

Differences in parents' educational aspirations for children : The role of migration status

Aurore Moullet

Supervisor: Laura Bernardi
Life Course and Inequality Research Centre, University of Lausanne
aurore.moullet@unil.ch



1. Introduction

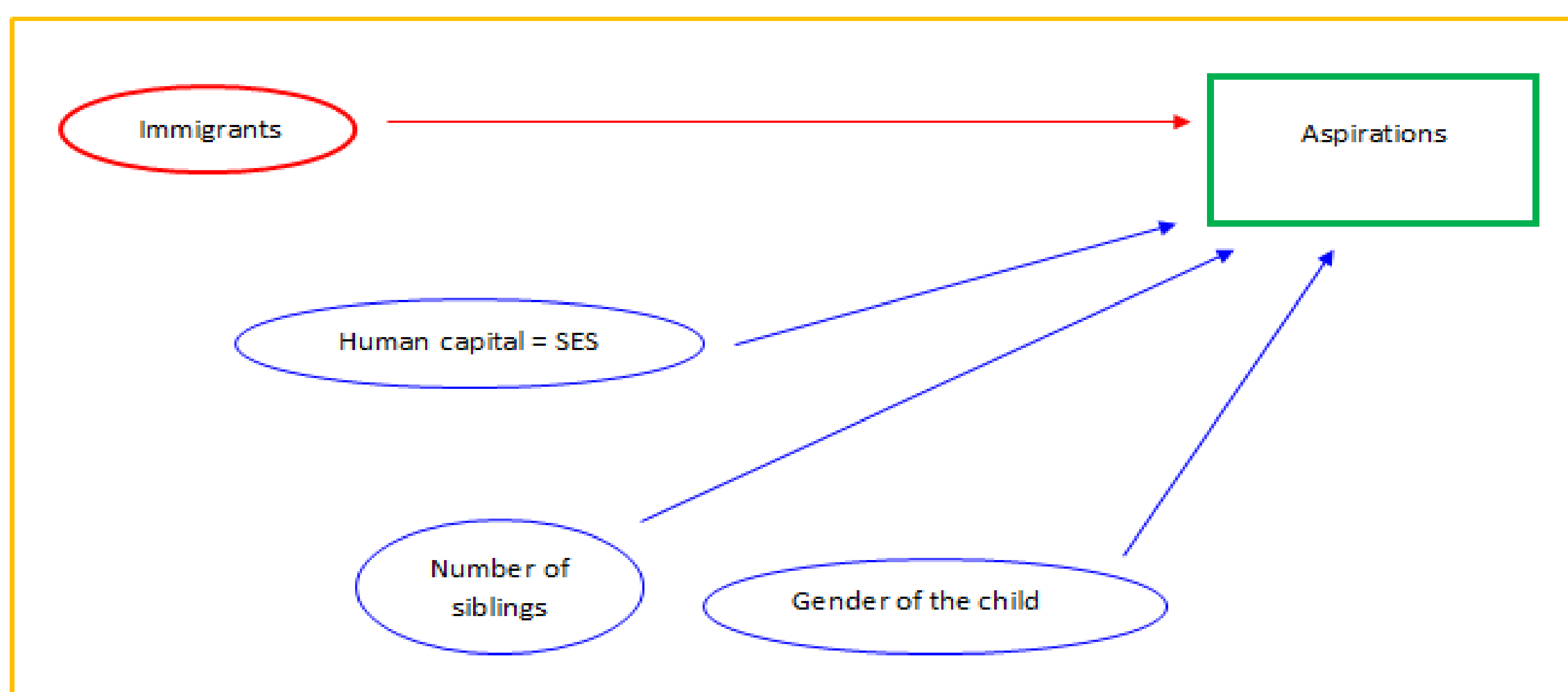
All parents aspire to their children's future well-being and they raise them in order for them to reach this well-being. However, parents do not all have the same idea on what is this well-being and how to reach it. Moreover, all parents do not possess the same kind of resources and do not face the same constraints. Parents' educational aspirations for their children are closely linked to the children's outcomes (Catsambis, 2001; Fan & Chen, 2001; Neuenschwander, Vida, Garrett, & Eccles, 2007; Schoon, 2010).

According to the literature, characteristics that influence parent's educational aspirations for their children are:

- Migration status: at equal SES, immigrants have higher aspirations than natives (Brinbaum & Kieffer, 2004; Garcia Coll et al., 2002; Glick & White, 2004; Lambert & Peignard, 2002)
- Region of origin: all immigrants have higher aspirations than natives, but it exists differences between immigrant groups (Vallet et caille 2000, Hao & Bonstead-Bruns, 1998)
- SES: parents with high SES have higher educational aspirations for their children (Bodovski, 2013; Neuenschwander et al., 2007)
- Sex of the child: parents tend to aspire to higher studies for girls and to vocational training for boys. Brinbaum & Kieffer, 2004; Vallet, 1996, Neuschwander 2007)

2. Hypothesis

Immigrants have higher educational aspirations than natives



3. Data

COCON: Swiss Survey on Children and Youth, child cohort

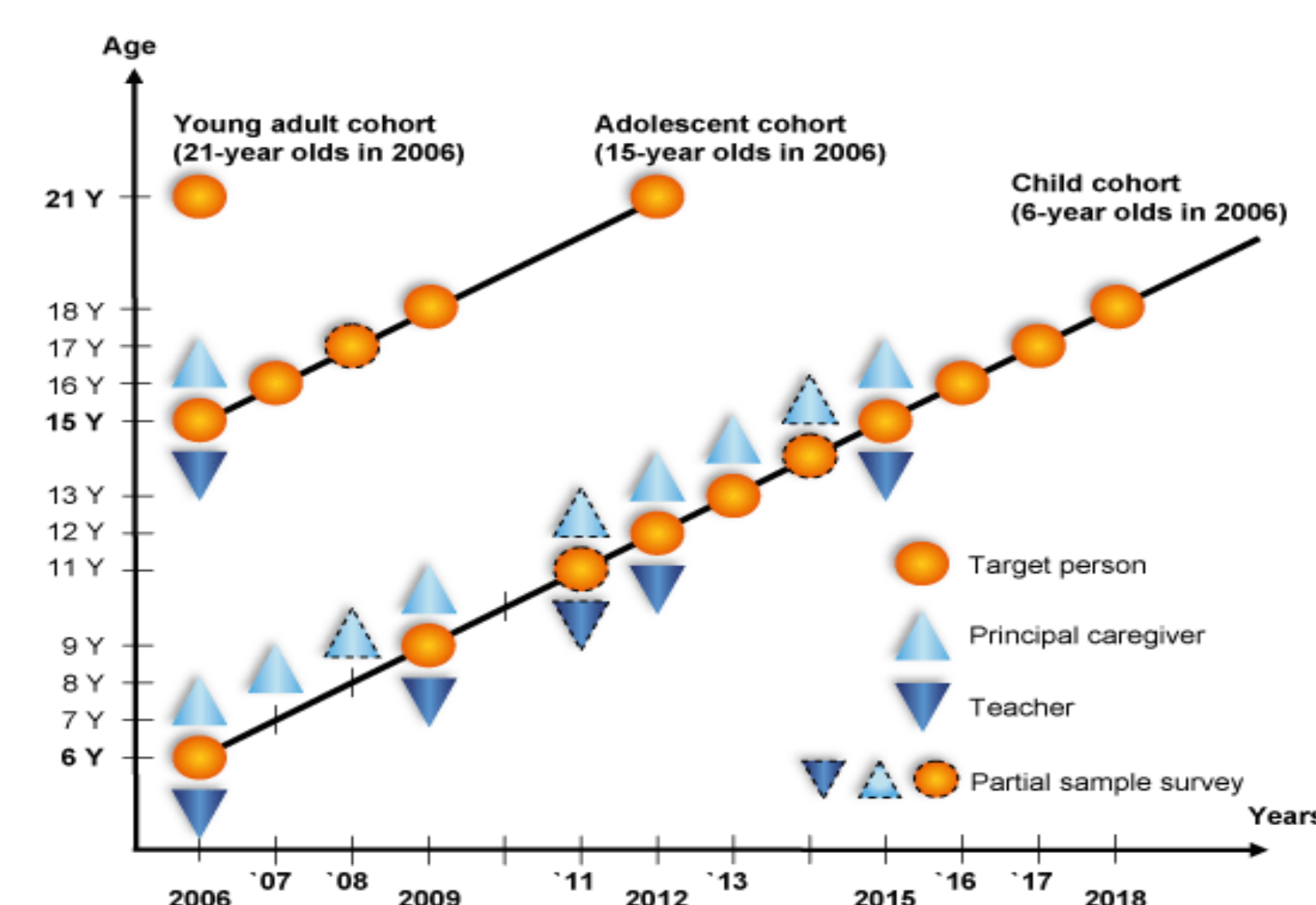
(<http://www.cocon.uzh.ch/>)

Cohort 1 (child is 6 years old in 2006):

- Not enough immigrants to do longitudinal analyses
- Age 6: wave with the highest number of immigrants
- Age 12: 1st school orientation

Dependant variable: What kind of diploma do you wish for your child?

- No precise idea
- Vocational training
- Federal maturity or further



4. Results

Multinomial logistic regression results examining aspirations depending on migration status, SES, child's sex and number of siblings.

6 years old child

Vocational training or diploma school (ref.)	No precise idea			Maturity, HES, Uni or EPF		
	Coefficients	Standard errors	Sig.	Coefficients	Standard errors	Sig.
Intercept	1.45	0.38	***	0.24	0.44	
Migrant (ref. Swiss)	1.14	0.48	***	2.14	0.49	***
Mother's educational level (ref. Post-secondary)						
Secondary or lower	-0.52	0.46		-0.24	0.52	
Tertiary	0.46	0.31		0.82	0.33	*
Father's educational level (ref. Post-secondary)						
Secondary or lower	-0.46	0.55		0.21	0.60	
Tertiary	0.28	0.26		0.68	0.30	*
Household income (ref. < 50'000)						
50000-74999	-0.45	0.35		-0.84	0.41	*
75000-99999	0.14	0.37		-0.54	0.44	
100000-124999	0.59	0.46		0.61	0.51	
>125000	1.62	0.68	*	1.70	0.71	*
Child sex (ref: Boy)						
	-0.24	0.22		0.07	0.25	
Number of siblings	-0.21	0.09	*	-0.24	0.12	*
Residual Deviance	1304.546					
AIC	1352.456					
N=751 (138 migrants)						

12 years old child

Vocational training or diploma school (ref.)	No precise idea			Maturity, HES, Uni or EPF		
	Coefficients	Standard errors	Sig.	Coefficients	Standard errors	Sig.
Intercept	-1.13	0.42	**	-1.84	0.55	***
Migrant (ref. Swiss)	1.22	0.37	***	1.64	0.38	***
Mother's educational level (ref. Post-secondary)						
Secondary or lower	0.39	0.49		0.37	0.62	
Tertiary	0.92	0.26	***	1.43	0.27	***
Father's educational level (ref. Post-secondary)						
Secondary or lower	0.14	0.54		-0.53	0.75	
Tertiary	0.51	0.22	*	0.25	0.26	
Household income (ref. < 50'000)						
50000-74999	0.04	0.40		-0.14	0.55	*
75000-99999	0.39	0.40		0.77	0.53	
100000-124999	0.76	0.44	.	1.65	0.55	**
>125000	1.00	0.47	*	2.06	0.57	***
Child sex (ref: Boy)						
	0.03	0.20		-0.21	0.23	
Residual Deviance	1213.882					
AIC	1261.882					
N=632 (92 migrants)						

5. Conclusion

Despite the low proportion of immigrants in the sample, the results still confirm the hypothesis that immigrants have higher aspirations than natives. SES is a strong predictor as well and its importance appears to increase when the child gets older.

However, parental aspirations cannot be taken alone because they are confronted with the resources available to parents, as well with the kind of strategies parents put in place in order to meet their aspirations (Fuligni & Yoshikawa, 2004, 2004). Indeed, although immigrants seem to have higher aspirations for their children than natives, not all of them experience higher educational outcomes, thus outcomes do not always meet aspirations (Brinbaum & Kieffer, 2004; Kao & Thompson, 2003; Lambert & Peignard, 2002).

Next steps:

- Exploring the articulation between parents' aspirations and strategies and their SES.
- What other aspirations than the educational ones do they have for their children? Is having a good education a means to reach another aspiration?
- Why do immigrants have higher aspirations and what do they do in order for their children to reach them?

6. Références

- Bodovski, K. (2013). Les attentes éducatives des familles aux États-Unis. Le «rêve américain» face aux différences de classe, de genre et de race. *Revue internationale d'éducation de Sévres*, (62), 69-78.
- Brinbaum, Y., & Kieffer, A. (2004). D'une génération à l'autre, les aspirations éducatives des familles immigrées: ambition et persévérance. *Education et formations*, 72, 53.
- Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. *Social Psychology of Education*, 5(2), 149-177.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational psychology review*, 13(1), 1-22.
- Fuligni, A. J., & Yoshikawa, H. (2004). Investments in children among immigrant families. In *Family investments in children's potential: Resources and parenting behaviors that promote success* (p. 139-162).
- Garcia Coll, C., Akiba, D., Palacios, N., Bailey, B., Silver, R., DiMartino, L., & Chin, C. (2002). Parental involvement in children's education: Lessons from three immigrant groups. *Parenting: Science and Practice*, 2(3), 303-324.
- Glick, J. E., & White, M. J. (2004). Post-secondary school participation of immigrant and native youth: The role of familial resources and educational expectations. *Social Science Research*, 33(2), 272-299.
- Hao, L., & Bonstead-Bruns, M. (1998). Parent-child differences in educational expectations and the academic achievement of immigrant and native students. *Sociology of Education*, 175-198.
- Kao, G., & Thompson, J. S. (2003). Racial and ethnic stratification in educational achievement and attainment. *Annual review of sociology*, 417-442.
- Lambert, P. S., & Peignard, E. (2002). Ambitions et réussites scolaires et professionnelles comparées des enfants d'immigrés. *Revue française de pédagogie*, 75-88.
- Neuenschwander, M. P., Vida, M., Garrett, J. L., & Eccles, J. S. (2007). Parents' expectations and students' achievement in two western nations. *International Journal of Behavioral Development*, 31(6), 594-602. <http://doi.org/10.1177/0165025407080589>
- Schoon, I. (2010). Planning for the future: Changing education expectations in three British cohorts. *Historical Social Research/Historische Sozialforschung*, 99-119.
- Vallet, L.-A. (1996). L'assimilation scolaire des enfants issus de l'immigration et son interprétation: un examen sur données françaises. *Revue française de pédagogie*, 7-27.