ understanding of the Latino culture and understanding of how their teacher-parent relationship can impact their families' parental involvement. This, in turn, may add new knowledge and insight to school district leaders in their efforts to cultivate Latino parental involvement.
Chapter 4: Results

This chapter begins with a review of the research questions, followed by a description of participants via frequency counts. In addition, data was analyzed to determine parametric feasibility and general distribution of data by specified variable. Data was then tested by way of the specified statistical test in serial order. Findings were disseminated by way of graphs and figures to provide a full accounting of the specific test conducted. Finally, a summary was provided to codify information by tested hypothesis.

There is a consensus of increased student academic success due to parents becoming more involved; parental involvement has been identified as a strategy to decrease the achievement gap (Jeynes, 2012). Jeynes (2012) posits that Latino parental involvement in their children's education remains truncated when compared to their American counterparts. The obstacles Latino students face in the public schools are considerable and often create a path of academic failure with a poor societal outcome (Moreno & Gaytán, 2013). Most importantly, educators’ knowledge of how to effectively involve parents, particularly those from language minority or immigrant backgrounds, is the vital part of this equation (Alfaro et al., 2014). Teachers who lack experience of culturally and linguistically diverse student populations may express educational practices that derive from their own culture's experiences of schooling, including their beliefs about children and parents in their cultural background (Gonzales & Gabel, 2017).

The Pew Hispanic Research Center cited some reasons that explain why Hispanic students are not doing as well as other students in school: (a) less than half (47%) say
parents of Hispanic students not playing an active role in helping their children succeed is a reason, and (b) more than four in 10 (44%) say the different cultural backgrounds of Latino students and their teachers is another major reason (Lopez, 2009). The school’s responsibility is to help build bridges between the cultures of the children, their families, and other communities by respecting their diversity; yet the schools and educators lack understanding of the families’ cultural ways, ethnotheories, and lack of knowledge of effective communication strategies that encourage involvement of Latino families (Eberly et al., 2007). Gonzales and Gabel (2017) argue, in the same manner, that teachers may lack critical information about CLD parents and diverse representations of parental involvement. Most importantly, teachers lack the training needed to work efficiently with CLD students and families. Teachers are often ill-equipped and indeed undereducated in the cultural forms of capital that families bring to school. Literature in the field has highlighted the need for culturally responsive teaching and home-school relations (Eberly et al., 2007). This research provides insight on the relationship between teachers from an urban school district perception of Latino parental involvement and their cultural intelligence. It is as essential to understand how teachers' backgrounds and perceptions of the Latino culture inform their thoughts concerning Latino parental involvement.

Therefore, the aim of this quantitative multi-regression study was to determine the self-reported level of cultural intelligence of prekindergarten through 12th grade Yonkers Public Schools’ teachers and examine which variables, specifically, CQ multidimensional constructs encompassing metacognitive, cognitive, motivational, and behavioral dimensions could be considered as predictors in teachers’ ratings of Latino parental involvement. Using online self-report questionnaires, this multi-regression study
measured the degree of relationship significance between six parental involvement
typologies and the degree of a teacher’s cultural intelligence (i.e., cultural knowledge and
practices). This study employed quantitative primary, online survey research via
Qualtrics. Quantitative research is a quantitative or numeric description of trends,
attitudes, or opinions of a population by studying a sample of such population (Creswell,
2014). A quantitative survey design is often the best method to collect original data for
describing a population too large to observe (Babbie, 2001). This means that observable
populations are often best investigated by quantifying their attitudes and perceptions and
then testing to determine relationship where appropriate. Surveys, such as the one used
in this study, are well suited to descriptive studies, but can also be used to explore aspects
of a situation, or to seek explanation and provide data for testing hypotheses. This survey
was designed to provide a snapshot of how things are at a specific time.

Two theoretical frameworks supported and guided this study on teachers’ self-
reported ratings of Latino parental involvement and their understanding of the Latino
culture. The parental involvement theoretical framework utilized in this study was
Epstein’s (2001, 2009) six distinct types of parent involvement and offers examples of
pragmatic implementation of the different elements. Epstein’s model (2001, 2009) is one
of the most commonly referenced frameworks for parental engagement. Epstein argues
school, family, and community are important spheres of influence on a child, and when
these spheres work collaboratively, the development of the child is enhanced. The second
framework that supports this study consists of cultural intelligence and how culture
awareness influences how people think, work, and relate to different cultural contexts.
Researchers Sternberg and Detterman (1986) have identified that cultural intelligence is a
person's ability to function effectively in situations characterized by cultural diversity. In 1986, Sternberg and Detterman noted that intelligence encompasses more than academic or cognitive ability. Interpersonal, emotional, and social intelligence are included in the realm of intelligence. The theorists further posit other forms of intelligence; CQ supplements IQ by focusing on specific capabilities that support the effectiveness of personal and professional relationships in culturally diverse settings (Sternberg & Detterman, 1986). Cultural intelligence offers knowledge about individuals’ abilities to adapt to and thrive in multicultural circumstances, take part in intercultural collaborations, and perform adequately in socially differing cultures including work settings (Sternberg & Detterman, 1986).

The research study was conducted during fall 2018 at Yonkers Public Schools, the fourth largest school district in New York State, with a workforce of 3,579 employees: 1,848 teachers, 117 school administrators, 27 central office administrators and 1,548 support staff. The student population consists of 27,000 students: 56% Hispanics, 19% Blacks, 17% Whites, 7% Asian/Pacific Islanders, 1% multiracial. Research participants were recruited from a pool of 1,848 teachers working full-time in the Yonkers Public Schools. Yonkers Public Schools have the second-most diverse teaching workforce in the state. The goal of this study was to determine the self-reported level of cultural intelligence of teachers and examine which variables, specifically, CQ multidimensional constructs encompassing metacognitive, cognitive, motivational, and behavioral dimensions could be considered as predictors in the teacher ratings of Latino parental involvement. The survey design enables rapid turnaround of information and identifies attributes of large populations from a small group of individuals (Creswell, 2014).
Research Questions

The following research questions and null hypotheses guided this study:

1. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-metacognitive self-ratings (i.e., their interest, persistence, and confidence to function in culturally diverse settings)?

   HA$_1$: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of interest, persistence, and confidence to function in culturally diverse settings (CQ Metacognitive).

2. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-cognitive self-ratings (i.e., understanding how cultures are similar and how they are different)?

   HA$_2$: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of understanding how cultures are similar and how they are different (CQ Cognitive).

3. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-motivational self-ratings (i.e., their metacognitive awareness to plan for, remain aware during, and check after multicultural interactions)?
HA3: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of metacognitive awareness to plan for, remain aware during, and check after multicultural interactions (CQ Motivational).

4. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-behavioral self-ratings (i.e., their ability to adapt when relating and working in a multicultural context)?

HA4: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of ability to adapt when relating and working in a multicultural context (CQ Behavioral).

Data Analysis and Findings

The sample consisted of 106 K-12 Yonkers Public Schools teachers who voluntarily completed the survey online. The survey was disseminated to 733 teachers with the approval from the Yonkers Federation of Teachers union president (Appendix B). At the discretion of the YFT union president, the survey was posted on the secure Facebook page created for YPS teachers only consisting of 733 members. The page was not open to the public and members gained approval by the union board to be allowed access to join. Of the 280 teachers who logged into the Qualtrics survey platform, 139 teachers did not complete any questions. Accordingly, 141 teachers attempted to complete, either partially or fully, the online survey. Data collection using the open online questionnaire ran for 5 weeks (September - October 2018).
The demographic profile of the K-12 Yonkers Public Schools teachers who participated in the 5-week online survey is displayed across Tables 4.1, 4.2, and 4.3. Demographic information was collected to provide a description of the sample. The entire sample ranged in age from 21 to 69, with a mode age of 40-49. For age group, approximately 35% were between the ages of 40-49 years while 28% were between the ages of 30 and 39 years. Approximately 16% reported being 50-59 years old and an additional 13% reported being between the ages of 60-60 years old. Finally, approximately 6.4% reported between the ages of 21-29 years old. Table 4.1 displays age groups and associated frequency and percent statistics.

Table 4.1

Teacher’s Age Groups with Frequency and Percent Statistics

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-29</td>
<td>9</td>
<td>6.4</td>
</tr>
<tr>
<td>30-39</td>
<td>40</td>
<td>28.4</td>
</tr>
<tr>
<td>40-49</td>
<td>50</td>
<td>35.5</td>
</tr>
<tr>
<td>50-59</td>
<td>23</td>
<td>16.3</td>
</tr>
<tr>
<td>60-69</td>
<td>19</td>
<td>13.5</td>
</tr>
<tr>
<td>Total</td>
<td>141</td>
<td>100</td>
</tr>
</tbody>
</table>

Note. N = 141

Education information was also collected from teachers. Most participants reported having a Master’s degree plus 30 educational units (~72%). Thirty participants (~21%) reported having a Master’s degree. In addition, approximately 3% of the sample reported having a doctorate degree. Education information was presented in Table 4.2. Teachers’ ethnic groups are reported in Table 4.3.
Table 4.2

*Descriptive Summary of the YPS Teachers’ Education*

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>5</td>
<td>3.5</td>
</tr>
<tr>
<td>Masters</td>
<td>30</td>
<td>21.3</td>
</tr>
<tr>
<td>Masters + 30</td>
<td>102</td>
<td>72.3</td>
</tr>
<tr>
<td>Doctorates</td>
<td>4</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>141</td>
<td>100</td>
</tr>
</tbody>
</table>

*Note.* $n = 106$ online participants.

Ethnic group information was also collected from teachers. Most participants reported being White (~55%). Forty two participants (~30%) reported being Hispanic/Latino and approximately 9% reported being some other ethnic group. Finally, approximately 6% of the sample reported identifying as Black or African American. Ethnic group information is presented in Table 4.3.

Table 4.3

*Teacher’s Self-Reported Ethnic Group Affiliation with Frequency and Percent Statistics*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>9</td>
<td>6.4</td>
</tr>
<tr>
<td>White</td>
<td>77</td>
<td>54.6</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>42</td>
<td>30.0</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>9.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>141</td>
<td>100</td>
</tr>
</tbody>
</table>

*Note.* $N = 141$, $n = 106$ online participants.
Data Analysis Procedure

Inferential statistics were used to draw conclusions from the sample tested. The Statistical Package for the Social Sciences (SPSS) was used to code and tabulate scores collected from the survey and provide summarized values where applicable, including the mean, standard deviation, and central tendencies. Regression analyses were used to evaluate the four hypotheses. Specifically, this study utilized multiple linear regression and its purpose is to serve as a predictive analysis that explains the relationship between the outcome (Latino parental involvement) and predictor variables (CQ constructs).

Preliminary data analyses. Prior to analyzing the research questions, data cleaning and data screening were undertaken to ensure the variables of interest met appropriate statistical assumptions. Thus, the following analyses were assessed using analytics where the variables were first evaluated for missing data, univariate outliers, normality, linearity, and homoscedasticity. Subsequently, regression analyses were conducted to determine if there were any significant relationships between variables of interest.

Data cleaning. Before the research questions were evaluated, data were screened for missing values and univariate outliers. Missing data were evaluated using frequency counts and 35 cases were found to have missing values that exceeded 5% of their responses. These cases were removed from the data set. The data were then screened for univariate outliers by transforming raw scores to z-scores and comparing z-scores to a critical value of +/- 3.29, $p < .001$ (Tabachnick & Fidell, 2007). Z-scores that exceed this critical value are more than three standard deviations away from the mean and thus represent possible outliers. The distributions were evaluated and no cases with univariate
outliers were found. Thus, data were collected from a sample of 106 Yonkers Public Schools teachers and evaluated via the regression models \((n = 106)\). Displayed in Table 4.4 are descriptive statistics for the criterion (parental involvement) and predictor variables. These are descriptive statistics for teacher cultural intelligence predictors (Behavioral, Motivation, Cognitive, Meta-Cognitive) and teacher ratings of Latino parental involvement as reported by YPS Teachers using the online survey via Qualtrics.

Table 4.4

**Teacher Cultural Intelligence Predictors (Behavioral, Motivation, Cognitive, Meta-Cognitive) and Teacher Ratings of Latino Parental Involvement**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meta-Cognitive CQ</td>
<td>3.500</td>
<td>7.000</td>
<td>5.488</td>
<td>0.783</td>
<td>0.075</td>
<td>0.090</td>
</tr>
<tr>
<td>Cognitive CQ</td>
<td>2.000</td>
<td>7.000</td>
<td>4.611</td>
<td>1.149</td>
<td>-0.212</td>
<td>-0.835</td>
</tr>
<tr>
<td>Motivation CQ</td>
<td>3.200</td>
<td>7.000</td>
<td>5.564</td>
<td>0.854</td>
<td>-0.138</td>
<td>-0.203</td>
</tr>
<tr>
<td>Behavior CQ</td>
<td>2.000</td>
<td>7.000</td>
<td>5.108</td>
<td>0.959</td>
<td>-0.707</td>
<td>0.435</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>3.060</td>
<td>6.330</td>
<td>4.927</td>
<td>0.677</td>
<td>-0.256</td>
<td>-0.294</td>
</tr>
</tbody>
</table>

*Note. Valid N (listwise) \(n = 106\), Skew Error = .235, Kurtosis error = .465.*

**Reliability analyses.** Reliability analyses were run to determine if the criterion variable (Latino parental involvement) and cultural intelligence was found to be sufficiently reliable. Reliability analysis allows one to study the properties of measurement scales and the items that compose the scales (Tabachnick & Fidell, 2007). Cronbach’s alpha reliability analysis procedure calculates a reliability coefficient \((\alpha)\) that ranges between 0 and 1. The reliability coefficient is based on the average inter-item
correlation. Scale reliability is assumed if the coefficient is $\alpha \geq .70$. Results from the tests found that the specified predictor variable (Behavioral, Motivation, Cognitive, Meta-Cognitive) were sufficiently reliable. Moreover, the reliability coefficient for Latino parent involvement (i.e., $\alpha = .71$) was also sufficiently reliable.

Table 4.5

*Cronbach’s Alpha Reliability Analyses for the Online Qualtrics Measures of Cultural Intelligence and Latino Parental Involvement*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number of Items</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Intelligence Predictors</td>
<td>2</td>
<td>0.85</td>
</tr>
<tr>
<td>Meta-Cognitive CQ</td>
<td>5</td>
<td>0.75</td>
</tr>
<tr>
<td>Cognitive CQ</td>
<td>5</td>
<td>0.68</td>
</tr>
<tr>
<td>Motivation CQ</td>
<td>6</td>
<td>0.74</td>
</tr>
<tr>
<td>Behavior CQ</td>
<td>4</td>
<td>0.72</td>
</tr>
<tr>
<td>Latino Parental Involvement</td>
<td>18</td>
<td>0.71</td>
</tr>
</tbody>
</table>

*Note. n = 106 online participants.*

**Test of normality.** Prior to answering the research questions, basic parametric assumptions were assessed. That is, for the criterion (parental involvement) and predictor variables, assumptions of normality, linearity, and homoscedasticity were tested. Linearity and homoscedasticity were evaluated using residual scatterplots and no violations were observed. To further test if the distributions were normally distributed the skew and kurtosis coefficients were divided by the skew/kurtosis standard errors, resulting in $z$-skew/$z$-kurtosis coefficients. This technique was recommended by Tabachnick and Fidell (2007). Specifically, $z$-skew/$z$-kurtosis coefficients exceeding the
critical range between -3.29 and +3.29 ($p < .001$) may indicate non-normality. Thus, based on the evaluation of the residual scatterplots and $z$-skew/$z$-kurtosis coefficients, no variables exceeded the critical values.

**Results of Hypothesis 1**

Research question 1 and hypothesis 1 were as follows:

1. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-metacognitive self-ratings (i.e., their interest, persistence, and confidence to function in culturally diverse settings)?

$H_{10}$ stated: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of interest, persistence, and confidence to function in culturally diverse settings (CQ Metacognitive).

In order to reject the $H_{10}$ using SPSS 24.0, hypothesis 1 was evaluated using a multiple regression analysis to determine if there was a significant predictive relationship between teachers’ perceptions of Latino parental involvement (outcome) and the teachers’ level of interest, persistence, and confidence to function in culturally diverse settings (CQ-Metacognitive predictor). The regression analysis revealed no significant relationship; the teachers’ self-reported level of interest, persistence, and confidence to function in culturally diverse settings (CQ Metacognitive) was not a significant predictor of their own ratings of Latino parental involvement (CQ Metacognitive), $R = .129$, $R^2 < .017$, $F(1, 104) = 1.754$, $p = .188$. That is, less than 0.1.7% ($R^2 < .017$) of the variance observed in teacher ratings of Latino parental involvement was predicted by their level of
interest, persistence, and confidence to function in culturally diverse settings. Displayed in Table 4.6 is a summary of the regression analysis conducted for hypothesis 1.

Table 4.6

Summary of Regression Analysis for Hypothesis 1: Teacher CQ-Metacognitive Predictor of Teacher Ratings of Latino Parental Involvement

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>0.799</td>
<td>1</td>
<td>0.799</td>
<td>1.754</td>
<td>.188</td>
</tr>
<tr>
<td>Residual</td>
<td>47.393</td>
<td>104</td>
<td>0.456</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>48.192</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** a Outcome Variable: Latino Parental Involvement  
b Predictors: (Constant), Motivation (Metacognitive) CQ.

Figure 4.1 displays the non-significant relationship between CQ-Metacognitive and Latino parental involvement. The slope of the least squares regression line depicts a neutral slope, meaning that the adjusted beta-coefficient = -.48. This means that for every one unit increase in the predictor variable, the dependent variable decreases by .48 units.
Results of Hypothesis 2

Research question 2 was follows:

2. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-cognitive self-ratings (i.e., understanding how cultures are similar and how they are different)?

H20 stated: There is no significant predictive relationship between public-school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of understanding how cultures are similar and how they are different.

In order to reject H20, using SPSS 24.0 a regression analysis was run to determine if teachers' knowledge about how cultures are similar and how they are different (CQ-Cognitive) was a significant predictor of the teachers’ ratings of Latino parental involvement. Results indicated that a small significant predictive relationship did exist between teachers’ ratings of Latino parental involvement and teachers’ level of interest, persistence, and teachers' knowledge about how cultures are similar and how they are different (CQ-Cognitive), \( R = .260, R^2 < .068, F (1, 104) = 7.539, p = .007. \) That is, 6.8% \( (R^2 < .068) \) of the variance observed in participants’ parental involvement was due to teachers' knowledge about how cultures are similar and how they are different. Displayed in Table 4.7 is a summary of the regression analysis conducted for Hypothesis 2.

Table 4.7
Model Summary of Regression Analysis for Hypothesis 2: Teacher CQ-Cognitive

Predictor of Teacher Ratings of Latino Parental Involvement among YPS Teachers (n = 106)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3.257</td>
<td>1</td>
<td>3.257</td>
<td>7.539</td>
<td>.007*</td>
</tr>
<tr>
<td>Residual</td>
<td>44.935</td>
<td>104</td>
<td>0.432</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>48.192</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. p < .05*, p < .001** a Outcome Variable: Latino Parental Involvement  
b Predictor: (Constant), Cognitive CQ.

Figure 4.2 displays the significant relationship between CQ-Cognitive and Latino parental involvement. The slope of the least squares regression line depicts a positive slope, meaning that the adjusted beta-coefficient = .70. This means that for every one unit increase in the predictor variable, the dependent variable increases by .70 units. The positive slope means, teachers who self-reported more knowledge about how cultures are similar and how they are different were also more likely to report more positive perceptions of Latino parental involvement in the district.
Figure 4.2. Significant Relationship Between CQ-Cognitive and Latino Parental Involvement.

Results of Hypothesis 3

Research question 3 was as follows:

3. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-motivational self-ratings (i.e., their metacognitive awareness to plan for, remain aware during, and check after multicultural interactions)?

H30 stated: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of metacognitive awareness to plan for, remain aware during, and check after multicultural interactions.
In order to reject H3, using SPSS 24.0 a regression analysis was run to determine if there was a significant predictive relationship between teachers' metacognitive awareness to plan for, remain aware during, and check after multicultural interactions (CQ Motivational) and teachers’ ratings of Latino parental involvement. Results indicated that a significant relationship did not exist between teachers’ perceptions of Latino parental involvement and teachers’ level of interest, persistence, and teachers’ metacognitive awareness to plan for, remain aware during, and check after multicultural interactions (CQ Motivational), $R = .110, R^2 < .012, F (1, 104) = 1.274, p = .262$. That is, 1.2% ($R^2 < .012$) of the variance observed in participants’ parental involvement was due to teachers' metacognitive awareness to plan for, remain aware during, and check after multicultural interactions. Displayed in Table 4.8 is a summary of the regression analysis conducted for hypothesis 3.

Table 4.8

Model Summary of Regression Analysis for Hypothesis 3: CQ- Motivational Predictor of Latino Parental Involvement among YPS Teachers (n = 106)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>3.257</td>
<td>1</td>
<td>3.257</td>
<td>7.539</td>
<td>.262</td>
</tr>
<tr>
<td>Residual</td>
<td>44.935</td>
<td>104</td>
<td>0.432</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>48.192</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a Outcome Variable: Latino Parental Involvement
b Predictor: (Constant), Motivational CQ.

Figure 4.3 displays the nonsignificant relationship between CQ-Motivational and Latino parental involvement. The slope of the least squares regression line depicts a
negative slope, meaning that the adjusted beta-coefficient = -.75. This means that for every one unit increase in the predictor variable, the parental involvement decreases by .75 units.

![Figure 4.3](image)

**Figure 4.3.** Nonsignificant Relationship between Motivational-CQ and Latino Parental Involvement.

**Results of Hypothesis 4**

Research question 4 was as follows:

4. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-behavioral self-ratings (i.e., their ability to adapt when relating and working in a multicultural context)?

H40: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of ability to adapt when relating and working in a multicultural context.
In order to reject H40, using SPSS 24.0 a regression analysis was run to determine if there was a significant predictive relationship between teachers' ability to adapt when relating and working in a multicultural context (CQ Behavioral) and teachers’ ratings of Latino parental involvement.

Results indicated that a significant relationship did not exist between teachers’ perceptions of Latino parental involvement and teachers' ability to adapt when relating and working in a multicultural context (CQ Behavioral); \( R = .060, R^2 < .004, F(1, 104) = .375, p = .542 \). That is, \( 4/10\% \ (R^2 < .004) \) of the variance observed in participants’ parental involvement was due to teachers' ability to adapt when relating and working in a multicultural context (CQ Behavioral). Displayed in Table 4.9 is a summary of the regression analysis conducted for hypothesis 4.

Table 4.9

*Model Summary of Regression Analysis for Hypothesis 4: CQ- Behavioral Predictor of Latino Parental Involvement among YPS Teachers (n = 106)*

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>0.173</td>
<td>1</td>
<td>0.173</td>
<td>0.375</td>
<td>.542</td>
</tr>
<tr>
<td>Residual</td>
<td>48.02</td>
<td>104</td>
<td>0.462</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>48.192</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. Outcome Variable: Latino Parental Involvement*  
*b Predictors: (Constant), Behavior CQ.*

Figure 4.4 displays the nonsignificant relationship between CQ Behavior and Latino parental involvement. The slope of the least squares regression line depicts a negative slope, meaning the adjusted beta-coefficient = -3.6. This means that for every one unit increase in the predictor variable, the dependent variable decreases by 3.6 units.
Summary of Results

The aim of this quantitative multi-regression study was to determine the self-reported level of cultural intelligence (CQ) of prekindergarten through 12th grade Yonkers Public Schools teachers and examine which variables, specifically, CQ multidimensional constructs encompassing metacognitive, cognitive, motivational, and behavioral dimensions could be considered as predictors in teachers’ ratings of Latino parental involvement. Using online self-report questionnaires, this multi-regression study measured the degree of relationship significance between six parental involvement typologies and the degree of a teachers’ cultural intelligence (i.e., cultural knowledge and practices). This study employed a quantitative design to collect primary online data via Qualtrics.

Two hundred and eighty Yonkers Public Schools teachers responded to a request to complete the online survey. Of the 280 teachers that logged into Qualtrics, 139 teachers did not complete any questions. Accordingly, 141 teachers attempted to
complete the survey (50% completion rate) either partially or fully. After data cleaning, 106 cases were used to test the four specified hypotheses. For each hypothesis, least-squares regression was used to test each hypothesis.

Results indicated that CQ Cognitive was statistically related to parental influence; that is, teachers’ self-reported ratings of cultural intelligence knowledge predicted their ratings of Latino parental involvement. No other hypotheses were found to be statistically significant. Table 4.10 displays results from each of the tested hypotheses.

Table 4.10

Summary of the Link Between Teacher Ratings of Latino Parental Involvement and Teacher CQ Predictors Findings by Hypothesis

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Predictor Variables</th>
<th>Outcome Variable</th>
<th>Variance (R²)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>CQ Metacognitive</td>
<td>Parental Involvement</td>
<td>0.017</td>
<td>0.188</td>
</tr>
<tr>
<td>H2</td>
<td>CQ Cognitive</td>
<td>Parental Involvement</td>
<td>0.068</td>
<td>0.007*</td>
</tr>
<tr>
<td>H3</td>
<td>CQ Motivational</td>
<td>Parental Involvement</td>
<td>0.012</td>
<td>0.262</td>
</tr>
<tr>
<td>H4</td>
<td>CQ Behavioral</td>
<td>Parental Involvement</td>
<td>0.004</td>
<td>0.542</td>
</tr>
</tbody>
</table>

*Note. p < .05*, *p < .001**.

Chapter 5 will review findings and provide information about the implication of findings as it pertains to the study’s theoretical framework. Further, a discussion of recommendations for practice and recommendation for research will be presented. Finally, limitations to the study will be discussed and final statement made about the greater impact this study may have on pedagogical system for the New York Department of Education.
Chapter 5: Discussion

Introduction

Educating children is not the sole responsibility of the school, but a shared responsibility between the school administrators, teachers, and the home (Guerra & Nelson, 2013). “Family-school relations and parental involvement in education have been identified to close demographic gaps in achievement and maximize students’ potential” (Hill & Tyson, 2009, p. 740). Despite the policies and research indicating the benefits of parental involvement, there still are public schools that continue to struggle to increase parental involvement especially within Latino communities with Latino students of low socioeconomic status (American School Counselor Association, 2011).

The chapter presents the research problem, the research questions and hypothesis, key findings, implications, limitations of the research, suggestions for future research, and recommendations for school districts that seek to address the importance of cultural intelligence as a predictor of Latino parental involvement.

The United States has witnessed a dramatic increase in immigration resulting in rapid assimilation and acculturation of more racially, ethnically, and culturally diverse individual and families (Marschall et al., 2012). Among the nation’s 40 million immigrants, approximately half (47%) are Latino/Hispanic (Lopez & Radford, 2017). As per Suárez-Orozco and Gaytán (2009), Latinos who have settled in the United States represent different races, languages, countries of origin, socioeconomic classes, and immigration backgrounds, and other diverse characteristics. When it comes to education,
U.S. Latinos tend to value placing high aspirations for their children's education, hopefulness about their life prospects, the benefits of family devotion and hard work, and positive views of educational organizations (Suárez-Orozco & Gaytán, 2009). Latinos value numerous social and cultural resources, especially those related to their children that include high aspirations for their education and focus on the importance and value of family morals, loyalty, and hard work (Suárez-Orozco & Gaytán, 2009). Latino parents transmit these cultural values, beliefs, traditions, and behavioral norms to their children through the process of ethnic-racial socialization (Calzada et al., 2010).

In the area of education, however, many Latino parents have limited familiarity with the public school educational system, lack knowledge about how to best engage in their children’s school experience, or how to communicate with teachers regarding their concerns and questions about their children's school experience (Hill & Torres, 2010). At the same time, predominantly White public school teachers and administrators in schools with large, working-class Latino populations often perceive that Latino parents appear indifferent or uninvolved in their children's education because of their minimum participation at public school events and relatively diminished in-person communication with teachers and school administration (Poza et al., 2014). Are these perceptions or misperceptions a function of teacher cultural intelligence related to the Latino cultural norms and values? Does this cultural dissonance between the predominantly White female teachers and their Latino students and parents lead to many cultural misperceptions? Diversity dissonance in the classroom has been found to contribute to student alienation and low academic expectations that impede the delivery of high-quality instruction (Moreno & Gaytán, 2013).
Cultural intelligence theorists Sternberg and Detterman (1986) defined CQ as the ability to adapt to new cultural settings or as the ability to function effectively with people from different cultures. Moreover, according to Sternberg and Detterman (1986), cultural intelligence is a multidimensional construct comprising metacognitive, cognitive, motivational, and behavioral dimensions. The purpose of this quantitative online survey study was to determine the degree to which public school teachers’ ratings of Latino parental involvement were predicted by their self-ratings of teacher cultural intelligence.

Research participants were recruited from the Yonkers Federation of Teachers secured Facebook page. This page consisted of a subpopulation of 733 members out of entire population of 1,848 teachers working full-time in the Yonkers Public Schools district. Of the 733 teachers, 106 (14.5%) K-12 Yonkers Public Schools’ teachers voluntarily completed the survey online by clicking on the Qualtrics link in their e-mails. The following research questions and null hypotheses guided this study:

1. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-metacognitive self-ratings (i.e., their interest, persistence, and confidence to function in culturally diverse settings)?

   HA1: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of interest, persistence, and confidence to function in culturally diverse settings (CQ Metacognitive).

2. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-cognitive self-
ratings (i.e., understanding how cultures are similar and how they are different)?

HA2: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of understanding how cultures are similar and how they are different (CQ Cognitive).

3. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-motivational self-ratings (i.e., their metacognitive awareness to plan for, remain aware during, and check after multicultural interactions)?

HA3: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of metacognitive awareness to plan for, remain aware during, and check after multicultural interactions (CQ Motivational).

4. To what extent are public school teachers’ ratings of Latino parental involvement predicted by the teachers’ cultural intelligence-behavioral self-ratings (i.e., their ability to adapt when relating and working in a multicultural context)?

HA4: There is no significant predictive relationship between public school teachers’ self-reported ratings of Latino parental involvement and their own self-reported ratings of ability to adapt when relating and working in a multicultural context (CQ Behavioral).
Implications of Findings

The mixed findings from this study lead to an inconclusive conclusion regarding a real predictive relationship between teacher cultural intelligence and Latino parental involvement. One specific type (out of the four) of teacher cultural intelligence was found to be significantly predictive of teacher self-ratings of Latino parental involvement; Hypothesis 2 was supported. The teachers’ perceptions of the degree of Latino parental involvement were predicted by their own self-reported degree of understanding how cultures are similar and how they are different (CQ Cognitive). The results suggested that the cognitive construct of cultural intelligence reflects teachers’ understanding of cultural norms and practices, and how protocols in different cultures may play a role in education and personal experiences. This includes cognitive intelligence of the economic, legal, and social systems of different cultures. Moreover, these participants with a high cognitive characteristic of cultural intelligence demonstrated an understanding of the similarities and differences across cultures. This study suggested that there may be great value in understanding and promoting certain aspects of cultural intelligence among teachers who work with diverse populations, especially when it comes to the parental involvement of Latinos and other minority groups.

The significant findings for hypothesis 2 were consistent with the findings previously noted by Patte (2011) and Ratcliff and Hunt (2009) on the importance of focusing on teacher perceptions that may promote or hinder parental involvement. More research needs to examine the impact of teacher opinions, beliefs, and prior experiences especially when it comes to teaching diverse classrooms and reaching out to the parents. Perhaps teacher perceptions (including their cultural intelligence) may influence their
willingness to encourage parental involvement as a method of improving student achievement (Kurtines-Becker, 2008; Patte, 2011; Ramis & Krastina, 2010; Ratcliff & Hunt, 2009).

The other three types of teacher cultural intelligence did not yield significant results when predicting teacher perceptions of Latino parental involvement. Hypotheses 1, 3, and 4 were not supported using this sample. Teachers’ self-reported ratings of interest, persistence, and confidence to function in culturally diverse settings (CQ Metacognitive) were not predictive of their self-ratings of Latino parental involvement. This finding was inconsistent with previous studies that suggested a positive relationship (Hill & Torres, 2010; Patte, 2011; Ratcliff & Hunt, 2009). The small sample size may have contributed the failure to detect any predictive relationships. Future research should continue to assess various types of cultural intelligence using various methods, alternative measures, and with larger sample sizes and different teacher populations.

Hypothesis 3 was not supported; teachers’ self-reported ratings of interest, persistence, and confidence to function in culturally diverse settings (CQ Metacognitive) were not predictive of their self-ratings of Latino parental involvement. The findings to research question 3 were inconsistent with previous studies (Hill & Torres, 2010; Patte, 2011; Ratcliff & Hunt, 2009).

Finally, Hypothesis 4 was not supported; teachers’ self-reported ratings of ability to adapt when relating and working in a multicultural context (CQ Behavioral) was not a significant predictor of their ratings of Latino parental involvement. The findings to research question 4 were inconsistent with previous studies by scholars Hill and Torres.
Collectively, these studies suggested that academic K-12 school staff and Latino families in the United States have different ideas on what constitutes cultural intelligence and Latino parental involvement, and schools frequently overlook the valuable contributions Latino parents make to their children's education. Moreover, when engaging with school administrators and teachers, Latino parents often feel unwelcome and misunderstood. Due to the mixed and inconclusive results of this study, more research needs to explore the perceptions of Latino parents versus teachers when it comes to parental involvement in schools.

The small sample size may have contributed the failure to detect any predictive relationships. Future research should continue to assess various types of cultural intelligence using various methods, alternative measures, and with larger sample sizes and different teacher populations.

Limitations

The basis for this study has limitations that should be acknowledged. Limitations are factors or occurrences in a study that are beyond the control of the researcher (Simmon & Goes, 2013). The first limitation the researcher struggled with was the dissemination of the survey. A factor that contributed to this limitation was the fact that the researcher is a building administrator in the district. The initial proposed method of recruiting participants and dissemination of the survey was by asking the 39 Yonkers Public Schools principals to allow teachers to take the voluntary survey during one of the mandatory professional development days. The researchers’ administrative position in the district could have led to the belief by teachers that the survey was not voluntary but more mandatory. Furthermore, when teachers are asked to complete a task by their
administrators, it is perceived as a directive, not a voluntary task. Perhaps this study should have been conducted in another district that is not affiliated to the researchers place of employment.

A second limitation of the study was that the sample size was very small compared to the 1,848 teachers who could have taken the survey. Only the 733 teachers who were members of the Yonkers Federation of Teachers Facebook page had access to the online survey. This limitation is due to the bureaucracy between Yonkers Public Schools and the fact that the survey for this research could not be a mandated task for teachers. As a policy, the Yonkers Federation of Teachers contractually restricts teachers from performing any out of contract obligations unless administration provides allocated time without compromising teachers’ preparation period or lunch hour.

Another limitation of the study is only teachers with complete data sets were included in this study. Missing data were evaluated using frequency counts and 35 cases were found to have missing values that exceeded 5% of their responses. These cases were removed from the data set. Thus, the study sample size was reduced from 141 participants to 106 online teacher participants. The 35 eliminated data sets could have impacted the results of the study.

The demographic section of the questionnaire can be considered a limitation. The researcher should have asked for specific information about the school in which the teachers worked. The reason this is a limitation, is because not all of Yonkers Public Schools are completely diverse. Interestingly, according to the history of Yonkers, in 1984 a federal judge approved a desegregation plan for Yonkers Public Schools requiring the school district to reflect the racial composition of the district of the then 20,000
students (Education Week, 1984). At the time of the 1984 Yonkers Public Schools desegregation plan, 53% of the district's students were White, 23% were Black, 20% were Hispanic, and 4% were Asian (Education Week, 1984). Though at this time many students were moved to other schools across town, some families fought to keep their children in their nearby school. As a result, some schools in the district are still not ethnically diverse. Therefore, the limitation of this study consisted of the researcher not obtaining demographic information regarding the school(s) in which the participants taught.

Lastly, both the parental involvement and cultural intelligence measures utilized for this study may have limitations. The revised parental involvement survey, Teacher Survey of Family and Community Involvement in the Elementary and Middle Grades (Epstein & Salinas, 1993) was not developed specifically for Latino parents. With the permission of the author, the researcher was able to adapt the survey by adding the word Latino to each of the items. The researcher believes that the outcome of this study would have been different if the survey that was utilized only addressed the Latino culture. This type of specific survey would have delved into Latino parents’ barriers and constraining factors that may impact their participation such as language, school environment, immigration status, lack of information, and their level of education.

Another limitation to the measures used for this research was the limitation of the cultural intelligence survey not being specific to the Latino culture. A cultural intelligence measure more specific to Latinos may have produced different results. There is enormous diversity within all cultures and the Latino cultures are no exception. A Latino cultural-specific measure could have provided this study with an in-depth
understanding of the culture’s educational expectations, economic, legal, and political systems.

**Recommendations**

The findings from this research have implications for the development of policy and practice to address cultural intelligence as a predictor for teachers to cultivate parental involvement. The recommendations include teacher cultural intelligence (CQ) development and training, reviewing the New York State Education Department (NYSED) teacher certification requirements, and the implementation of NYSED Culturally Responsive-Sustaining Practices in the district.

**Teacher CQ development.** Teachers, staff, and administrators could benefit from cultural intelligence training, particularly those who are in school districts that are predominately saturated with an immigration population like Yonkers Public Schools. Districts around the nation are beginning to include training and development as part of their teacher professional development goals. Yonkers Public Schools has implemented this type of professional development; however, this training can be more intense and should become mandatory. The curriculum for teacher professional development should include and further promote a deeper understanding of the four constructs that compose cultural intelligence (CQ). This curriculum will then be inclusive of intercultural interaction and intercultural knowledge, that will then allow teachers to utilize multiculturalism and classroom cultural diversity as a learning resource. It is suggested that the professional development models involve action planning to foster Latino parental involvement initiatives. Lastly, this teacher professional development will cultivate respect for parents as individuals, become deeply aware that their culture,
ethnicity, and language are serious areas that needed to be understood, emphasized, and celebrated if teachers and school districts intend to reach them as partners in their children’s education.

**Teacher certification practice.** The NYS approved teacher certification process appears to develop teachers to be academically and emotionally prepared to teach students. NYSED requires teachers to complete a NYS registered program through a higher education institution, New York State Teacher Certification Exam - Educating All Students Test (EAS), Content Specialty Test (CST), the Dignity for All Students Act (DASA) and the mandated reporting for child abuse and negligence workshops. This certification process does not include mandated cultural intelligence training or professional development. New York State is known as one of the most culturally diverse states in the nation. Therefore, making cultural intelligence a mandated requirement for all teachers would benefit all.

**NYSED culturally responsive-sustaining practices.** As previously mentioned in Chapter 1, the Every Student Succeeds Act (ESSA) (2015) is the NYSED educational law that was constructed by the nationwide efforts of educators, communities, parents and students. Since 2015 ESSA builds on key educational areas and on January 12, 2018, the NYSED Culturally Responsive-Sustaining Practice initiative was launched. NYSED (2018) reported that “during the public comment period for New York’s ESSA plan, many people urged the State to indicate its commitment to cultural responsiveness” (p. 2). Furthermore, in this report NYSED (2018) states the student demographics of New York State Public Schools as follows: White 45%, Latino 26%, Black 18%, Asian Pacific Islander 9%, Multiracial 2%, and Native American 1%. NYSED defines
culturally responsive practices as crafting an instructional environment for students that is
driven by the experiences and background knowledge of such students’ ethnicities. It
further states that cultural responsiveness demands an understanding from educational
leaders to value students’ cultural and linguistic background when relating to the daily
lives of the students and to make the connection reflect in the curriculum. The aim of
NYSED Culturally Responsive-Sustaining Practices is to advance the learning
experiences of students by engaging them, honoring and supporting their cultural,
linguistic, and racial practices. As of January 2018, NYSED has committed to assemble
an advisory group of leaders whom are experts in the field of cultural responsiveness to
guide the evolution of:

- Guiding principles
- Framework for culturally responsive sustaining practices
- Supporting resources and materials

NYSED has determined in its timeline to present this culturally responsive framework to the Board of Regents by fall/winter 2018-2019.

Latinos are the largest minority group in the state of New York. It is imperative that policymakers realize that the Latino culture holds different cultural norms when becoming involved in their children’s education. As researchers LeFevre and Shaw (2012) and Zarate (2007) suggest, school staff and Latino families in the United States have different ideas on what constitutes family involvement, and schools frequently overlook the valuable contributions Latino parents make to their children's education. Therefore, NYSED policymakers should change the current construct of parental involvement and incorporate the Latino belief and/or value of home involvement. The
outcome of such policy change can help eradicate the myths and misconceptions around Latino parental involvement, lack of interest, or participation in their children’s education.

**Latino parental involvement.** In order for the Latino student population to be successful, all stakeholders must be consistent and have an active role in parental involvement. This collaboration is crucial in educating underrepresented Latino student population and should be inclusive of shared goals between students, families, teachers and community members. The current study focused on teachers’ perspective of Latino parental involvement and further suggests practices to engage this population of parents in the school. Yet, it is also imperative for the Latino parent population with children in the schools in the United States to notice and further try to embrace the expectations and norms of parental involvement in this country. Though this study specifies acquiring parental involvement for teachers, Latino parents need to realize that they also must cross paths in this effort. This two-way street is necessary for Latino students to succeed in the K-12 realm of education and hence, collaborate in addressing what Gándara and Contreras (2009) have identified the Latino educational crises.

**Future research.** This study suggests there is opportunity for further research on teachers understanding of the Latino culture and parental involvement.

1. Future studies (online or onsite) should attempt to assess the perceptions of larger populations of public school teachers in single and multiple districts and also span across other states with urban school districts with larger Latino populations.
Future studies could employ a mixed methods approach to address and learn more about how teachers currently understand their students’ family cultures within an urban educational setting. The first section of the study should be qualitative and interview teachers, so they can express how they understand the Latino culture and how their understanding of such culture influences how they reach out to parents. The purpose of the interviews would be to learn about the practices that teachers use in working with in general and, more specifically, with families of Latino decent. These interview questions should include and understanding of the extent and nature of awareness of teachers with respect to the Latino cultural beliefs and practices of the families of the students they teach. The second section of the study should include theorists Sternberg and Detterman (1986) framework on cultural intelligence. The four constructs of CQ (metacognitive, cognitive, motivational and behavioral) should then be tabulated in order to obtain teachers overall CQ scores.

2. Another potential future study could be the replication of this study after the implementation of NYSED Culturally Responsive-Sustaining Practices framework. Perhaps a comparison study of urban teachers’ self-reported levels of cultural awareness as a predictor of Latino parental involvement before NYSED Culturally Responsive-Sustaining Practices could be compared to this research study.

3. Duplicating the current research study with specific focus on correlations between teachers self-reported CQ level and their ethnicity. To what extent are public schools’ teachers’ self-ratings of Latino parental involvement predicted by the teachers’ cultural intelligence and ethnicity (sub-groups).
4. Finally, future research should begin to use more culturally-sensitive measures of cultural intelligence and parental involvement designed for Latino families and then gradually expand to other groups of color or at-risk students.

Conclusion

Are the cultural perceptions of teachers and administrators in urban public schools with large, working-class Latino populations related to their perceptions of parental involvement? Previous research has suggested that the predominantly White teachers tend to believe that Latino parents' are indifferent or nonexistent when it comes to participating in school events and communicating with teachers or (Poza et al., 2014). (White) teachers who may lack experience and training for working with culturally and linguistically diverse student populations may also hold perceptions and engage in educational practices that derive from their own culture's experiences of schooling, including their beliefs about children and parents in their cultural background (Gonzales & Gabel, 2017). Does cultural intelligence of teachers play a role when it comes to how teachers view the degree of parental involvement of Latino parents? This research was designed to learn more about teachers self-reported cultural intelligence as a predictor of Latino parental involvement.

The purpose of this quantitative online descriptive survey study was to determine if teachers’ self-ratings of four types of cultural intelligence were predictive factors of teachers self-rating of Latino parental involvement in an urban school district. This study yielded mixed quantitative results. One type of teacher cultural intelligence (cognitive) was predictive of teacher perceptions of Latino parental involvement. There was a significant (yet small) predictive relationship between public school teachers’ self-
reported ratings of Latino parental involvement and their own self-reported ratings of understanding how cultures are similar and how they are different (CQ Cognitive). A multiple-regression analysis revealed no significant relationships for the three other types of teacher cultural intelligence (behavioral, metacognitive, or motivational).

This study suggested that there may be a small significant relationship between some aspect of teacher cultural intelligence and their understanding of how involved Latino parents are in their children’s public school experience. Of course, more research is needed to further clarify the teacher cultural intelligence-teacher perceptions of parental involvement relationship with various racial and ethnic teachers and parent groups.

The significant findings for this Hypothesis 2 was consistent with the findings previously noted by Patte (2011) and Ratcliff and Hunt (2009) on the importance of focusing on teacher perceptions that may promote or hinder parental involvement. More research needs to examine the impact of teacher opinions, The recommendations for this study included providing more teacher cultural intelligence development and training, reviewing the New York State Education Department teacher certification requirements, and the implementation of NYSED Culturally Responsive-Sustaining Practices, especially in districts with Latino populations.

Cultural intelligence and values can be considered one of the most crucial aspects of the 21-century educational realm. Through cultural intelligence, educators can develop a cultural lens that enables them to see and understand the world of those students and families in front of them. Cultural intelligence should reflect and go beyond the teacher’s ability to execute a curriculum, classroom behavior management, or understanding
grading policies. Cultural intelligence can function, embrace, and acquire knowledge of the diversity that surrounds educators. The results of this study further suggest that while educators understand the cultural shift in their classroom, they lack a general level of cultural knowledge. This lack of cultural intelligence can be presumably due to the lack of educational preparation programs by the state or districts and subsequent professional development. Needless to say, educators need to seek and become motivated to obtain a more profound knowledge of culture to develop cultural intelligence. Lastly, the development of cultural intelligence of teachers needs to go over and beyond the basic understanding of simple observable aspects of culture. Educators must seek to understand the concept of the unobserved culture. Developing cultural intelligence requires educators to have a transformative mindset that takes them beyond cultural awareness and knowledge. Cultural intelligence can transport educators to a place where beliefs and practices can be explored, challenged, and reformed to cultivate success for all diverse children and their families.
References


Epstein, J. L. (2005). School-initiated family and community partnerships. In T. Erb (Ed.), This we believe in action: Implementing successful middle level schools (pp. 77–96). Westerville, OH: National Middle School Association


Appendix A

Yonkers Public Schools Support Letter

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Date: April 23, 2018

To: St. John Fisher

From: Giannina Frino

Re: Letter of support for proposal “A Correlational Analysis of Teachers’ Perceptions of Latino Parental Involvement and Teachers’ Understanding of the Latino Culture.”

Please accept this letter as support of the research endeavors of Ms. Vasquez in the Yonkers Public Schools. We are aware of the research proposal, “A Correlational Analysis of Teachers’ Perceptions of Latino Parental Involvement and Teachers’ Understanding of the Latino Culture” and will provide support as needed in the pursuit of this research pending IRB approval along with the approval from the Division of Research, Evaluation and Reporting at Yonkers Public Schools.

If there are any questions or further information is required, contact Giannina Frino at 914-376-8234.

CC: Carla Collins
Appendix B

Yonkers Federation of Teachers Support Letter

YONKERS FEDERATION OF TEACHERS
Committed to Excellence in Education

Samantha Rosado-Ciriello
President

35 East Grassy Sprain Road
Yonkers, New York 10710
Telephone: 914-793-0200
Fax: 914-793-7963

Date: July 5, 2018
To: St. John Fisher College
From: Samantha Rosado-Ciriello, President
Re: Letter of support for proposal “A Correlational Analysis of Teachers’ Perceptions of Latino Parental Involvement and Teachers’ Understanding of the Latino Culture.”

Please accept this letter as support of the research endeavors of Vanessa A. Vasquez. We are aware of the research proposal; “A Correlational Analysis of Teachers’ Perceptions of Latino Parental Involvement and Teachers’ Understanding of the Latino Culture” and will provide support as needed in the pursuit of this research pending IRB approval. The survey link will be disseminated to Yonkers Public Schools' teachers utilizing social media with the approval from the Yonkers Federation of Teachers (YFT) union president. The survey link for the above research will be posted on the YFT’s secure Facebook page created for the district of study teachers only. The YFT Facebook page is not open to the public and members must gain approval by the union board to be allowed access to join.

If there are any questions or further information is required, contact Samantha Rosado-Ciriello at 914-793-0200 or SRosado-Ciriello@YFT860.org.
Appendix C

Request for Voluntary Participation in Study

St. John Fisher College

Letter of Introduction

Date:

Dear K-12 Teacher:

I am an Educational Doctorate (Ed. D) candidate at St. John Fisher College and I am also an assistant principal in one of the Yonkers Public Schools. This letter is to invite you to participate in my study by completing a survey. You will assist with providing experiences of how teachers’ backgrounds and perceptions of the Latino culture inform their thoughts concerning Latino parental involvement.

The Institutional Review Board (IRB) of St. John Fisher College has approved the research study for the completion of the dissertation. **

Yonkers Public Schools (YPS) is the fourth largest school district in New York State. As per 2016-2017 New York State Education Department (NYSED), YPS student is over 27,000 students in Pre-kindergarten -12th grades within the 39 schools. More than three quarters of the district’s students are black or Latino and 25% of Yonkers teachers are people of color. This research aims to provide insight and address the gap in the literature on the relationship between teachers from an urban school district perception of Latino parental involvement and their cultural intelligence (CQ). The results of this study are intended to develop a professional development program for teachers and professional staff.

Participants will take an online Teacher Survey of Family and Community Involvement in the Elementary and Middle Grades (Epstein & Salinas, 1993), and the Cultural Intelligence Survey (CQI) (Cultural Intelligence Center 2005). Please note, since the researcher is also an administrator in the district, the decision to participate in the study will not affect (favorably or unfavorably) performance evaluations, career advancement, or other employment-related decisions made by researcher. To protect the privacy interests of the employees/participants, this is an anonymous survey. Anonymity of the survey consists of not utilizing person or school names, or other identifying descriptors. Data will be stored by the researcher in a password protected digital file. This voluntary survey will take approximately 8-10-minutes to complete and participants may withdraw at any time. Participating in the study would not pose any risk to your safety or wellbeing. This study has no personal benefits; however, it can potentially benefit the Yonkers Public Schools Latino student population.

If you have questions or concerns, please feel free to email me vav08817@sjfc.edu.

With Gratitude,

Vanessa Vásquez

Ed. D. Candidate and Researcher
Appendix D

Research Participation Consent

INFORMED CONSENT FORM

Title of study: A Correlational Analysis of Teachers’ Perceptions of Latino Parental Involvement and Teachers’ Understanding of the Culture

Name(s) of researcher(s): Vanessa A. Vásquez

Faculty Supervisor: Dr. Janice Girardi  Phone for further information: 914.882.8947

Purpose of study: The purpose of this study is to understand how teachers' Cultural Intelligence (CQ), backgrounds and perceptions of the Latino culture inform their thoughts concerning Latino parental involvement.

Place of study: Yonkers Public Schools  Length of participation: Electronic Survey Window – 2 weeks

Method(s) of data collection: Participants will take an online Teacher Survey of Family and Community Involvement in the Elementary and Middle Grades (Epstein & Salinas, 1993), and the Cultural Intelligence Survey (CQS) (Cultural Intelligence Center 2005).

Risks and benefits: There are no expected risks to participation in this study. Participation is completely voluntary. Participating in the study would not pose risk to participants safety or well-being. This study has no personal benefits; however, it can potentially benefit the Yonkers Public Schools Latino student population.

Method for protecting confidentiality/privacy of subjects: The surveys will be completely anonymous to protect confidentiality, such as not using person or school names or other identifying descriptors.

• Method for protecting confidentiality/privacy of data collected: The surveys will be completely anonymous to protect confidentiality, such as not using person or school names or other identifying descriptors. Data will be stored in password protected files.

Your rights: As a research participant, you have the right to:

1. Have the purpose of the study, and the expected risks and benefits fully explained to you before you choose to participate.

2. Withdraw from participation at any time without penalty.

3. Refuse to answer a particular question without penalty.

4. Be informed of the results of the study.

I have read the above and by proceeding to the next page of this survey “I agree” to voluntarily participate in the Correlational Analysis of Teachers' Perceptions of Latino Parental Involvement and Teachers’ Understanding of the Culture.
Appendix E

Joyce L. Epstein (1993) Parental Involvement Survey

Surveys and Summaries: School and Family Partnerships in the Elementary and Secondary Schools—With survey has been adapted with permission from Joyce. L. Epstein and Karen Clark Salinas, 1993

Q-1. These questions ask for your professional judgement about Latino parent involvement. Please circle the choice for each item that best represents your opinion and experience.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree (SD)</th>
<th>Disagree (D)</th>
<th>Agree (A)</th>
<th>Strongly Agree (SA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Latino Parent involvement is important for a good school.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>b</td>
<td>Most Latino parents know how to help their children on schoolwork at home.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>c</td>
<td>This school has an active and effective parent organization (e.g., PTSA)</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>d</td>
<td>Every family has some strengths that could be tapped to increase student success in school.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>e</td>
<td>All Latino parents could learn ways to assist their children on schoolwork at home, if shown how.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>f</td>
<td>Latino parent involvement can help teachers be more effective with more students.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>g</td>
<td>Teachers should receive recognition for time spent on Latino parent involvement activities.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>h</td>
<td>Latino parents of children at this school want to be involved more than they are now at most grade levels.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>i</td>
<td>Teachers do not have the time to involve Latino parents in very useful ways.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>j</td>
<td>Teachers need professional development to implement effective Latino parent involvement practices.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>k</td>
<td>Latino parent involvement is important for student success.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>l</td>
<td>This school views Latino parents as important partners.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>m</td>
<td>The community values education for all students.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>n</td>
<td>This school is known for trying new and unusual approaches to improve the school.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>o</td>
<td>Mostly when I contact Latino parents, it’s about problems or trouble.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>p</td>
<td>In this school, teachers play a large part in most decisions.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
<tr>
<td>q</td>
<td>The community supports the school.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
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<tr>
<td>r</td>
<td>Compared to other schools, this school has one of the best school climates for teachers, students, and Latino parents.</td>
<td>(SD)</td>
<td>(D)</td>
<td>(A)</td>
</tr>
</tbody>
</table>
Appendix F

Participant Demographics Survey

YOUR EXPERIENCE AND BACKGROUND

1. What grade or grades are you teaching this year? CIRCLE ALL THAT APPLY
   PK-K  1  2  3  4  5  6  7  8  9  10  11  12

2. How many years of teaching experience do you have? PLEASE CHECK ONE
   (a) 0-5_____  (b) 6-10_____  (c) 11-20_____  (d) 21 years or more_____

3. What is your highest education level? PLEASE CHECK ONE
   ___Bachelor’s   ___Master’s   ___Doctorates

4. Choose one or more races that you consider yourself to be?
   ___(a) Black or African American
   ___(b) Asian
   ___(c) Hispanic/Latino
   ___(d) White
   ___(e) Other (describe)_____________________

5. What gender do you consider yourself to be?
   ___Female   ___Male   ___Transgender   ___Other   ___Prefer not to say

6. Select your age: (check one)
## Appendix G

Center of Cultural Intelligence (CQ) Scale (2005)

The Cultural Intelligence Scale (CQS)

Read each statement and select the response that best describes your capabilities. Select the answer that BEST describes you AS YOU REALLY ARE (1=strongly disagree; 7=strongly agree)

1 – Strongly disagree • 2 – Disagree • 3 – Somewhat disagree • 4 – Neither agree or disagree • 5 – Somewhat agree • 6 – Agree • 7 – Strongly agree

<table>
<thead>
<tr>
<th>Mean cognitive CQ:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3. I am conscious of the cultural knowledge I apply to cross-cultural interactions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive CQ:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know the legal and economic systems of other cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2. I know the rules (e.g., vocabulary, grammar) of other languages.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3. I know the cultural values and religious beliefs of other cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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</tbody>
</table>
4. I know the marriage systems of other cultures.
5. I know the arts and crafts of other cultures.
6. I know the rules for expressing non-verbal behaviors in other cultures.

<table>
<thead>
<tr>
<th>Motivational CQ:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
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</thead>
<tbody>
<tr>
<td>1. I enjoy interacting with people from different cultures.</td>
<td></td>
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<td>2. I am confident that I can socialize with locals in a culture that is unfamiliar to me.</td>
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<td>3. I am sure I can deal with the stresses of adjusting to a culture that is new to me.</td>
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<td>4. I enjoy living in cultures that are unfamiliar to me.</td>
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<td>5. I am confident that I can get accustomed to the shopping conditions in a different culture.</td>
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<tr>
<th>Behavioral CQ:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
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</thead>
<tbody>
<tr>
<td>1. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.</td>
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<td>2. I use pauses and silence differently to suit different cross-cultural situations.</td>
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<td>3. I vary the rate of my speaking when a cross-cultural situation requires it.</td>
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<tr>
<td>4. I change my non-verbal behavior when</td>
<td></td>
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<td>a cross-cultural situation requires it.</td>
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<tr>
<td>5. I alter my facial expressions when a cross-cultural interaction requires it.</td>
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<td></td>
</tr>
</tbody>
</table>

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Appendix H

Author Permission to use Surveys of School, Family, and Community Partnerships

To: Users of Surveys of School, Family, and Community Partnerships from Johns Hopkins University Researchers

From: Joyce L. Epstein, Ph.D. & Steven B. Sheldon, Ph.D.

Re: Permission to use and adapt surveys on family and community engagement


This letter grants you permission to use, adapt, translate, or reprint the survey(s) noted above in your study.

We ask only that you include a full reference to the survey(s) and authors in the text and bibliography of your reports and publications.

Best of luck with your project.
Appendix I

Author Permission to use Cultural Intelligence Survey

Dear Vanessa,

Thank you for your interest in using CQ in your academic research. You have our permission to use the 20 item CQS in your research aimed at publication in scholarly journals.

You can create your own survey using the items in the attached file. If you do this, be sure to include the following copyright information on all electronic and paper copies of the survey:

© Cultural Intelligence Center 2005. Used by permission of Cultural Intelligence Center. Note: Use of this scale granted to academic researchers for research purposes only. For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to info@culturalq.com

Please remember this is a copyrighted scale and I am making it available to you ONLY for scholarly research aimed at publication in academic journals. Should you decide you want to use the scale for consulting or program evaluation in the future, please contact me to make the necessary arrangements.

In addition, please remember that you should use 1-7 Likert scale responses in research and research papers/presentations because the world-wide norms, definitions of low, moderate, and high scores, and the 1-100 scores are proprietary and should not be used in research.

You should average the items for each of the four dimensions and use these averages in your statistical analysis. If you need an overall CQ score, average the averages for the four dimensions to create one CQ score. Do not average the 20 items because this will be misleading given that there are a different number of items for some dimensions.

We wish you the best with your research. Please share your results with us so that we can learn from you.

Sincerely,

Linn

Keyla Waslawski
Director of Operations
+1-616-855-1762

CULTURAL INTELLIGENCE CENTER
30300 Telegraph Road Suite #260
Blingham Farms, MI 48025
+1-248-232-3032 (Main Office)

Get Certified in Cultural Intelligence!
From: Vasquez, Vanessa [mailto:vay08817@ajfc.edu]
Sent: Thursday, April 5, 2018 8:44 PM
To: Cultural Query <cquery@culturalq.com>
Subject: CQ-Factor Questionnaire