

Introduction

What are some of the factors that influence whether high school students attend college?

Parent Education

- Students of college-educated parents are more likely to subsequently attend college or register for college courses than students with no parent college education (Choy, 2001; Belasco, 2010).

Impact of School Personnel Involvement

- Meeting regularly with college counselors during high school was associated with increased application to and enrollment in college (Belasco, 2013; Bryan et al., 2011; Robinson & Roksa, 2016).

Social Capital = “Practical Support”

- Assistance, information and resources regarding college students is related to college enrollment rates (Croninger & Lee, 2001; Belasco, 2013; Robinson & Roksa, 2016; Bryan et al., 2011).

What is an academic variable that has been demonstrated to be important to college outcomes?

Academic Self-Efficacy (ASE)

- Student’s belief and confidence in being able to succeed in an academic setting or accomplish academic tasks.
- Related to college academic performance and persistence in college (Zimmerman et al., 1992; Gore, 2006).

Aim of Current Study

What is still missing?

- How does practical support from parents and school personnel in high school influence students beyond college enrollment?
- How does parent education influence amount of practical support that students receive from their parents and school personnel?
- Hypothesis:** Higher social capital involvement between students and school personnel will be associated with higher levels of academic self-efficacy.
 - This effect will be stronger for students whose parents did not have a college education.

Methods

Participants: 103 Seton Hall University undergraduate students (52.3% Caucasian, 80.6% female, ages 18 to 23 years old).

Measures:

- Family and School Personnel Relationship Scale
 - Measures practical support during the college-application process in high school
 - e.g. This person helped me determine colleges that would be a good fit for me.
- ASE: Academic Self-Efficacy (Rowbotham & Schmitz, 2013)
 - Measures belief about academic performance, skill and knowledge development, and ability to cope with academic stress
 - e.g. “If I try hard enough, I can obtain the academic goals I desire.”
- Additional measures were assessed

Procedure: Participants completed measures through Survey Monkey and on paper.

Data Analysis: Correlations, independent sample t-tests, and hierarchical regressions were conducted to measure associations between variables of interest, group differences based on parent education, and whether high school social capital experiences predict ASE in college.

Results

- Parent education by itself is associated with academic self-efficacy scores
- Students who reported higher social capital involvement from their school personnel reported higher academic self-efficacy, above and beyond parent education
- Parent education was associated with social capital experience with both parents and school personnel
 - No college education → higher social capital involvement from school personnel
 - Some college education → higher social capital involvement from parents

Table 1

Summary of Hierarchical Regression Analysis for Social Capital Variables predicting Academic Self-Efficacy

Variable	β	<i>t</i>	R^2	ΔR^2
Step 1				
Parent Education	.18	1.88 [†]	.03	.03
Step 2				
Parent Education	.19	1.88 [†]	.03	.00
Social Capital – Parent	-.03	-.24		
Step 3				
Parent Education	.29	3.00**	.17	.14
Social Capital – Parent	-.09	-.96		
Social Capital – School Personnel	.38	4.02***		

Notes: * $p < .05$, ** $p < .01$, *** $p < .001$, [†] = trend

Discussion

Parent Education on Social Capital experience

- Students whose parents did not attend college were more likely to:
 - Experience practical college-related guidance from school personnel rather than from parents
- Social Capital experience with school personnel and subsequent university-related outcome**
 - Social capital experience in high school was associated with academic self-efficacy in college
 - Practical support provided by school personnel in high school predicts students’ feelings about their academic abilities in college, above and beyond parent education and parent practical support.

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