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A research on first generation immigrant youth:
the influence of mentoring on educational expectations and attainment

Vera van den Berg

NHL University of Applied Science

B.A. Social Work



"The Spirit of Learning" by Alyarosa Taqwaariva, age 12.

Foreword

With the approval of NHL University and the examination board of the Social Work department, this research was carried out at the UMB Center for Evidence-Based Mentoring in Boston, Massachusetts, led by Professor Jean E. Rhodes. This internship placement was established in collaboration with (1) the UMB Center for Evidence-Based Mentoring, (2) NHL University and, (3) Stenden University during the European Mentoring Summit in March 2016. Moreover, a scholarship of “FB Oranjewoud Fonds” was granted towards living and studying in the Boston, USA.

Due to VISA-restrictions, collaboration with social work or mentoring organizations was not possible, particularly as it involved contact with vulnerable populations. Moreover, as an undergraduate student collecting own research data was not approved by the US government. Therefore, this research was carried out using secondary data collection which will be further explained in this paper. Lastly, this research takes a broader social science-based perspective, rather than the typical, organizational and practice-based approach generally utilized in my degree program. As collaboration with social workers or social work organizations was not possible, no practical recommendations, grounded in the evidence, could be drawn from my research and applied to the role of the pedagogic worker. However, the best was tried to make research suggestions regarding this aspect by addressing the implications of the findings in the context of social work. Suggestions about the role of the pedagogic worker in the context of mentoring are made in my policy paper.

Lastly, as this research was carried out in the US, only American research data was granted to use. Therefore, no direct conclusion could be made about this research subject regarding the Dutch context. Nonetheless, attempts are made to include the Dutch context where appropriate.

Abstract

The impact of the presence of a mentor on educational expectations and attainment amongst first generation immigrant youth -who all aspired to go to college- was investigated using the ADD Health dataset in a sample of (N = 190) first generation immigrant youth in the United States. Various areas of origin were taken into account; South, and Central America, Mexico, the Caribbean, South, and Central Asia, and Europe. Youth with Mexican origins have significantly lower educational expectations and attainment than youth with Asian origins. No significant mean differences were found in whether the presence of a mentor is related with increased educational expectations or attainment. However, awareness on the importance of this subject was raised and future research is suggested.

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1. Introduction

1.1 Context

This research was conducted with support from the Center for Evidence-Based Mentoring (CEBM), led by Professor. Jean E. Rhodes at the University of Massachusetts Boston. The goal of the CEBM is to contribute in developing evidence-based practices within the field of youth mentoring. In order to do so, the CEBM conducts research in the field of mentoring, facilitates collaborations and disseminates evidence-based resources (CEBM, 2015).

To be more specific, the CEBM focuses on conducting research in two related fields. Namely: (1), informal and formal youth mentoring and (2), risk and protective factors in youth's responses to natural disasters. Both fields relate to each other, as they focus on the role of social connections and how they contribute in youth development and adaptive functioning of individuals. Moreover, the aim of both programs is to investigate the underlying processes of how these connections contribute to positive outcomes (The Rhodes Lab, 2015).

Thus, the CEBM focuses on informal (or natural) mentoring and formal mentoring research. For example, a recent research on natural mentoring focused on a new approach to develop the capacity of youth to recruit their own mentors and other supportive adults who can help them to attain their career goals (Schwartz, Kanchewa, Rhodes, Cutler, & Cunningham, 2016). Furthermore, a recent research study on formal mentoring focused on youth at risk who might struggle in mentoring relationships (Raposa, Rhodes, & Herrera, 2016). This research investigated different types of youth at risk and the impact of environmental stressors -that these youth face- have on a mentoring relationship. Moreover, this research explored mentoring characteristics that exacerbated or mitigated these negative effects. These are only two examples of the wide-reaching research projects that the CEBM is

focused on, but “The Rhodes Lab” website launches all recent published articles (The Rhodes Lab, 2015).

Mentioned in the above, the CEBM is led by Professor Jean E. Rhodes. Furthermore, the CEBM consists of associate director -Justin Preston-, lab manager -Jessica L. Cunningham- and seven clinical psychology PhD students who all conduct research focused on youth mentoring or post traumatic growth (The Rhodes Lab, 2015).

To further the goal of contributing in the development of evidence-based practices within the field of youth mentoring, the CEBM launched “The Chronicle of Evidence-Based Mentoring”. This is an online resource to activate dialogues on new practices and research outcomes around youth mentoring to enhance the mentoring field (The Chronicle of Evidence-Based Mentoring, 2017).

Having established a brief description of the CEBM , the context in which this research is carried out can be understood. This research is furthermore conducted under supervision of Professor Jean E. Rhodes, associate director Justin Preston, and lab manager Jessica Cunningham.

1.2 Research motive

The specific research question I want to answer in this paper arose while interning at the CEBM in Boston, Massachusetts. While working at the CEBM and learning more about youth mentoring, I was simultaneously adjusting to a new country and culture—coming from the Netherlands, Europe. That is where my interest in immigrants grew. As my interest particularly lies in youth mentoring, I wanted to place this concept in the context of migration.

To be more specific about the fact why youth mentoring and immigration got my interest, I first reflected on the concept of youth mentoring. I was intrigued by this concept as I thought back about my own upbringing and realized that I had been very lucky to grow up in a safe and supportive environment. Never before, did I think about all the supporting adults in my

life as my natural mentors. I also realized that many children are not so fortunate with their upbringing. Thus, I immediately saw the potential that youth mentoring can have on youth that have less access to natural mentors in their lives. Furthermore, as a prospective social worker, I also noticed how mentoring is interconnected with this profession. Like mentoring, pedagogy also focuses on positive youth development and how social connections contribute to that (Dubois, & Karcher, 2014; Landelijk opleidingsprofiel pedagogiek, 2009; Rhodes, 2002).

Furthermore, having experience in –temporarily- migrating, I reflected on this process. I realized that also during the process of migration, I received a lot of support while settling in and adjusting to a new culture. However, I found myself asking; “What if you take this huge step to migrate and you do not have that support to fall back on?” and “Could mentors be of support for immigrant youth while they are navigating the new country?”

Looking at research that has been done on immigrants, I noticed the different reasons people migrate. Suárez-Orozco and Suárez-Orozco (2001) explain that parents often hope to find better opportunities for their children in the new country and education is often seen as a vital part of this future. Thus, what are first generation immigrants’ educational aspirations and expectations upon arrival? And what is their attainment?

It seems that, despite the challenges first generation immigrant youth face, such as -learning a new language; adapting to the new educational, cultural, and social settings; and developing new sources of social support in their country of resettlement-, research has found that first generation immigrant youth have higher educational aspirations, expectations and attainment than their U.S.-born peers (Suárez-Orozco, Abo-Zena, & Marks, 2015; Oberoi, 2016). What is interesting to note here is that previous research points to the importance of educational aspirations and expectations as a predictor for educational attainment. Thus, higher educational aspirations and expectations have a positive effect on students’ educational

attainment (Reynolds, & Pemberton, 2001; Domina, Conley, & Farkas, 2011). Other research, however, points to academic struggles such as a gap in educational aspirations and expectations, and a high drop-out rate amongst first generation immigrant youth (Portes & Rumbaut, 2014; Suárez-Orozco et al., 2015).

Could mentors be of support to increase educational aspirations and expectations amongst first generation immigrant youth? Klaw & Rhodes (1995) developed a model in a study of pregnant African-American women that suggests that the support of mentors is positively correlated with participants' increased life optimism as well in their activities and beliefs that education would lead to future jobs. However, their research did not find that mentor support was associated with diminished discrepancies between career aspirations and expectations in the future. They suggest future research to examine if the support of mentors is associated with educational outcomes.

Utilizing the existing body of literature, this study will first attempt to tease out differences between 1st, 2nd, and 3rd generation immigrants. How do they differ in their educational expectations, aspirations and attainment? Furthermore, what characteristics are of influence on educational, expectations and attainment amongst first generation immigrant youth? What impact does mentoring have on educational expectations and attainment amongst first generation immigrant youth?

Building upon this foundation, the present study will utilize data from the ADD Health dataset to delve deeper into differences *between* first generation immigrant youth looking at five different areas of origin. Namely: (1) South-, East Asia, (2) Central-, South America, (3) Caribbean, (4) Mexico and, (5) Europe.

Previous research on immigrant youth and their aspirations and expectations have attempted to determine the presence and strength of aspirations and expectations. However, to the best of my knowledge, no one has attempted to determine differences between first

generation immigrant youth who all aspire to go to college. Furthermore, the Dutch context will be discussed briefly with regards to migration and in what ways the implications of this research could be applied to the Dutch context, with special emphasis on the role of the pedagogic worker and lessons we can take from this research.

Using this point of view, the present research will investigate whether there are some first generation immigrant youth for whom educational aspirations are, beyond their reach as measured by their educational expectations, and whether the presence of a mentor helps to bridge that gap.

1.3 Analysis on micro-, meso-, and macro level

In this analysis I explain the different levels of importance of conducting this research by using a variation of Bronfenbrenner's ecological framework (Bronfenbrenner, 1979). The original model, developed by Uri Bronfenbrenner, explains five different environmental systems that influence a child's development. It consists of the micro-, meso-, exo-, macro-, and chronosystem. The microsystem is the system that is closest to the person—to which they have direct contact with. The meso system consists of the interactions between the different microsystems of a person. You can think of the relationship between parents and a teacher. The exosystem is a setting that does not involve the person as an active participant, but it still affects them, such as social welfare services. Furthermore, the macro system is the cultural environment in which the person lives. The chronosystem is the last dimension. It is the dimension of time in relation to a child's development. You can divide this level into two different aspects namely (1) the timing of a life event in a person's development, (2) the sociohistorical times in which the development of a child took place.

The original model of Bronfenbrenner (1979), served as a foundation in the creation of the micro-, meso-, and macro framework that is used in the social work field (Zastrow & Kirst-Ashman, 2007). In this context the micro level is focused on the individual and the

direct contact between the social worker and the individual. The meso level is the broader context in which the individual grows up. In the social work field, this level includes the management of social work. Lastly the macro-level in social work is focused on social policy change. It addresses issues that occur on the micro- and meso level, as well as in social research. Thus, the macro level is focused on systemic change.

It is important to view research from these different levels, as (1) the questions and motive for conducting a research often occur on a micro level within the social work field, (2) the research findings contribute in the development of evidence-based practices within the social work field. This contributes in creating evidence-based interventions, which in return, help enhance the social work field. And (3), research findings can influence the macro level in a way that it can serve as evidence to bring about systemic change within the social work field.

Thus, this research is important as the population of first generation immigrant youth is increasing. By the year 2050 this population is expected to account for one-third of all US-children (Suárez-Orozco, & Suárez-Orozco, 2001; Suárez-Orozco et al., 2015; Oberoi, 2016). For the reason that first generation immigrant youth make up a large number of all US children, it is therefore important to consider the well-being of these children. Especially because previous research suggests many linguistic, educational, developmental, economic, and cultural gaps that these children face when integrating in the new country (Oberoi, 2016).

One aspect of a youth's well-being is attaining their educational aspirations. This research is therefore considered important as attending college is generally a desired goal, but sometimes an elusive goal. Knowing if mentoring first generation immigrants has an influence on attaining their educational aspirations is important, as it addresses one aspect of a youths' well-being.

Furthermore, looking at the meso-level, this research is carried out at the support of the Center for Evidence-Based Mentoring. Considering the goal of the CEBM which is to contribute in developing evidence-based practices within the field of youth mentoring, this research is important as (1) it addresses a gap in the existing literature of mentoring and (2), it contributes in the further development of mentoring practices for first generation immigrants. Evidence-based research outcomes are needed to be able to develop effective mentoring interventions that can help address the need of this population on a micro-level.

On the macro level I look at society. This research question is relevant on this level because although immigration has been a part of the United States since it was established we currently see an immigration flow which we have never seen before. Approximately 12.5% of the people residing in the US are foreign born (Suárez-Orozco, et al., 2015; Suárez-Orozco & Suárez-Orozco, 2001).

Thus, first generational immigrants make up a big part of the American society and make up a big part of its future (Suárez-Orozco & Suárez-Orozco, 2001). It is therefore important to look at ways in which first generation immigrant students can meet their educational aspirations and increase educational attainment amongst first generational immigrants.

1.4 Research goal

The goal of this research is to explore whether the presence of a mentor helps to bridge the educational aspiration-expectation gap and attainment amongst first generation immigrant between the age of 14 through 17 from varies areas of origins. The educational aspiration-expectation gap is the gap between one's hopes and beliefs to achieve an educational degree and one's realistic thought of achieving that degree. Furthermore, this research will briefly discuss the Dutch context and in which ways lessons learned could be applied to the Dutch context with special emphasis on the role of the pedagogic worker.

If this research points out that first generation immigrant youth with a mentor are more likely to achieve their educational aspirations than first generation immigrant youth without a mentor, it could serve as a starting point to conduct further research on evidence-based mentoring practices that focuses on mentoring first generation immigrant youth in the context of pursuing their educational aspirations. Potentially, mentoring programs could be developed for first generation immigrants.

This is important to explore as policy makers of mentoring programs need to know, (1) if first generation immigrant youth benefit from being mentored while pursuing their educational aspirations, (2) what environmental characteristics are of influence on achieving educational aspirations and in what way that effects the mentoring relationship either positively or negatively, (3) what evidence-based practices have turned out to be effective in mentoring first generational immigrant youth in the process of achieving educational aspirations.

In this research I will focus on the first and second aspect described above.

1.5 Research question

The main research question I want to answer in this research is as follows:

“Do first generation immigrant youth between the ages of 14 through 17 with a mentoring relationship significantly differ in their educational attainment from first generation immigrant youth without a mentoring relationship?”

In order to create a foundation of knowledge in this field the following sub-questions need to be answered conducting literature research:

1. How do first-, second-, and third-, generation immigrants differ in their educational aspirations, expectations and attainment?

2. What factors influence educational expectations and attainment amongst first generation immigrant youth?
3. What impact does mentoring have, if any, on educational expectations and attainment amongst first generation immigrant youth?

Secondly, in order to answer the main question the following sub-questions need to be answered conducting this research:

1. Do first generation immigrant youth differ in their expectations by gender, area of origin, and presence of a mentor?
2. Do first generation immigrant youth differ in their attainment by gender, area of origin, and presence of a mentor?

2. Literature review

2.1 Introduction

The existing literature covers a variety of theories on the unique educational development amongst first generation immigrant youth. This review will focus on how 1st, 2nd, and 3th generation immigrant youth differ in their educational aspirations, expectations and attainment, what factors influence educational aspirations, expectations and attainment amongst immigrant youth and if mentoring has an impact on educational aspirations, expectations and attainment.

First, a brief foundation on immigration trends in the United States, as well as immigration trends in the Netherlands will be established.

2.2 Immigration in the United States

Suárez-Orozco and Suárez-Orozco (2001) explain that over time people have been migrating for numbers of reasons: (1) economic factors—people migrate for job opportunities of differences in wages between countries, (2) interpersonal factors—people migrate because other relatives migrated before them or, (3) cultural reasons—people migrate because they imagine a better standard of living in another country. As I mentioned previously, parents often hope to achieve better opportunities for their children in the new country.

Although, immigration has been a part of the United States since it was established we currently see an immigration flow which we have never seen before. Approximately 12.5% of the people residing in the US are foreign born. They are being referred to as “first generation immigrants” or “immigrant children” (Suárez-Orozco et al., 2015; Suárez-Orozco & Suárez-Orozco, 2001). Not only has the number of first generation immigrants increased, so has the number of their children. They are referred to as “second generation immigrants” (Suárez-Orozco et al., 2015; Portes & Rumbaut, 2014). In fact, 25% of the children under the age of eighteen have an immigrant parent. This number is expected to grow up to 30% by 2050 (Suárez-Orozco et al., 2015). Also, looking at the nation’s child population, second generation immigrant children are the fastest growing subpopulation in the US (Hernandez, Denton, & Macartney, 2008; Suárez-Orozco, 2015). Moreover, “third generation immigrants” are children whose grandparents were born in a foreign country (Suárez-Orozco et al., 2015; Suárez-Orozco, & Suárez-Orozco, 2001).

Lastly, we see refugees coming into the US. Refugees are people who flee their country of origin for fear of persecution due to race, religion, nationality, membership in a particular social group or political opinion (Oberoi, 2016; Suárez-Orozco & Suárez-Orozco 2001). An important difference between refugees and immigrants is the reason of migration.

Refugees are forced to migrate whereas, immigrants choose to migrate (Oberoi, 2016; Suárez-Orozco, & Suárez-Orozco 2001).

According to the Migration Policy Institute (2017) the United States has known a diverse immigrant population over time. Looking at the statistics of 2015, there are a few countries that make up a large scale of the total first generation immigrant population. To be more specific, Mexican origin immigrants make up 26.9% of the total immigrant population, Indian origin immigrants 5.5% and Chinese origin immigrants 4.8%. Other countries in the top ten are: the Philippines, El Salvador, Vietnam, Cuba, the Dominican Republic, Korea, and Guatemala. However, the growth of the “other countries” category indicates that immigrants in the United States hold a diversity of nationalities.

2.3 Immigration in the Netherlands

Not only does the United States see an immigration flow like never before, also the Netherlands has been dealing with a big immigration flow. Regarding the Dutch Central Agency for Statistics (CBS, 2016), the immigration flow to the Netherlands has changed over time. Around the beginning of the 20th century a lot of immigrants came from Afghanistan, Iraq, Iran, and Somalia. More presently, since 2014 the Netherlands has been coping with a great number of asylum seekers from Eritrea and Syria. To be more specific: in 2015, 3,300 immigrants from Eritrea and 20,600 immigrants from Syria sought refuge in the Netherlands (CBS, 2016).

Furthermore, since the accession of more Eastern European countries in the European Union in 2004 and 2007, such as Poland, Romania and Bulgaria, immigration from these countries have been in increasing in numbers (CBS, 2016).

Looking at a recent overview of the biggest migration population per area of origin, we can see that regarding non-western immigrants: Turkish, Moroccan, Surinamese and Antillean immigrants make up the biggest populations. Regarding western immigrants,

Indonesian, German, Polish, and Belgian, immigrants make up the biggest population. Regarding refugees, Iraqi, Afghan, Syrian, and Somalian groups make up the biggest immigrant group (CBS, 2016).

Thus, although this research is carried out at the Center for Evidence-Based Mentoring in Boston, Massachusetts and utilizes a dataset which only holds data from youth that immigrated to America, this research could address the need for mentoring first generation immigrants in the Dutch context, as we see such a big immigration flow in the Netherlands. Furthermore, it is important to note that we see people migrating, but moreover we see a big refugee flow coming into the Netherlands. As I have noted in the above, an important difference between refugees and immigrants is the reason of migration. Refugees are forced to emigrate whereas, immigrants choose to emigrate (Oberoi, 2016; Suárez-Orozco, & Suárez-Orozco 2001). Therefore, immigrants and refugees are exposed to different immigration experiences, which calls for specific attention to each of these groups.

Nonetheless, lessons learned from this research could hold implications and suggest future research to the specific Dutch contexts regarding this target group. Furthermore, lessons learned regarding mentoring could hold implications for the pedagogic worker. I will address these themes in the discussion section.

2.4 Differences between generations educational aspirations, expectations and attainment

As I noted in the above, there are generational differences among immigrants in the United States. They are defined as: first-, second-, and third generation immigrants. Previous studies have focused on generational differences regarding educational attainment amongst immigrants (Suárez-Orozco et al., 2015).

Mentioned in the introduction, research has found that first generation immigrant youth hold higher educational aspirations, expectations and achievement than their U.S.-born

peers (Suárez-Orozco et al., 2015). This finding occurred so frequently that the phrase “immigrant paradox” was introduced. This refers to newcomers finding success despite difficulties due to poor economic resources, limited language and cultural knowledge (Suárez-Orozco et al., 2015; Suárez-Orozco, Rhodes, & Milbourn, 2009). The “immigrant paradox” is explained by the unique position that first generation immigrants hold; they could benefit from drawing on the strengths of both cultures. Also, immigrant parents are known for being highly optimistic about their child’s educational achievement. Suarez-Orozco et al., (2009) explain this by the implicit “immigrant bargain” parents strike with their children, whereby parents want to justify their own sacrifices with their children’s educational success. For these families, educational achievement is highly important. Researchers have expanded this term to “immigrant optimism”. This is a term that is used to explain immigrants’ optimistic behavior. It implies that recent immigrants expect upward mobility for themselves and children, whereas their U.S. born peers may be disillusioned with that prospect (Kao & Tienda, 1995).

Although, the “immigrant paradox” is frequently discussed amongst researchers, it might not apply to all racial and ethnic groups (Suárez-Orozco, & Suárez-Orozco, 2001; Feliciano, & Lanuza, 2015; Suárez-Orozco et al., 2015).

In that context, Kao and Tienda (1995) have found a variation on the “immigrant paradox.” They found that second generation immigrants have educational advantage over first- and third generation immigrant students, as they owe a mastery of the English language coupled with immigrant optimism. Also, Duong, et al. (2015) have found in a recent study that second generation immigrants are more likely to have higher levels of academic achievement than first,- or third,- generation immigrants. Furthermore, the US Census Bureau completed a population survey report in 2013 which also showed that second generation

immigrants were more likely to attain a bachelor's degree or higher than first and third-generations (Trevelyan, et al., 2016).

An interesting finding is that research suggests that second generation immigrants perform better than third generation immigrants. You might assume that the longer immigrants lived in the country, the better they will perform educationally. However, research points to downwards educational attainment amongst third- and later generation immigrants (Telles, & Ortiz, 2008; Portes, & Rumbaut, 2014; Suárez-Orozco et al., 2015). "Factors such as racism, poverty, anti-immigrant sentiment, and acculturation to anti-academic peer norms may each play a role in diminishing the adaptability of young people of the third and later generations" (Suárez-Orozco et al., 2015).

Thus, as for educational attainment research has shown different outcomes amongst 1st, 2nd and 3th generation immigrants. Some research has found that first generation immigrants perform more favorably in terms of educational achievement than their US-born peers. However, other research shows the opposite. Findings are highly nuanced regarding educational attainment amongst immigrant youth. Thus, what factors make some first generation immigrant youth reach their aspirations whereas others have more difficulties or do not reach their aspirations at all?

2.5 Factors that influence educational attainment

As I mentioned in the introduction, aspirations and expectations have a significant effect on educational attainment (Sewell, Haller, & Portes, 1969; Reynolds, & Pemberton, 2001; Domina, Conley, & Farkas, 2011). Reynolds and Pemberton (2001, p.704) explain educational aspirations and expectations as the following:

"Educational aspirations refer to the level of education that an individual would ideally like to obtain. Educational expectations, on the other hand, are individual's

subjective probabilities that an event, such as receiving a college degree, will occur sometime in the future given available information and preferences at the present time. Some youth may aspire getting a college education but expect that family resources and commitments will prevent them from obtaining a college degree, at least in the foreseeable future.”

Reynolds and Pemberton (2001) express that expectations might differentiate from aspirations due to factors such as family resources and commitments. Furthermore, early research that was done by Sewell, Haller, & Portes (1969) also showed that the role of significant adults were of great importance in shaping educational expectations. Meaning, positive influence by significant others could develop educational expectations positively, whereas no- or negative influence could bring about the opposite.

First generation immigrant parents and youth are known for their highly optimistic behavior and educational aspirations. Thus, that should be in favor of first generation immigrant youth knowing the influence of aspirations on educational attainment. However, research has shown varied outcomes regarding educational expectations and attainment amongst first generation immigrant youth. Specially, outcomes seem to vary markedly by region of origin.

In an early study done by Hirschman & Falcon (1985) various attainment outcomes amongst religious-ethnic groups were presented. Their study suggested that first generation immigrants with an Asian background have the highest attainment compared to all immigrant groups. Mexican origin immigrants have the lowest educational attainment of all immigrant groups and in between are first generation immigrants from Europe, with lower attainment amongst Eastern and Southern European immigrants. The differentiation between these

immigrant groups can be explained by further explained factors that occur more or less in certain immigrant groups.

For example, research points to more factors that influence the expectations and attainment amongst first generation immigrant youth. First of all, Suárez-Orozco et al. (2015) point to the year of arrival to be of influence on educational attainment amongst first generation immigrants. Students that arrive as adolescents have often more trouble adapting. Also, language proficiency is of influence on the educational adaption of first generation immigrant youth. First generation immigrant youth reported that “learning English” as the main obstacle to getting ahead in the United States (Suárez-Orozco et al., 2015; Oberoi, 2016). Moreover, Jacob (2002) notes that “Among low-income and minority students, young women are 25 percent more likely than young men to enroll in some form of postsecondary education.”

Furthermore, first generation immigrants often face a change in their socio economic status. According to Suárez-Orozco et al., (2001) if parents have more resources in the new country, they can move into more integrated neighborhoods which -at the same time- offer better schools for their children. Unfortunately, this is often not the case. Research (Suárez-Orozco et al., 2015; Portes, & Rumbaut, 2014) points to educational struggles and lower expectations amongst first generation immigrant youth are often linked with low family economic status.

Also, when parents are highly educated, they are more likely to guide their children in how to study, access information, or be able to provide their children with additional resources. Furthermore, parents who are highly educated are more likely to have higher educational expectations for their children, which in return influences educational attainment (Suárez-Orozco et al., 2001). However, Matthew &, Ewen (2006) suggest that low parental education is more likely to appear in immigrant families than in non-immigrant families.

What is important to note is that research has also shown that this varies widely across different immigrant groups (Portes, & Rumbaut, 2014). The US Census Bureau (2008) reported continuation of highly educated immigrant flows from India, Pakistan and Nigeria. Furthermore, Asians and Africans show higher educational levels than European and certain Latin American nationalities, such as Mexican immigrants. Portes and Rumbaut (2014) explain this by the introduction of a new immigration policy after 1965, which made it easier for Africans and Asians to the US. This immigration policy opened doors for immigrants to enter the country, but a contrast in reason of migration was seen amongst immigrant groups: (1) family reunification and (2) occupational qualifications. As most Asians and Africans had fewer families to reunite with than Europeans and certain Latin American countries, they arrived here mainly for occupational qualifications. Together with the physical barriers of long-distances, it kept low-skilled immigrants from those areas from entering the US. Therefore, we see mostly highly educated immigrants from those countries enter the United States.

Another factor that is of influence on shaping expectations and attainment is “school connectedness.” Upon arrival, youth spend most of their time at their new school and school connectedness is thereby a factor that has influence on a child’s educational experience (Oberoi, 2016). In this particular phase of development, acceptance among peers is of high priority. Positive peer relationships provide not only social support, but also improve youth’s self-worth and sense of identity (Plenty & Jonsson, 2016). Furthermore, research has found that peer support facilitates a feeling of belonging and prevent them from dropping out (Oberoi, 2016). According to Plenty and Jonsson (2016) immigrants can gain additional benefits from positive peer relationships. Peers can help them adjust to the new culture and provide them with opportunities to develop language- and cultural skills. However, McPerson, Smith-Lovin, & Cook (2001) suggest that social acceptance is more likely to arise

on the basis of homophily in demographic characteristics and interests. It is therefore the case that poor peer relationships among immigrants present important challenges. Plenty et al. (2016) found that first generation immigrant were at greater risk of rejection compared to second generation immigrants and the majority group.

Extending on the importance of social support regarding the development of educational expectations and attainment, research has shown that parental involvement is of big influence that affects children's schooling experience (Seginer, 2006). Turney & Kao (2009) suggest that parental involvement influence the child's educational experience in different ways; (1) parents who are involved send a message that education is important—these children more likely to value education themselves; (2) parents who are involved get to know the school environment and are thus able to discuss their children's performance with them; (3) parents who are involved are in a better position to intervene when the child is struggling. Lingxin & Bonstead-Burns (1998) also imply in their research that the likelihood of parent's and children's agreement on educational expectations is greater when parents are more involved in the educational process of their child. However, as first generation immigrant families have just moved to a foreign country, parents are removed from everything they know and have often difficulties providing such support (Suárez-Orozco et al., 2015).

This is where mentoring comes into play, as professors have expressed the potential of mentors to provide support to youth in situations where their own parents are unable to provide such support, guidance and supervision (Dubois, & Karcher, 2014). Also, having said that significant others play a vital role in the development of expectations, it is interesting to look what is known about the effect of mentoring on educational expectations and attainment amongst first generation immigrant youth.

2.6 The effect of mentoring on educational expectations and attainment on first generation immigrant youth

Research shows over and over that significant others influence educational expectations and therefore attainment (Sewell et al., 1969; Reynolds, & Pemberton, 2001; Domina et al., 2011). As mentoring has been defined as a caring relationship between a youth and a non-parental adult that is focused on the consistent support and positive development of a child or youth (Rhodes, et al., 2006; DuBois, & Karcher, 2014), mentors fall into the category of significant others.

In this research, I have mentioned “natural mentors” and “mentors”. These two categories are how mentoring relationships can be divided. Natural mentoring relationships form naturally in a youths’ life with older individuals. Examples of natural mentors include: family members, friends, teachers, and sports coaches. However, when youth have little access to natural mentors in their lives, formal mentoring programs can contribute in bridging this gap (Rhodes, 2002; Dubois, & Karcher, 2005). Formal mentoring relationships are thus formed through a mentoring program by matching a youth with an adult (Rhodes, 2002). MENTOR (2015, p. 9) defines mentoring as “mentoring takes place between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) who are acting in a non-professional helping capacity to provide relationship-based support that benefits one or more areas of the mentee’s development”.

A mentoring relationship can effect a youth in multiple ways by (1) enhancing youth’s social relationships and emotional well-being, (2) by improving their cognitive skills through instruction and conversation, and (3) by promoting positive identity development through serving as role models and advocates (Rhodes, 2002; Rhodes, 2006; DuBois, Portillo, Rhodes, Silverthorn, & Valentine 2011).

Social and emotional development may be promoted in several ways through mentoring. A mentoring relationship can promote opportunities for youth to engage in social interactions with adults, as well as provide youth with positive relationships. Which again, could lead to more positive relationships with other adults, and thus potentially a broader social capital. Mentors could also potentially challenge negative self-perceptions that youth hold of themselves (Rhodes et al., 2006; Rhodes, & Lowe, 2008). Emotional development could be promoted by teaching the youth strategies how to manage feelings. Negative feelings may be viewed as an opportunity for learning or intimacy. Also, the use of positive emotions by the mentors could serve as a learning experience of how to use positive emotions constructively (Rhodes, 2002; Rhodes et al., 2006).

Cognitive development may also be promoted in several ways. Mentors could introduce a youth to new learning opportunities which will broaden the youth's horizon. Furthermore, a mentor can help develop knowledge and certain skills in a field that the youth would like to gain (Rhodes, 2002; Rhodes et al., 2006).

As for identity development, mentors could serve as a positive role model. Positive role models are important in youths' lives as they serve for a more positive self-conception of who they are and who they would like to become. This self-perception is often influenced by observing and comparing the adults that they know. Thus, youth with little access to natural mentors or other positive role models hold more negative beliefs about their opportunities in life (Rhodes et al., 2006; Rhodes, & Lowe, 2008). An important note to make is that, the above developments through a mentoring relationship can only occur when there is mutual trust. Mentor and mentee need to feel connected to each other and feel that they are safe in the relationship (Rhodes, 2002).

As I mentioned in the introduction Klaw & Rhodes (1995) developed a model that suggests that the support of mentors is also positively correlated with the participant's

increased life optimism as well in their activities and beliefs that education would lead to future jobs. Thus, the outcomes of previous research on mentoring ties in with research that points to how *significant others* shape educational expectations, which in return shape educational attainment (Andrew, & Hauser, 2011; Feliciano, & Lanuza, 2015).

However, does that also apply to first generation immigrant youth? Suarez-Orozco et al., (2009) focused on newly arrived immigrants and found that the adaption in their school settings is positively linked to relational engagement with adults in their school. Suggested is that these positive relationships can contribute in succeeding in school (Suárez-Orozco et al., 2009). Also, a recent research on mentoring first generation immigrant youth done by Oberoi (2016) suggests that the need for supportive adults helps first generation immigrant youth adjust to the new educational system in the new country. Oberoi (2016) also points to the need for programs that could help first generation immigrant youth to prevent them from dropping out. They write:

“These identified needs further suggest the potential benefits of mentoring for first generation immigrant refugee youth given that it may provide an avenue through which they can form connections with caring adults that help them develop motivation and a sense of efficacy for academic tasks, as well as information about the American school and higher educational system and mechanisms of success within these institutions (Oberoi, 2016, p.5).”

Thus, mentoring first generation immigrant youth has the potential to promote academic success. We also know that educational expectations are positively correlated with educational attainment and that significant others are of influence on shaping these expectations. This research will thus investigate if first generation immigrant youth, who all

aspire to go to college, with a mentor are more likely to attain their educational aspirations than first generation immigrant youth without a mentor. Considering previous research on first generation immigrants and the effect of mentoring, I developed six hypotheses based on literature study:

1. It is hypothesized that first generation immigrant youth from Asia and/or Europe have will higher mean scores on educational expectations than first generation immigrant youth from Mexico, Central America, South America, and the Caribbean.
2. It is hypothesized that first generation immigrant youth from Asia and/or Europe have higher mean scores on educational attainment than first generation immigrant youth from Mexico, Central America, South America and the Caribbean.
3. It is hypothesized that female first generation immigrant youth show higher mean scores on educational expectations than male first generation immigrant youth.
4. It is hypothesized that female first generation immigrant youth show higher mean scores on educational attainment than male first generation immigrant youth.
5. It is hypothesized that first generation immigrant youth with a mentor show higher mean scores on educational expectations than first generation immigrant youth without a mentor.
6. It is hypothesized that first generation immigrant youth with a mentor show higher mean scores on educational attainment than first generation immigrant youth without a mentor.

3. Method

3.1 Introduction

This research used data from the National Longitudinal Study of Adolescent to Adult Health (ADD Health). ADD Health is a program directed by Kathleen Mullan Harris and designed by J. Richard Udry, Peter S. Bearman, and Kathleen Mullan Harris at the University of North Carolina at Chapel Hill (ADD Health, n.d.).

The purpose of this study is to provide opportunities to study how environments and behaviors are linked to health and achievements in young adulthood by combining data on respondents' social, economic, psychological and physical well-being with contextual data on the family, neighborhood, community, school, friendships, peer groups, and romantic relationships (ADD Health, n.d.).

ADD Health is a longitudinal research project that has been following adolescents in grades 7 through 12 into young adulthood by conducting interviews over four waves. The first wave of questionnaires was conducted in the school year 1994-1995 (ADD Health, n.d.). A nationally representative sample of adolescents in grades 7-12 in the United States was taken. This sample included 80 high schools and 52 middle schools from the US. They were selected with unequal probability of selection: a method that utilizes a form of random selection. ADD Health ensures that this sample is representative of US schools considering region of country, urbanicity, school size, school type and ethnicity (ADD Health, n.d.).

The second questionnaire was conducted in the year 1996 with adolescents in grades 8-12. The third questionnaire was conducted in the year 2001 and 2002 with young adults between the age of 18-26. The fourth questionnaire was conducted in the year 2008 with adults between the age of 24-32 and ADD health plans to follow up with a fifth wave questionnaire during the period of 2016-2018 (ADD Health, n.d.).

This dataset was chosen because the dataset provided the opportunity to investigate my research questions on a nationally representative level. Thus, this research is a quantitative study and used secondary data-analysis to answer the research questions

3.2 Participants

This research used data that was collected in the first and third wave of the ADD Health dataset. Six thousand five hundred four students participated in the first wave in-home questionnaire. From the total sample, I excluded participants who were born in the United States or answered the question “Were you born in the United States?” with “refused, legitimate skip or, don’t know”.

Three hundred ninety-nine participants remained as being recorded as first generation immigrants. From this sample, I excluded participants from Canada, Eastern North Africa, Western North Africa, South Africa, Middle East, Oceania and Pacific Ocean Islands and participants who answered the question “In what country were you born?” with “refused, legitimate skip, don’t know, other, or not applicable”. This was done, because (1) the above listed countries did not have enough representatives to create independent “area of origin” categories; the cutoff was 10 participants, (2) immigrants from Canada, Africa, the Middle East, Oceania, and Pacific Ocean Islands differ significantly in terms of their countries of origin, as well as in their immigration experiences from immigrants from Asia, Mexico, Europe, South, Central America, and the Caribbean (Smith, 1997; Suárez-Orosco, & Suárez-Orosco, 2015). It was therefore not possible to include them in the used areas of origin.

Three hundred and sixty-five participants remained in the sample of first generation immigrants. Furthermore, I excluded the participants who were not represented in the third wave. This resulted in further exclusion of the regions/countries South Europe, Laos, Greater and Lesser Antilles as they were not represented anymore.

Lastly, I excluded first generation immigrants who did not have aspirations to go to college, as I only wanted to look at first generation immigrants with an aspiration of going to college to see if the presence of a mentor influences the achievement of this aspiration. In order to do this, I used the following question from the ADD Health dataset: (1) On a scale of 1 to 5, where 1 is low and 5 is high, how much do you want to go to college? This score was measured by recoding scores from the 5 point Likert scale into two groups: anyone who answered with “very much do not want to go to college, don’t want to go to college, and unsure” were coded as not wanting to go. Those who answered with “do want to, very much want to” were coded as wanting to go to college. Only the participants that answered with “do want to, very much want to” were taken into account for this analysis.

From the total sample, 190, first generation immigrants remained. The flow chart, attached in Appendix, visually maps out how the sample was selected. Not every country had the same number of participants representing. Thus, I categorized the participants by areas of origin which resulted in the following areas: Central/South America and the Caribbean, Mexico, East/South Asia, and Europe. The chart that shows the specific countries per region can be found in Appendix. This chart shows that the regions are represented as following: participants from South America and Central America made up 18.9% of the total sample, participants from the Caribbean made up 8.9% of the total sample, participants from Mexico made up 21.6% of the total sample, participants from Eastern Asia and South Asia made up 34.7% of the total sample, and participants from Europe made up 15.7% of the total sample.

3.3 Research design

The analysis in the present study was conducted through a two-step process. In the first step a bivariate correlation was used to test for the association between variables. The bivariate correlation was created using some variables indicated in the literature review. Such as: educational expectations, educational attainment, area of origin, school connectedness,

paternal, and maternal involvement, paternal, and maternal educational expectations, the presence of a mentor, and the importance of a mentor. In the second step, one-way ANOVAs were conducted to determine mean differences between first generation immigrant youth in their educational expectations and attainment by utilizing area of origin, gender and the presence of a mentor.

For the first step, scales needed to be created in order to simplify the data and run correlations. Since the dataset did not use any established scales, I ran exploratory factor analyses on variables, in order to combine them into scales for the correlations. Before running the exploratory factor analysis, I reverse coded the questions in order to ensure consistent scoring across the scale, with higher scores indicting more positive or favorable outcomes.

The exploratory factor analysis resulted in the creation of three unique factors; school connectedness, paternal involvement and maternal involvement. The chart that shows the factor loadings for each scale can be found in Appendix.

The scale school connectedness was comprised of the following questions from the ADD Health dataset: (1) Since school started this year, how often have you had trouble: a). Getting along with your teachers? b). Getting along with other students? (2) How much do you agree or disagree with the following statements: a). You feel close to people at your school. b). You feel like you are part of your school. c). Students at your school are prejudiced. d). You are happy to be at your school. e). The teachers at your school treat students fairly. f). You feel safe in your school.

The responses were measured on a 5-point Likert scale. The total possible scores from this scale range from 1 to 5.

The scale paternal educational involvement was comprised of the following questions from the ADD Health dataset: (1) Which of the things listed on this card have you done with

your father/ adoptive father/ stepfather/foster father etc. in the past 4 weeks? a.) talked about your school work or grades. b.) worked on a project for school. c.) talked about other things you're doing in school.

The responses were measured with “YES” and “NO” questions. Therefore, I created a sum scale of the above listed questions, with more positive scores indicating more involvement. This was done to get an overall sense of how many different activities the father was involved in. Thus, the total possible scores from this sum scale ranged from 0 to 3, where 0 means no involvement and 3 indicates the most involvement.

The scale maternal educational involvement was measured and coded in the same manner.

Furthermore, the following factors were taken into account for the correlation: Paternal expectation was measured by using the following question asked to the youth from the ADD Health dataset: (1) On a scale of 1 to 5, where 1 is low and 5 is high, how disappointed would he be if you did not graduate from college? I converted the question in a dichotomous variable indicating scores 1 to 3 as “not disappointed” and 4 to 5 as “disappointment”. This was done to get a clear cut in fathers who would be disappointed and thus expected his son/daughter to go to college.

Maternal expectation was measured in the same way and was re-coded in the same way as paternal expectations.

Expectations from the youth were measured by using the following question from the ADD Health dataset. (1) On a scale of 1 to 5, where 1 is low and 5 is high, how likely is it that you will go to college? This score was measured by recoding scores from the 5-point Likert scale into two groups: anyone who answered with “very much do not expect to go to college, don't expect to go to college, and unsure” were coded as not expecting to go. Those who answered with “do expect to, very much expect to” were coded as expecting to go to college.

Educational attainment was measured by using the question: (1) What is the highest grade or year of regular school you have completed? I also recoded scores on this question: anyone who completed “11th grade or less” was coded as not having completed high school, anyone who scored “12th grade” was coded as having completed high school and, anyone who scored “beyond 12th grade” was coded as having gone to college.

To measure gender the following question was asked in the ADD Health Dataset: (1) Interviewer, please confirm that R’s sex is (male) female.

To measure the presence of a mentor the following question was asked in the ADD Health Dataset: (1) Other than your parents or step-parents, has an adult made an important positive difference in your life at any time since you were 14 years old? This was a “YES”, “NO” question. Thus, the participants that filled out “YES” were coded as having a mentor and the participants that answered with “NO” were coded as not having a mentor.

Furthermore, to measure the importance of the mentor the following question was asked in the ADD Health Dataset: (2) Is he/she still important to you?

For the second step, One-Way ANOVAs were used. I utilized the variables “presence of a mentor”, “gender”, and “area of origin” to determine mean differences between first generation immigrant youth in their educational expectations and attainment. These variables are explained in the above section.

4. Results

4.1 Bivariate correlation

In the first step a bivariate correlation was utilized to test for the association between the variables; educational attainment, educational expectations, gender, area of origin, school connectedness, paternal involvement, maternal involvement, paternal expectations, maternal expectations, the presence of a mentor and the importance of a mentor.

There were positive correlations found between the above listed variables. Educational attainment was positively correlated with area of origin [$r= 0.287$, $n= 190$, $p= 0.0001$]. Educational attainment was also positively correlated with paternal involvement [$r= 0.191$, $n= 152$, $p= 0.018$] and maternal involvement [$r= 0.168$, $n= 182$, $p= 0.023$]. Furthermore, educational attainment was positively correlated with expectations [$r= 0.285$, $n= 190$, $p= 0.0001$]. However, there were no strong positive correlation found between educational attainment and school connectedness, maternal expectations, paternal expectations, presence of a mentor, importance of a mentor or gender.

The bivariate correlation found a positive correlation between educational expectations and educational attainment [$r=0.285$, $n=190$, $p=0.001$]. Educational expectations was also positively correlated with area of origin [$r= 0.152$, $n= 190$, $p= 0.036$]. Furthermore, educational expectations were positively correlated with school connectedness [$r= 0.155$, $n= 186$, $p= 0.035$]. However, there was no positive correlation found between educational expectations and maternal involvement, paternal involvement, maternal expectations, paternal expectations, presence of a mentor, importance of a mentor or gender.

The results of the bivariate correlation shows that area of origin is positively correlates with educational expectations and attainment. Furthermore, area of origin was negatively correlated with school connectedness [$r= -0.212$, $n= 186$, $p=0.004$], but positively correlated with the presence of a mentor [$r= 0.147$, $n=190$, $p= 0.043$]. There were no correlations found between area of origin and maternal involvement, paternal involvement, maternal expectations, paternal expectations, importance of a mentor or gender.

Besides the negative correlation between school connectedness and area of origin, and the positive correlation between school connectedness and educational expectations, school connectedness was positively correlated with paternal involvement [$r= 0.211$, $n= 149$, $p= 0.010$]. However, there were no correlations found between school connectedness and

educational attainment, maternal involvement, maternal expectations, paternal expectations, the presence or a mentor, the importance of a mentor or gender.

Noted is that paternal involvement is positively correlated with educational attainment and school connectedness. Moreover, paternal involvement is positively correlated with maternal involvement [$r= 0.595$, $n= 147$, $p= 0.0001$] and the presence of a mentor [$r= 194$, $n= 152$, $p= 0.017$]. Mentioned previously, paternal involvement is not correlated with area of origin or educational expectations. Furthermore, there were no significant correlations found between paternal involvement and maternal expectations, paternal expectations, the importance of a mentor or gender.

As previously stated, maternal involvement is positively correlated with educational attainment and paternal involvement. Secondly, in the above description noted that there were no significant correlations found between that maternal involvement, area of origin, school connectedness, and educational expectations. Furthermore, there were no correlation found between maternal involvement and maternal expectations, paternal expectations, the presence of a mentor, the importance of a mentor or gender.

Maternal expectations were not found to be correlated with educational attainment, area of origin, school connectedness, maternal involvement, paternal involvement or educational expectations. Furthermore, there were no correlations found between maternal expectations and the presence of a mentor, the importance of a mentor or gender. However, maternal involvement was positively correlated with paternal expectations [$r= 0.866$, $n= 190$, $p= 0.0001$].

As noted above, there were no correlations found between paternal expectations and educational attainment, area of origin, school connectedness, maternal involvement, paternal involvement. However, paternal expectations were noted to be positively correlated with

maternal expectations. Furthermore, there were no correlations found between paternal expectations and the presence of a mentor, the importance of a mentor or gender.

Listed in the above description, the presence of a mentor was positively correlated with area of origin and paternal involvement. Also, the presence of a mentor was noted not to be correlated with educational attainment, educational expectations, school connectedness, maternal involvement, maternal expectations or paternal expectations. Furthermore, there is no correlation found between presence of a mentor and gender.

Furthermore, mentioned in the above, there were no correlations found between the importance of a mentor and educational attainment, educational expectations, area of origin, school connectedness, maternal involvement, maternal expectations, maternal expectations, or paternal expectations. Moreover, there was a positive correlation found between the importance of a mentor and gender [$r= 0.142$, $n=190$, $p= 0.050$].

Lastly, in the above is mentioned that, except for one correlation, gender has no significant correlation between any of the used variables. Gender is only positively correlated with the importance of a mentor. A table (figure 1) summarizes the above described results. Overall, there was a strong correlation between educational attainment and educational expectations. Furthermore there was a strong correlation between educational attainment and educational expectations and area of origin. However, no significant correlations were found between the presence of a mentor, educational attainment or expectations.

Figure 1

Significant correlations for varied variables

	Edu. Attain.	Edu. Expect.	Area of origin	School.	Pat. inv.	Mat. inv.	Mentor	Import. mentor	Sex
Educational attainment	-	.285**	.287**	.191*	.168*				
Educational expectations	.285**	-	.152*	.155*					
Area of Origin	.287**	.152*	-	-.212*			.147*		
School Connectedness		.155*	-.212**		.211**				
Paternal involvement	.191*			.211**	-	.595**	.194*		
Maternal involvement	.168*				.595**	-			
Mentor			.147*		-.194*		-	-.894**	
Importance of mentor							-.894**	-	.142*
Sex								.142*	-

Note **. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

4.2 One-way ANOVA

This research sought out to test six different hypotheses. The first hypothesis reads as follows: (1) “It is hypothesized that first generation immigrant youth from Asia and/or Europe have higher mean scores on educational expectations than first generation immigrant youth from Mexico, Central America, South America and the Caribbean.”

A one-way ANOVA was conducted to compare the effect of areas of origin on educational expectations amongst first generation immigrant youth who all aspire to go to college. There was a significant effect of area of origin on educational expectations at the $p < .05$ level for the three conditions [F (4, 185)= 4.288, $p=0.002$]. Because a statistically significant result was found in this example, a post hoc test needed to be computed to determine where this significant result could be found. A post hoc test compares each condition with all other conditions and thus, a Tukey HSD post hoc test was chosen.

Post hoc comparisons using the Tukey HSD test indicated that the mean score for educational expectation for Mexican origin youth ($M= 3.83$, $SD = 0.99$) was significantly different than educational expectations amongst Asian origin youth ($M= 4.54$, $SD = 0.78$). However, educational expectation amongst youth from South & Central America ($M= 4.36$, $SD = 0.96$) did not significantly differ from Asian origin youth. Also, youth from the Caribbean ($M= 4.35$, $SD= 0.99$) did not significantly differ from Asian origin youth regarding educational expectations. Furthermore, youth from Europe ($M= 4.40$, $SD= 0.77$) also did not significantly differ in educational expectations with Asian origin youth.

The second hypothesis reads as follows (2) “It is hypothesized that first generation immigrant youth from Asia and/or Europe have higher mean scores on educational attainment than first generation immigrant youth from Mexico, Central America, South America and the Caribbean.”

A one-way ANOVA was conducted to compare the effect of areas of origin on educational attainment amongst first generation immigrant youth who all aspire to go to college. There was a significant effect of area of origin on educational attainment at the $p<.05$ level for the three conditions [$F(4, 185) = 5.087$, $p=.001$].

Post hoc comparisons using the Tukey HSD test indicated that the mean score for educational attainment amongst Mexican origin youth ($M= 1.32$, $SD= 0.72$) was significantly different than educational attainment amongst Asian origin youth ($M= 1.77$, $SD= 0.46$). Furthermore, the Tukey HSD test indicated that the mean score for educational attainment amongst South & Central America ($M= 1.31$, $SD= 0.79$) was significantly different than educational attainment amongst Asian origin youth ($M= 1.77$, $SD= 0.46$). However, educational attainment amongst European origin youth ($M= 1.70$, $SD= 0.65$) did not significantly differ from Asian origin youth ($M= 1.77$, $SD= 0.46$). Furthermore, youth from the Caribbean ($M= 1.47$, $SD= 0.71$) showed a score in between both groups.

The third hypothesis reads as follows: (3) “It is hypothesized that first female generation immigrant youth show higher mean scores on educational expectations than first male generation immigrant youth.”

A one-way ANOVA was conducted to compare the effect of gender on educational expectations amongst first generation immigrant youth who all aspire to go to college. There was no significant effect between gender and educational expectations attainment at the $p < .05$ level for the three conditions [$F(1, 188) = 2.586, p = .109$].

The fourth hypothesis read as follows: (4) “ It is hypothesized that first female generation immigrant youth show higher mean scores on educational attainment than first male generation immigrant youth.”

A one-way ANOVA was conducted to compare the effect of gender on educational attainment amongst first generation immigrant youth who all aspire to go to college. There was no significant effect between gender and educational attainment at the $p < .05$ level for the three conditions [$F(1, 188) = 0.138, p = .711$].

The fifth hypothesis reads as follows: (5) “It is hypothesized that first generation immigrant youth with a mentor show higher mean scores on educational expectations than first generation immigrant youth without a mentor.”

A one-way ANOVA was conducted to compare the effect of the presence of a mentor on educational expectations amongst first generation immigrant youth who all aspire to go to college. There was no significant effect between the presence of a mentor and educational expectations at the $p < .05$ level for the three conditions [$F(1, 188) = 2.586, p = .491$].

The sixth hypothesis reads as follows: (6) “It is hypothesized that first generation immigrant youth with a mentor show higher mean scores on educational attainment than first generation immigrant youth without a mentor.”

A one-way ANOVA was conducted to compare the effect of the presence of a mentor on educational attainment amongst first generation immigrant youth who all aspire to go to college. There was no significant effect between the presence of a mentor and educational attainment at the $p < .05$ level for the three conditions [$F(1, 188) = 2.153, p = .144$].

Figure 2 shows the significant mean difference between area of origin and educational expectations. Moreover, Figure 3 shows the significant mean difference between area of origin and educational attainment. Overall, there was a powerful mean difference between educational expectations and area of origin. Furthermore, there was a significant mean difference between educational attainment and area of origin. However, no significant mean differences were found between educational expectations by gender or presence of a mentor. Lastly, there were no significant mean differences found between educational attainment by gender or presence of a mentor.

Figure 2				
<i>Mean differences in Area origin by educational expectations</i>				
One-way ANOVA table	<i>Df</i>	<i>F</i>	<i>D</i>	<i>P</i>
Between groups	4	4.288	3.374	.002
Within groups	185	-	.787	-
<i>Note. Significant at the $p < 0.05$ level</i>				

Figure 3				
<i>Mean differences in Area origin by educational attainment</i>				
One-way ANOVA table	<i>Df</i>	<i>F</i>	<i>D</i>	<i>P</i>
Between groups	4	5.087	2.108	.001
Within groups	185	-	.414	-
<i>Note. Significant at the $p < 0.05$ level</i>				

5. Discussion

The research sought out to answer two different subquestions. The first part of the subquestions reads as follows: “Do first generation immigrant youth differ in their expectations by area of origin?” and “Do first generation immigrant youth differ in their attainment by area of origin?” The results of this research point to significantly lower educational expectations and attainment amongst first generation immigrant youth from Mexico, compared to first generation immigrant youth from Asia. These outcomes are a confirmation of an earlier study done by Hirschman & Falcon (1985), who also found that first generation immigrants with an Asian background have the highest attainment compared to all immigrant groups and that Mexican origin immigrants have the lowest educational attainment of all immigrant groups.

Furthermore, this research found a significant association between educational expectations and attainment. This is also a confirmation of earlier studies that pointed to educational expectations as a predictor of educational attainment (Sewell, Haller, & Portes, 1969; Reynolds, & Pemberton, 2001; Domina, Conley, & Farkas, 2011).

The second part of the subquestions reads as follows: “Do first generation immigrant youth differ in their expectations by presence of a mentor?” and “Do first generation immigrant youth differ in their attainment by presence of a mentor?” Previous research pointed to the influence of significant others as an important influential factor in educational expectations and therefore attainment (Sewell et al., 1969; Reynolds, & Pemberton, 2001; Domina et al., 2011). However, this research did not report positive significant correlations between the presence of a mentor and educational expectations or attainment. Neither did the one-way ANOVA show significant mean differences in educational expectations or attainment by presence of a mentor. This finding could be explained by, (1) the high mean scores regarding expectations amongst all immigrant groups. With a minimum score of 1 and

a maximum score of 5, the lowest mean score was reported amongst Mexican origin youth. However, the mean score was still 3.8. Meaning that Mexican youth still expected to go to college. (2) The mean score regarding educational attainment was also high. With a minimum score of 0 and a maximum score of 2, the lowest mean score was reported amongst Mexican origin youth. However, the mean score was 1.3. (3) 70% of the participants in this research reported having a mentor, while 30% of the participants didn't have a mentor. These descriptives indicate that there was not a lot of variability between groups regarding educational expectations, attainment and presence of a mentor. Which again, made this research less likely to find correlations or mean differences utilizing these variables.

Future research should therefore use a more balanced data sample regarding lower- and higher educational expectations and attainment, as well as participants having a mentor and having no mentor. This is necessary in order to investigate more specifically if the presence of a mentor is related with higher educational expectations and attainment.

However, one suggestion that we can draw from this research, is that the bivariate correlation pointed to a positive association between the presence of a mentor and area of origin. Meaning: youth who scored higher on area of origin were more likely to have a mentor. This indicates that youth from Asia and Europe are more likely to have a mentor, than youth from South & Central America, Mexico and the Caribbean. Taking the higher scores on educational expectations and attainment amongst Asian and European youth and the lower scores on educational expectations and attainment amongst youth from South & Central America, Mexico and the Caribbean, this could imply an indirect relationship between having a mentor and educational expectations and attainment.

Building upon the previous suggestion to use a more varied data sample, future research should also utilize a bigger sample to further examine whether there are certain immigrant groups who are more likely to report a mentor. This research was only able to make

suggestions regarding this aspect, but was unable to make clear conclusions because of the small data sample and weak results.

Moreover, further research should also make use of qualitative research strategies to indicate in what ways first generation immigrant youth could benefit from having a mentoring relationship regarding educational expectations and attainment. Investigating, whether there are certain first generation immigrant groups who have more access to a mentor, could make implications for the development of mentoring programs to target specific first generation immigrant groups who are less likely to report a mentor. Furthermore, investigating in what ways first generation immigrant youth benefit from having a mentoring relationship -when achieving educational aspirations- could also help shape the further development of mentoring programs for first generation immigrant youth.

Despite of the significant mean difference between Mexican and Asian youth regarding educational expectations and attainment, all first generation immigrants still expected to go to college. This finding is a confirmation of the existing “immigrant paradox” and “immigrant optimism” amongst first generation immigrants (Suárez-Orozco et al., 2015; Suárez-Orozco, Rhodes, & Milbourn, 2009). However, the data suggests that youth from Asia are more likely to report a mentor as well as report higher educational expectations and attainment. Thus, future research should investigate if mentoring plays a part in the existing ‘immigrant paradox’ and “immigrant optimism” that first generation immigrants experience.

Furthermore, previous research suggested that some immigrants experience upward mobility, whereas others experience downwards assimilation over time and across generations (Telles, & Ortiz, 2008; Portes, & Rumbaut, 2014; Suárez-Orozco et al., 2015). This has been seen between groups, but also within groups. This is partly explained by different factors that influence expectations and attainment amongst first generation immigrant youth (Suárez-Orozco et al., 2015; Oberoi, 2016). However, as noted, this research suggests that Asian

origin youth are more likely to report a mentor, as well as report higher educational expectations and attainment, in contrast with Mexican origin youth. Therefore, longitudinal studies are needed to investigate the effect of mentoring on first generation immigrant youth over time and, if so, mentoring plays a part in the experience of upward mobility.

Moreover, this research only took first generation immigrants into account who aspired to go to college. Despite the fact that the literature shows that immigrant parents may believe that the best way for their children to succeed in the new country is to attain postsecondary education (Fuligni, 2007; Suárez-Orozco et al., 2008; Suárez-Orozco and Suárez-Orozco, 2001), future research should also look at a broader spectrum of educational aspirations. As researchers, social workers, and mentors we cannot assume that everyone aspires to obtain a college degree. Some first generation immigrant youth may aspire to earn a college degree or more than a college degree, while others aspire to complete vocational training. Unfortunately, such questions were not asked in this dataset and thus were unable to be examined for this study.

Besides the results and discussion about first generation immigrant youth and the relation between area of origin and the presence of a mentor on educational expectations and attainment, this research also investigated whether gender played a part in educational expectations and attainment. The third part of the subquestions reads as follows: “Do first generation immigrant youth differ in their expectations by gender?” and “Do first generation immigrant youth differ in their attainment by gender?” This sample included 89 boys and 101 girls. The results did not show significant mean differences or correlations between gender and educational expectations or attainment. Nor did the bivariate correlations show an association between gender and educational expectations and attainment. Taking mentoring into account, the bivariate correlation did not show a significant association between gender and the presence of a mentor.

However, taking more variables into account, the bivariate correlation showed a significant positive correlation between gender and the importance of a mentor. Thus, youth who scored higher on gender, were more likely to report a mentor that is still important to them. This demonstrates, when girls reported a mentor, they were more likely than boys to report a mentor that is still important to them. This finding could be explained by previous research that has been done on gender in mentoring relationships. Greenberger and McLaughlin (1998) have found that girls' and boys' view on "help-seeking" is different from one another. The reason that girls are more likely to seek out support than boys and may therefore hold a more open attitude towards mentoring relationships. Moreover, Chu, Porche, and Tolman (2005) suggested that boys report intimacy, differently than girls. Noted is that girls often see "self-disclosure" as intimacy, whereas boys see "activity engagement" as a way to develop an intimate relationship. One theory on why boys and girls differentiate in experiencing intimacy and seeking help, has pointed to gender role socialization (Addis & Mahalik, 2003). It is also important to note that this research was carried out in a western society. Future research should therefore investigate cross-cultural gender role socialization processes to examine whether the current findings on gender in mentoring relationships also apply, or differently apply, across various ethnic groups.

Moreover, qualitative research is needed to investigate whether first generation immigrant boys and girls report the same need for support, as well as how the need for support plays out across different immigrant groups. Again, as researchers, social workers, and mentors we cannot assume that first generation immigrant boys and girls have the same needs regarding a mentoring relationship. Further research is needed to be able to draw a clearer picture regarding this aspect. Together with previously suggested research, this could hold implications for mentoring programs to be able to address specific needs amongst first generation immigrant boys and girls.

Looking at other variables that could be of influence on educational expectations and attainment, the bivariate correlation found that school connectedness was positively associated with educational expectations. This finding is a confirmation of previous research that pointed to the influence of school connectedness on educational expectations and attainment (Oberoi, 2016; Plenty & Jonsson, 2016). However, in this research, school connectedness was negatively correlated with area of origin. Meaning: youth who scored higher on area of origin, were less likely to feel connected to school. Thus, youth from Asia and Europe felt less connected to school, than youth from South & Central America, Mexico and the Caribbean. As previous research pointed to school connectedness as a predictor for educational expectations and attainment (Oberoi, 2016; Plenty & Jonsson, 2016), these findings suggest that future research should investigate which immigrant groups specifically feel disconnected to school. Moreover, qualitative research is needed to examine the specific reasons behind that. Only then, a more systemic approach could be applied by policy makers to target these issues in school environments.

Continuing to look at more variables, educational attainment was positively correlated with paternal, and maternal involvement. This again, is a confirmation of what previous research has found (Lingxin & Bonstead-Burns, 1998; Seginer, 2006; Turney & Kao, 2009). However, as previous research also points to the influence of significant others in shaping educational expectations and attainment, there was no significant correlation found between paternal-, maternal expectations and educational expectations or attainment.

This finding could be explained by (1) the maternal-, and paternal expectation variables that were used in this study. This question read as follows: “On a scale of 1 to 5, where 1 is low and 5 is high, how disappointed would he/she be if you did not graduate from college?” An assumption was made by indicating that higher disappointment meant higher expectations. (2) This question was asked to the youth, instead of the father or mother. Asking

this question to the youth only indicates the experiences by the youth regarding parental expectations. Thus, this variable carries limitations as it only considered one perspective—that of the youth. Further research should utilize different questioning and both perspectives (from the youth and the parent) in order to get a better sense of the association between parental expectations and educational expectations and attainment amongst first generation immigrant youth.

Furthermore, as suggested above, a more varied data sample could investigate whether there are certain immigrant groups who report higher parental involvement and expectations. This could, again, make implications for the developments for future mentoring programs as mentors have the potential to provide support to youth in situations where their own parents are unable to provide such support, guidance and supervision (Dubois, & Karcher, 2014).

Lastly, in this discussion I will address lessons learned from this research and suggest future research to the specific Dutch context regarding this subject. Furthermore, I will address lessons learned regarding mentoring and implications it holds for the pedagogic worker in the Netherlands.

As mentioned in the introduction, the Netherlands is coping with a very different immigration population. Refugees from Eritrea and Syria currently make up the biggest first generation immigration flow in the Netherlands (CBS, 2016). However, an important note to make is that refugees and immigrants significantly differ from one another. Refugees flee their country due to persecution due to race, religion, nationality, membership in a particular social group or political opinion (Oberoi, 2016), whereas immigrants choose to migrate. Thus, immigrants are “pulled” to the new land, whereas refugees are “pushed” to the new land (Suárez-Orozco et al., 2015; Suárez-Orozco & Suárez-Orozco, 2001). This makes for a whole different migration experience and, as we have seen in previous research, educational

expectations and attainment amongst immigrant youth are influenced by these numerous factors (Oberoi, 2016; Portes, & Rumbaut, 2014; Suárez-Orozco et al., 2015).

One of the lessons learned by conducting this research is that immigrant groups differentiate in their educational expectations and attainment by area of origin. This teaches us that when conducting research on immigrant groups, or refugee groups, we cannot generalize all groups of migrants together. It is important to acknowledge the different experiences and factors that differentiate groups and immigrant experiences from one another.

In the Netherlands, research on immigrant youth has mostly focused on “pull” populations, such as Moroccan and Turkish youth (Lindert, Korzilius, Vijver, Kroon, Arends-Tóth, 2008). Therefore, I firstly suggest that future research investigates educational aspirations, expectations and attainment amongst first generation refugee youth in the Netherlands, as this population currently makes up the biggest first generation immigrant group. Interestingly, previous research has shown that refugee populations are often highly educated (Lindert, et al., 2008). Thus, first of all, it is necessary to know what factors are most salient influencing refugee youths’ educational expectations and therefore attainment.

As we have also seen in previous research, significant others are an important factor in shaping youths’ educational expectations and therefore attainment. As first generation refugees often experience separation from their family members (Oberoi, 2016) and have no one to fall back on, mentors could become significant others to contribute in the positive development of educational expectations amongst first generation refugee youth in the Netherlands.

To the best of my knowledge, in the Netherlands there has only been one mentoring program established that specifically focusses on refugee youth who aspire higher education (SER, n.d.). However, although the initiative is well-intentioned, research lacks knowledge on how to mentor these youth. As mentioned previously, refugee youth have significant

migration and integration experiences, which often includes trauma (Oberoi, 2016). Only when research investigates what factors influence's refugee youths' educational expectations and attainment, we can make suggestions for mentoring programs.

Furthermore, mentoring programs rely on volunteers to serve as mentors. Although mentors may be volunteers, program staff should not be. In fact, as the expertise of a pedagogic worker is in child and youth development, I suggest this profession to be integrated in mentoring programs in order to establish evidence-based mentoring programs. In order to establish such programs, the pedagogic worker should first develop specific skills to recognize the unique experiences of these populations and how these experiences effect child and youth development (Segal & Mayadas, 2005). Also, to stay in this line of research, it is the task of the pedagogic worker, together with researchers, to develop skills in order to identify how these experiences could influence educational expectations and attainment. Moreover, suggested is that the role of a pedagogic worker within a mentoring program should be in guiding mentors during their match. This is because we have seen that mentors could have a positive influence on educational expectations only when there is a well-established relationship (Rhodes, 2002). It is therefore important that the pedagogic worker educates and guides mentors during this process, as they have the expertise that volunteers often do not have. However, as mentioned, first further research is needed to establish evidence-based practices for the pedagogic worker in order to establish mentoring programs and transfer their expertise to mentors.

6. Conclusion

A number of 190 first generation immigrants, who all aspired to go to college, were asked about the highest grade of school attained, in order to measure if they achieved their aspirations. In addition, they were also asked if they had an adult -other than their parents or

step-parents-, who made an important positive difference in their life at any time since they were 14 years old. This research sought out if first generation immigrant youth with a mentoring relationship differed in their educational attainment from first generation immigrant youth without a mentoring relationship. The main question was: “Do first generation immigrant youth between the ages of 14 through 17 with a mentoring relationship significantly differ in their educational attainment from first generation immigrant youth without a mentoring relationship?”

This research did not find that first generation youth between the age of 14 and 17 with a mentoring relationship significantly differ in their educational attainment from first generation immigrant youth without a mentoring relationship in.

Furthermore, looking at the sub-questions, this research investigated if first generation youth, who all aspire to go to college, differ significantly in their expectations by gender, area of origin and presence of a mentor. There was no difference found amongst first generation immigrant youth regarding educational expectations by sex or presence of a mentor. However, there was a significant mean difference amongst first generation immigrant youth regarding educational expectations by area of origin. In addition to the first sub-question, this research explored if first generation immigrant youth differ significantly in their educational attainment by gender, area of origin and presence of a mentor. There was no difference found amongst first generation immigrant youth in their educational attainment by sex or presence of a mentor. However, this research found a significant difference amongst first generation immigrant youth in their educational attainment by area of origin.

In further data analysis, the Post hoc comparisons using the Tukey HSD test indicated that the mean score for educational expectation for Mexican origin youth significantly differed from Asian origin youth, with Mexican youth having lower expectations than Asian origin youth. This difference was also seen in educational attainment. Meaning: Mexican origin

youth differ significantly from Asian origin youth in their educational attainment with Mexican youth scoring lower on educational attainment than Asian youth. Furthermore, first generation immigrant youth from South, and Central America differentiated significantly from Asian origin youth with youth from South, and Central America scoring lower than youth from Asia.

Regarding the above conclusion this research can say that first generation immigrant youth from Asia are more likely to have higher educational expectations and attainment than any of the other immigrant groups. However, this research didn't find differences between educational expectations or attainment by presence of a mentor.

Nonetheless, it is hoped that this research contributed in raising awareness of the need of conducting further research to address the development of educational expectations and attainment amongst specific immigrant populations in the United States, as well as in the Netherlands.

6.1 Reflection on research paper

This research was carried out with support of Associate Director of the UMB Center for Evidence-Based Mentoring, Justin Preston, and two critical friends, Jelle de Graaf and Jessica Cunningham. It has been invaluable to receive feedback from my supervisor and critical friends, as this research was conducted in a different country, in a different research context, and through a second language.

First of all, a research subject needed to be found. This was done differently than the students at NHL University have typically done in the past. Instead of partnering with and working alongside a social work organization, a research subject was found through self-reflection and reading previous scholarly articles in order to investigate a gap in the literature. Furthermore, secondary data collection was done as collecting own data was not approved under my internship visa. Regarding this aspect, a foundation in statistics would have been

sufficient. However, this was not the case and through informal lectures led by Justin Preston and self-study a foundation in statistics was established to enable interpretation and analysis of the data.

Moreover skills in using the statistical program “SPSS” to run the analysis and interpret the results would have been sufficient also. These skills were, like the knowledge in statistics, established through informal lectures led by Justin Preston, and self-study.

Through feedback from my critical friends and supervisor, this paper got improved after every round of feedback. As I didn't have much experience in conducting research, let alone a scientific research, this was invaluable. Such feedback was doubly important because this research was conducted and written in a second language and on an academic level. After every feedback moment, I was able to detect grammar mistakes and typos.

Reflecting on the process of conducting this research paper, it was not an easy process. Without the benefit of a background in research methodology, courses in statistics or a structured educational program, a lot of things came new to me. Furthermore, this research was conducted while carrying out other tasks at the CEBM and auditing extra courses that were critical to my research analysis. Altogether: setting up my own educational program, setting up portfolios for my educational program, writing this research paper, writing my policy paper, carrying out tasks at the CEBM, attending conferences, auditing courses, and self-study in statistics, was sometimes a lot. In addition, I needed to meet the degree requirements of NHL University. Not every requirement was possible to meet, as my situation was an atypical one for the degree program, and this research was carried out in a research center. Thus, navigating between requirements of the CEBM and NHL University was sometimes a challenge, but reflecting on this process I worked to meet everyone's requirements. Through meetings with my supervisor in the Netherlands, Ellen Dreier, and supervisor in the CEBM, Justin Preston, I was guided through this process.

Furthermore, by setting up a broad action plan and weekly planning lists, I was able to keep oversight of my tasks. Even though it was still overwhelming at moments, I enjoyed carrying out this research. It is sometimes difficult to keep positive about writing papers or portfolios, because you have worked on it for a long time and deadlines are getting closer every day. However, it really helped to realize how passionate and motivated I am every time I worked. This increased my motivation to also present the best work I could.

Overall, it was a challenging project but I am very grateful to have been given this challenge, as I was pushed out of my comfort zone and had an invaluable and unique work and study experience.

Epilogue

As a prospective social worker I developed a strong mindset about wanting to give everybody an equal chance in life. Mentoring seems to be a suitable intervention for children who don't grow up in a supportive environment. Mentors can guide you to a place that you want to reach.

Why did I develop a mindset about wanting to give everybody an equal chance in the first place? As a child I received much love and acceptance. I have been realizing that I would love to give back what I received and am still receiving. Every family and teenager goes through their own difficulties, but even when I did things that were not accepted, I still was. I have always had a place in this world which I could call home where I could feel safe.

My natural mentors put smiles on my faces, gave me hope or just listened to what I had to say. That's what made and makes me feel safe and accepted in this world. Looking around me, that is not something I take for granted. Now, I want to give that back. I want to share it with the rest of the world.

Through that security and acceptance, I took steps in life I otherwise might not have taken. I dared to take these steps, because I have a safe haven to fall back on and I will always have a home in this world to come back to. Thus, I dared to live in Ireland for a year when I was 18 years old and I dared to take on this challenge, moving to the US and study for a year. I will never know what I would have done in this life if I hadn't grown up in a safe and loving environment, but I don't think I could have explored the world in such a positive way. That's way I was so eager to learn more about mentoring and how we can make sure the best applications are getting established in order for mentors and mentees to benefit as much from their relationship as possible. I would like to see that the caring relationship between a mentor and mentee can contribute to giving everybody an equal chance in life: A chance to explore the world and do what makes you happy.

In this research I addressed the achievement of “college aspirations and expectations”. While limitations in the dataset paired with constraints in my research skills and time narrowed the scope of my research to focus only on “college aspirations and expectation”, in the future I would like to address this in a broader context. That is to say, I don’t think that the only desirable outcome is for people to get Master’s degrees or become CEOs. No, if someone wants to become a painter, a builder or anything else I would be happy to see they become that. To me it’s most important that people are happy with what they do. So with ‘equal chance’ I mean that everybody should get a chance to do what makes them happy.

I focused on first generation immigrants, as I noticed a big immigration flow to the USA, but also to Europe and thus, the Netherlands. With recent developments in the US regarding immigration status, denial of certain immigrant groups entrance to the country, and discrimination towards immigrants and minority groups. I especially wanted to focus on this target group. Having experience in temporarily migrating, I reflected on this process and realized that I also received a lot of support while navigating these new countries. Immigrants that come to a new country to build up a better life, but often have no safe haven to fall back on. They experience decreasing support from the US government and from people around them, and should definitely be supported in another way. At this point, mentoring and immigration come together. Can mentoring be an intervention to support immigrants? Not only do I think that immigrants could benefit from a mentoring relationship, also mentors could benefit from this relationship: it frees the way to create an open mindset and explore different norms and values in this world. This can contribute in creating cross-cultural competencies and I think as a prospective social worker we need to be able to develop this in order to work with diverse populations. Upon my return home, I want to keep investigating ways in which I can contribute to this aspect of social work and research.

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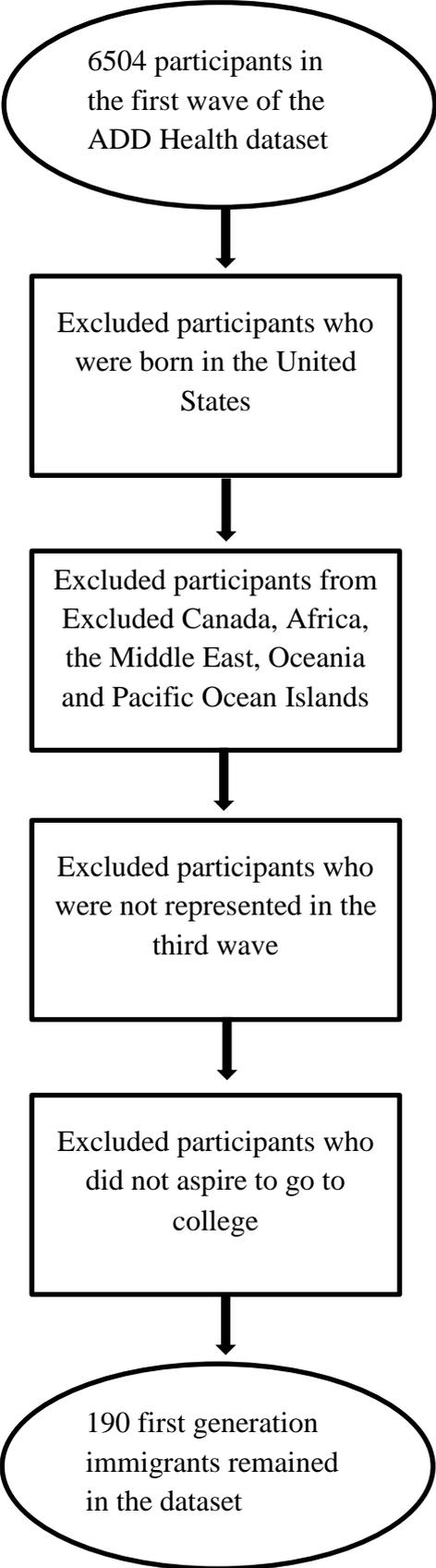
Appendices

Appendix 1: Research planning

	Research paper	Policy paper	Practical assignment
Week: 9 th – 13 th of Jan.	Orientation on research subject		-
Week: 16 th – 20 th of Jan.	Literature research		-
Week: 23 th – 27 th of Jan.	Literature research		-
Week: 30 th of Jan. – 3 th of Feb.	Write chapter 1 & 3		-
Week: 6 th – 10 th of Feb.	Finish chapters 1 & 3		-
Week: 13 th – 17 th of Feb.	Get feedback on chapters 1 & 3 from critical friends and supervisor	Orientation on policy paper subject	-
Week: 20 th -24 th of Feb.	Incorporate feedback	Literature research	Orientation on practical assignment subject
Week: 27 th of Feb. – 3 th of Mar.	Write chapter 2	Literature research	Develop learning goal
Week: 6 th – 10 th of Mar.	Write chapter 2	Write introduction	Write first part of methodical skill that ties in with my learning goal
Week: 13 th – 17 th of Mar.	Get feedback on chapters 1, 2 & 3 from critical friends, supervisor and Ellen Dreier	Write first chapter	Finish up writing of the methodical skill that ties in with my learning goal
Week: 20 th – 24 th of Mar.	Make code book for analysis	Write second chapter	Develop feedback form for critical friends
Week: 27 th – 31 st of Mar.	Run research analysis	Write third chapter	
Week: 3 th – 7 th of Apr.	Run research analysis	Write fourth chapter	

Week: 10 th – 14 th of Apr.	Write up the results	Write fifth chapter	Make presentation
Week: 17 th – 21 st of Apr.	Write discussion & conclusion	Write sixth chapter	Practice presentation
Week: 24 th – 28 th of Apr.	Get feedback on chapters 4, 5 & 6 from critical friends and supervisor	Write summery	First presentation on the 17 th of April
Week: 1 st – 5 th of May	Incorporate feedback	Get feedback	Practice and incorporate feedback
Week: 8 th – 12 th of May	Final adjustments to research paper	Incorporate feedback	Second presentation on the 9 th of May + Write reflection
Week: 15 th – 19 th of May	Paper due on the 15 th of May	Policy Paper is due on the 15 th of May	Practical assignment is due on the 15 th of May

Appendix 2: Flow chart



Appendix 3: Chart country per region

Central America & South America

<u>Countries/Regions</u>	<u>Respondents</u>	<u>%</u>
El Salvador	4	2.1
Guatemala	2	1.1
Honduras	6	3.2
Nicaragua	13	6.8
Panama	2	1.1
Colombia	2	1.1
Ecuador	2	1.1
Peru	3	1.6
Puerto Rico	1	0.5
Central Northern-South America	1	0.5
Totals	36	18.9

Caribbean

<u>Countries/Regions</u>	<u>Respondents</u>	<u>%</u>
<i>Cuba</i>	5	2.6
<i>Dominican Republic</i>	3	1.6
<i>Haiti</i>	1	0.5
<i>Jamaica</i>	4	2.1
<i>Trinidad & Tobago</i>	4	2.1
<i>Totals</i>	17	8.9

Mexico

<u>Countries/Regions</u>	<u>Respondents</u>	<u>%</u>
Mexico	41	21.6
Totals	41	21.6

East & South Asia

<u>Countries/Regions</u>	<u>Respondents</u>	<u>%</u>
People's Republic of China	5	2.6
Japan	6	3.2
South Korea	8	4.2
Taiwan	1	0.5
Hong Kong	2	1.1
The Philippines	25	13.2
Cambodia	2	1.1
Thailand	2	1.1
Vietnam	11	5.8
India	2	1.1
Central Asia	2	1.1
Totals	66	34.7

Europe

<u>Countries/Regions</u>	<u>Respondents</u>	<u>%</u>
Germany	16	8.4
Great Britain	3	1.6
British Isles	2	1.1
Northern Western Europe	5	2.6
South West Europe	1	0.5
Eastern Europe	3	1.6
Totals	30	15.7

Appendix 4: Rotated factor analysis

Rotated factor analysis

<u>Factors</u>	<u>School connectedness</u>	<u>Paternal involvement</u>	<u>Maternal involvement</u>
Trouble with teachers	.502		
Trouble with other students	.534		
Feel close to the people at school	.723		
Feel like you're part of the school	.718		
Students are prejudiced	.529		
You're happy to be at your school	.797		
The teachers treat students fairly	.610		
You feel safe in your school	.664		
Father talked about school or grades		.986	
Father worked on a project for school		.978	
Father talked about other things in school		.977	
Mother talked about school or grades			.969
Mother worked on a project for school			.964
Mother talked about other things in school			.977

Appendix 4: Feedback forms

Feedback form 1 - Research	
Part of research paper chapter 1 and 3	
Name student: Vera van den Berg Student number: 323179	Name of reviewer: Justin Preston Date: 3/23/2017
The overall structure	
Correct English	Vera's work thus far demonstrates a strong grasp of expressive, written English.
APA- guidelines	Vera adhered to APA guidelines quite well, considering that this is her first time writing in the format. Minor changes need to be made in areas like table formatting and source citation forms, for example.
Chapter 1 – Introduction	
Context: a dense description of the organization	Checklist: Vera's description of the work at the Center is accurate. Should could elaborate a bit more on the types of work and research we conduct here, but as a brief description this is fine.
Research motive: a clear description of the pedagogical problem situation	Checklist: Vera's introduction of the reasoning behind her research draws a clear line from the literature and her personal experiences to the research of the present study.
Analysis: orientation of the problem situation looking from a micro, meso and macro perspective	Checklist: Vera's analysis of the problem at hand in her needs to be more targeted to the impacts of her problem at the meso and micro levels. The macro analysis wasn't bad. The theme of her research is directly in line with the programmatic goals of the Center.
Clear formulation of the goal and the research question(s)	Checklist: Given Vera's unique situation in her internship here at the Center, I think that her answer to this question will be of a different nature than the responses from other members of her cohort. She does a good job of seeing the broader implications of her research question, and I expect this to improve with future drafts.

	<p>The framing of the question needs to be adapted into a more directly testable hypothesis. The research questions ties in with the analysis and Vera's subquestions are a natural extension of her main question. Vera is clear in demarcating which questions are to be answered in the literature and which through her independent research.</p> <p>Vera uses a references list with relevant titles and this will also most likely expand with additional drafts of the research paper.</p>
Chapter 3 – Method	
<p>Dense description of research design</p>	<p>Checklist: I suspect that this section will require the most additional work in future drafts. Writing research methods sections is a challenging and exacting process that I do not believe she has had much previous exposure to in her studies.</p> <p>The language that Vera uses will need to be cleaned up clarified to present her work coherently and succinctly.</p> <p>The overall design will need further clarification, but as we have discussed in the Center, her methodology will enable her to address her research questions.</p> <p>We have done a lot of work with Vera on this portion, and I suspect more changes will be forthcoming. However, she makes an excellent start, particularly in her description of how she developed her scales using an exploratory factor analysis.</p>
<p>Description of data collection</p>	<p>Checklist: Vera describes the representative nature of the data, which was receive as part of her secondary data analysis.</p> <p>There is no directly mentioning of validity and reliability, but she makes an effort to create subscales that address issues of reliability. Where is the information gathered from and what are the characteristics of the respondents?</p>

	<p>She describes where she gathered here data from in her description of the Add Health Data Set.</p> <p>Vera accurately describes the manner in which participants were chosen for this study.</p>
<p>Measuring instrument and justification of:</p> <ul style="list-style-type: none"> - Cohesion with research questions - Cohesion with the literature review - Validity and reliability 	<p>Checklist:</p> <p>There are a host of instruments, and we have had to revise them from Vera's initial attempts to create scales.</p> <p>Her work has not yet been reflected in this version of the manuscript.</p> <p>Vera has clearly utilized the existing literature as a guide for the selection of her variables and outcomes of interest.</p> <p>Vera's discussion of the scale creation process, while no longer representative of her present variables, was clearly laid out.</p>
<p>Research proposal: feasible and realistic</p>	<p>Checklist:</p> <p>The research plan chosen by Vera is quite ambitious. However, she will be receiving support from the Associate Director of the Center in her analyses and write up, so it is unlikely that she will not meet her deadlines.</p>

Feedback form 1 - Research	
Part of research paper chapter 1 and 3	
Name student: Vera van den Berg Student number: 323179	Name of reviewer: Jessica Cunningham Date: 3/23/2017
The overall structure	
Correct English	Vera has great English, only very minor grammatical errors that don't interfere with understanding/comprehension.
APA- guidelines	Vera has a wonderful handle on APA style, citations, and formatting.
Chapter 1 – Introduction	
Context: a dense description of the organization	Checklist: Vera sums up the center's mission very well and really sets up a good context for her research and interests.
Research motive: a clear description of the pedagogical problem situation	Checklist: Yes, Vera has chosen to address a critical gap in the literature on mentoring and educational aspirations and attainment.
Analysis: orientation of the problem situation looking from a micro, meso and macro perspective	Checklist: Vera's analysis of the problem from those three levels are thorough and well thought out, particularly in terms of implications for the macro level. This research is nested well within the interests of the Center.
Clear formulation of the goal and the research question(s)	Checklist: Vera's research questions don't suffer from scope creep, she's got a very specific question to answer and logical sub-questions as well. She explains which questions can and will be answered through the literature review, and which will be answered in her analysis. Her reference list could be a bit longer, but hits on all of the major points related to her work.
Chapter 3 – Method	
Dense description of research design	Checklist:

<p>Description of data collection</p>	<p>Checklist: Vera could have been a bit more explicit in her discussion of validity and reliability, but that's also my fault in part because I completely forgot about this rubric. She'll be making edits to her proposal soon to have a lengthier discussion as to why we had to do an exploratory factor analysis. I don't think that there's a need for Vera to discuss her reasoning for the type of data she's using, as it's due to visa constraints rather than limitations of her own choosing, but this could easily be incorporated into her methods section. Typically in the US we talk about participant demographics in the results section.</p>
<p>Measuring instrument and justification of:</p> <ul style="list-style-type: none"> - Cohesion with research questions - Cohesion with the literature review - Validity and reliability 	<p>Checklist: Vera does a great job of summing up what questions went into the scales that we created using factor analysis. Since she's not creating her own research instrument, it wasn't really necessary for her to include literature about the questions, although she will be addressing some of the shortcomings of the survey in the discussion section. (Namely, legal status of parents and first-generation immigrants, as those two things have been found to help or hinder educational attainment but are not asked about in the AddHealth questionnaire).</p>
<p>Research proposal: feasible and realistic</p>	<p>Checklist: Vera's research proposal is feasible and realistic, but given that it's a secondary data analysis, it might not answer all of the questions she has in mind, but she has a good grasp on the limitations of the survey and will be able to include questions for future research in her discussion section.</p>

Feedback form 1 - Research	
Part of research paper chapter 1 and 3	
Name student: Vera van den Berg Student number: 323179	Name of reviewer: Jelle de Graaf Date: 03/23/2017
The overall structure	
Correct English	Yes
APA- guidelines	Yes
Chapter 1 – Introduction	
Context: a dense description of the organization	Checklist: Includes mission and goals. Probably describe the tasks of the center a little bit more broadly? Collaborations with whom? What kind of evidence-based resources?
Research motive: a clear description of the pedagogical problem situation	Checklist: A very clear description of your personal motive. Is it correct that you write it down in a personal form as well and not from “the researcher”? For example: “the motivation for this study increased when the researcher encountered literature on immigrant youth and their expectations in a “new world”. I would directly put the references behind sentences like “research shows (reference)”. Also, in some sentences you refer to research but you’re not always referring to the source in some of those sentences. But if you’re not talking about direct research then I would out the source at the end of the sentence. Furthermore I think it is a good introduction to the literature review.
Analysis: orientation of the problem situation looking from a micro, meso and macro perspective	Checklist: Very clear description of the Micro, Meso and Macro level by using the model of Bronfenbrenner. Also there is enough notice for the relevance of this theme within the organization.
Clear formulation of the goal and the research question(s)	Checklist: Change natural mentors to mentors in general as the Add Health dataset doesn’t distinguishes between natural and formal mentors. The target groups is first generational immigrant youth.

	<p>The research question is very well formulated and supported by good sub-questions. I'm very curious to what extent the Add Health dataset allows you to answer these questions!</p> <p>The research question ties in with the analysis.</p> <p>Just a few questions: Are the questions regarding the foundation of knowledge be put above the literature review or below? Because I think your lit review will be put above the central questions and sub questions?</p> <p>Yes, but I'm not sure if the sub questions that are answered by literature are at the right spot. Even if this feedback form says so.</p> <p>Besides that there is a very clear reference list with relevant titles.</p>
Chapter 3 – Method	
Dense description of research design	<p>Checklist: It is very clear what the research design looks like, what questions are asked and what variables are used within this study.</p> <p>It is clear how this research design will provide answers on the sub question of this research report.</p> <p>Vera will start with exploratory factor analysis to create constructs of variables that hang together.</p>
Description of data collection	<p>Checklist: This section is really clear.</p>
<p>Measuring instrument and justification of:</p> <ul style="list-style-type: none"> - Cohesion with research questions - Cohesion with the literature review - Validity and reliability 	<p>Checklist: Vera is going to perform a regression, but it's not clear in the model what the dependent variable will be and which ones the independent variables. Also the model for the regression analysis is not included (what variables are included precise and what outcomes or not are expected?).</p>
Research proposal: feasible and realistic	<p>Checklist: Vera has a feasible and realistic research proposal.</p>

Feedback form 2 - Research	
Part of research paper chapter 1, 2 & 3	
Name student: Vera van den Berg	Name of reviewer: Justin Preston
Student number: 323179	Date: 04/23/2017

The overall structure	
Correct English	Vera's English has improved dramatically over the course of her internship, and this development was reflected in the progression in her quality of writing.
APA- guidelines	Vera was able to learn about and integrate the APA guidelines, particularly with reference to table structure and reference section write ups.
Chapter 1 – Introduction	
Context: a dense description of the organization	Checklist: Vera included an accurate description of the Center and its work that was more than just a copy/paste of the Center mission from the website.
Research motive: a clear description of the pedagogical problem situation	Checklist: Vera's motivations for studying this particular research topic were well-defined and clear. They also progressed from a largely internal source to also include broader ramifications and implications of the issue which she studied.
Analysis: orientation of the problem situation looking from a micro, meso and macro perspective	Checklist: Vera has demonstrated significant growth in her analysis of the ecological spheres of development as they pertained to her research question. In fact, this is one of the areas which saw the most dramatic improvement over time. There is enough notice for the relevance of this theme within the organization.
Clear formulation of the goal and the research question(s)	Checklist: Yes, there is a clear description of the goal and to what change this research has to lead to. Yes. The question itself developed into a more testable form over the course of Vera's

	<p>initial research, which is what we were hoping to see. This research ties in with the analysis.</p> <p>The sub questions are useful in that they provide additional context and details around the main question.</p> <p>There is a clear description which sub questions will be answered by doing literature research and which by conducting the research.</p> <p>There is a clear difference between goal and question.</p> <p>Vera made sure to include all of her sources in the Reference section of her paper.</p>
Chapter 2: Literature review	
Number and quality of used references	<p>Checklist: Vera had well beyond 10 sources, from a variety of researchers.</p> <p>Beyond citing the seminal literature, Vera's references were up to date and contemporary.</p>
Relevance and range of used literature	<p>Checklist: The literature included directly related to Vera's topic of study.</p> <p>This research subject is described from a micro-, miso-, macro perspective and there is an international orientation.</p> <p>Where appropriate, Vera answered the sub-questions via the literature.</p>
Analysis and interpretation of the used literature: conclusion regarding own subject.	<p>Checklist: Vera was very careful to utilize her own words as much as possible, but cited her sources when quoting another researcher.</p>
Chapter 3 – Method	
Dense description of research design	<p>Checklist: This was satisfied due to the structure of her research paper in APA format, which requires a discussion of methods</p>

	<p>Statistical tests were selected which best fit the data available.</p> <p>Vera utilized and interpreted the statistical programming package SPSS for her study.</p>
Description of data collection	<p>Checklist: As a secondary data analysis, Vera was clear in how her sample was constructed.</p> <p>Vera did not try to overgeneralize her findings, and where her research did not apply she recommended future research to address the shortcomings.</p> <p>All the information about where Vera gathered her information from was detailed in her analysis.</p> <p>See her sample flow chart how her participants were chosen.</p>
<p>Measuring instrument and justification of:</p> <ul style="list-style-type: none"> - Cohesion with research questions - Cohesion with the literature review - Validity and reliability 	<p>Checklist: Vera utilized an exploratory factor analysis to determine the strongest items addressing underlying constructs in which she was interested.</p> <p>Vera selected items from the data that would enable her to answer her research questions.</p> <p>Vera described the original study as a nationally-representative, longitudinal study.</p>
Research proposal: feasible and realistic	<p>Checklist: Vera was excellent in planning her research stages according to the timeline available to her within the limitations of her program and her internship.</p>

Feedback form 2 - Research	
Part of research paper chapter 1, 2 & 3	
Name student: Vera van den Berg Student number: 323179	Name of reviewer: Ellen Dreier Gligoor Date: 8-5-2017
The student gets approval to continue his/her research.:	Signature supervisor:
Yes	

The overall structure	
Correct English	Ik begrijp het en ga er dus vanuit dat het oke is. Laat het nog wel checken door iemand die het Engels goed beheerst in geschrift.
APA- guidelines	
Chapter 1 – Introduction	
Context: a dense description of the organization	Checklist: Je beschrijft helder de context van het centrum waarbinnen jij je opdracht doet
Research motive: a clear description of the pedagogical problem situation	Checklist: Je motief voor het onderzoek is helder. Je verantwoordt je eigen bevindingen en interesse met betrekking tot migratie en mentoring. Hier mag je ook nog kort aandacht besteden over je motief voor het onderzoek in relatie tot je toekomstig beroep als pedagoog. (versterken van opvoedrelaties en ontwikkeling).
Analysis: orientation of the problem situation looking from a micro, miso and macro perspective	Checklist: Microanalyse: je beschrijft hier vooral dat het een belangrijk onderwerp is . Kun je concreter beschrijven waarom het belangrijk kan zijn voor een 1e generatiemigrantenkind om hun educatieve aspiraties en verwachtingen te realiseren. Mesoanalyse: relevantie voor het instituut is helder beschreven. Macro analyse: je schrijft vooral dat het altijd belangrijk is dat er migranten zullen zijn.

	<p>Ook hier kun je concreter beschrijven waarom je onderzoekthema dan belangrijk is voor deze (toekomstige) migrantenkinderen?</p> <p>De relevantie om het onderzoek binnen het Center for Evidence-Based Mentoring is helder bschreven.</p>
<p>Clear formulation of the goal and the research question(s)</p>	<p>Checklist: Ja doel is helder geformuleerd. Goed dat je ook kijkt op welke manier eventuele uitkomsten van je onderzoek kunnen gelden voor de nederlandse situatie en wat dit concreet betekent voor de pedagoog.</p> <p>Er is een heldere beschrijving van de onderzoeksvragen.</p> <p>Het onderzoeksdoel en onderzoeksvraag lijken op het eerste gezicht wel op elkaar aan te sluiten.</p> <p>De eerste deelvraag is breder dan je formuleerde 1e deelvraag. (daar ga je ook in op 2e en 3e generatie immigranten) Maak duidelijk in je uitwerking waarom je dat uitwerkt in relatie tot je hoofdvraag.</p> <p>De eerste 3 hoofdvragen hebben betrekking op je theoretisch onderzoek en zijn mij helder . De relatie tot de laatste onderzoeksvragen waarin je ook kijkt naar gender/ gebied/ origine is me niet helder, Onderbouw je keuzes in relatie tot je hoofdvraag.</p>
<p>Chapter 2: Literature review</p>	
<p>Number and quality of used references</p>	<p>Checklist: Er is een goede literatuurlijst met relevante titels.</p>
<p>Relevance and range of used literature</p>	<p>Checklist: De gebruikte literatuur is zeker relevant voor je onderzoek. Het is breed, inhoudelijk en je gaat de diepte in.</p> <p>Mooi dat je immigratie in de US schetst, en ook kort ingaat op de immigratie in Nederland.</p>

	<p>Helder verhaal over overeenkomsten en verschillen tussen educatieve verwachtingen en het bereiken ervan van 1e immigranten kinderen en factoren die hierop van invloed zijn.</p> <p>Je gaat in 2.6. in op mentoring en de functie van “professionele metoring in relatie tot ondersteuning van ontbreking natuurlijke mentoring (ik ga ervanuit dat je ergens in je onderzoek nog ingaat op de rol van de pedagoog in dit process).</p> <p>Een kanttekening: De 6 hypothesis naar aanleiding van je literatuurstudie (klopt dat anders maak het expliciet) zijn mooi gevonden en vormen m.i. een mooie verbinding met je praktijkonderzoek. Echter in hypothese 3 en 4 ga je ook in op gender verschillen als het gaat om het realiseren van educatieve verwachtingen. Dit zie ik echter niet terug in je literatuurstudie. Zorg dat je hier ook iets over schrijft in je literatuurstudie.</p> <p>Het onderzoek is goed beschreven op micro-, meso-, en macro perspectief.</p>
<p>Analysis and interpretation of the used literature: conclusion regarding own subject.</p>	<p>Checklist: Het onderzoek is beschreven in eigen woorden.</p>
Chapter 3 – Method	
<p>Dense description of research design</p>	<p>Checklist: Je mag in je methodische beschrijving meer aandacht besteden aan onderzoeksopzet en keuze voor onderzoeksmethode in relatie tot je onderzoeksvraag.</p> <p>Het type onderzoek mag nog expliciet genoemd worden (zie opmerking hierboven)</p>
<p>Description of data collection</p>	<p>Checklist: Je kiest voor het “ADD health program” voor je dataverzameling. Motiveer waarom je hiervoor hebt gekozen in relatie tot je hoofdvraag..</p> <p>Je mag nog expliciet aandacht besteden aan de beschrijving van validiteit.</p>

	<p>Je heb duidelijk uitgewerkt en gemotiveerd waar je de informatie vandaan haalt en waar je je praktijkonderzoek wilt doen.</p> <p>Je verantwoord hoe de participanten zijn gekozen.</p>
<p>Measuring instrument and justification of:</p> <ul style="list-style-type: none"> - Cohesion with research questions - Cohesion with the literature review - Validity and reliability 	<p>Checklist:</p> <p>Je mag nog expliciet verbinding maken met de resultaten en het onderzoeksinstrument (impliciet is het er wel).</p> <p>Benoem nog hoe je rekening gehouden hebt met validiteit en betrouwbaarheid van je onderzoek.</p>
<p>Research proposal: feasible and realistic</p>	<p>Checklist:</p> <p>Planning mag nog opgenomen worden.</p>

Feedback form 2 - Research	
Part of research paper chapter 1, 2 & 3	
Name student: Vera van den Berg	Name of reviewer: Jessica Cunningham
Student number: 323179	Date: 4/23/17

The overall structure	
Correct English	Only very minor spelling/grammatical errors that did not interfere with comprehension.
APA- guidelines	Needs a little bit of work, but Vera has the general form well within her grasp.
Chapter 1 – Introduction	
Context: a dense description of the organization	Checklist: Vera includes a very thorough description of The Center’s activities and goals, and has expanded upon this as an improvement from her previous draft.
Research motive: a clear description of the pedagogical problem situation	Checklist: Vera’s reasons for conducting this research are logical, clear, and well-explicated. My only suggestion would be to perhaps expand on the significance of mentoring for first generation youth beyond just “they’re a growing population in the US”
Analysis: orientation of the problem situation looking from a micro, miso and macro perspective	Checklist: This is much more detailed than the previous draft, but could do well to include suggestions from the above point— particularly at the macro/state policy level. Yes! Like I said previously, this is well within the bounds of our mission and the scope of our organization.
Clear formulation of the goal and the research question(s)	Checklist: Vera’s descriptions of the target population, her questions, and what can and cannot be answered through the literature and the data are well-informed, and her reference list is filled with recent and relevant articles.
Chapter 2: Literature review	
Number and quality of used references	Checklist: Yes. Vera has expanded her references list quite considerably since the last draft.

<p>Relevance and range of used literature</p>	<p>Checklist: The used literature is relevant for the research subject.</p> <p>Vera analyses articles from both research in the US and the Netherlands in order to put her specific research study into context.</p> <p>There is enough focus on the sub questions in the literature review.</p>
<p>Analysis and interpretation of the used literature: conclusion regarding own subject.</p>	<p>Checklist: The information is written in own words.</p>
<p>Chapter 3 – Method</p>	
<p>Dense description of research design</p>	<p>Checklist: Vera does an excellent job describing the type of research she conducted, the methods the original researchers used to collect data, and how she plans to analyze the data in order to answer her questions and subquestions.</p>
<p>Description of data collection</p>	<p>Checklist: Like I said previously, Vera didn't really have much of a choice in how she collected data so her methods aren't ideal for the questions she wants to answer, but she does a good job of describing the type of data collection and analysis. Vera excels at explaining what she did to maintain validity and reliability of her results. Vera explains the procedure that the AddHealth researchers used to collect the initial data and the demographics of her sample.</p>
<p>Measuring instrument and justification of:</p> <ul style="list-style-type: none"> - Cohesion with research questions - Cohesion with the literature review - Validity and reliability 	<p>Checklist: Vera explains how she created scales using the AddHealth dataset very well with careful attention paid to ensuring the validity of her results. But, since this was secondary data analysis and Vera could not ask respondents questions herself, she was limited in what data she could analyze, so the degree to which her instruments are couched in the literature is also limited, but sufficient given her restraints.</p>
<p>Research proposal: feasible and realistic</p>	<p>Checklist: Yes, Vera had a feasible and realistic research proposal.</p>

Feedback form 2 - Research	
Part of research paper chapter 1, 2 & 3	
Name student: Vera van den Berg	Name of reviewer: Jelle de Graaf
Student number: 323179	Date: 04/23/2017

The overall structure	
Correct English	Yes, Vera has written her report in correct English language.
APA- guidelines	Yes, APA guidelines are used correctly.
Chapter 1 – Introduction	
Context: a dense description of the organization	Checklist: Yes, Vera explains what the organization is and what the goals of the organization are.
Research motive: a clear description of the pedagogical problem situation	Checklist: Vera has clearly described her research motive. It is nice to read how she encountered the subject and why she wants to look deeper into the subject.
Analysis: orientation of the problem situation looking from a micro, miso and macro perspective	Checklist: Vera gives a very broad and clear description of the subject by making use of the ecology model of Bronfenbrenner. The report shows two good reasons how this report will contribute to the organization: (1) it addresses a gap in the existing literature of mentoring and (2), it contributes in the further development of mentoring practices for first generation immigrants.
Clear formulation of the goal and the research question(s)	Checklist: Vera has put in the feedback from the previous review, which has made the description more clear. The research questions are more specific in comparison with the previous document. Very well formulated and supported by good sub-questions. The research question ties in with the analysis and there is a clear description which sub questions will be answered by doing literature research and which by conducting the research.

Chapter 2: Literature review	
Number and quality of used references	Checklist: Vera uses more than 10 references.
Relevance and range of used literature	Checklist: The literature that is used literature is relevant for the research subject. There is definitely an international orientation. There is enough focus on the sub questions in the literature review.
Analysis and interpretation of the used literature: conclusion regarding own subject.	Checklist: Vera has very much improved in her writing over the past months and I really recognize Vera her way of writing in her report.
Chapter 3 – Method	
Dense description of research design	Checklist: The overall research design and procedure is very well written and clear. Vera makes use of multiple instruments which should provide an answer on her sub questions. Analysis are secondary data and will be performed in SPSS.
Description of data collection	Checklist: All the points in this section are very clear: (1) choice type and scientific justification of data collection, (2) attention for validity and reliability, (3) attention for data collection, (4) procedure of respondents chosen.
Measuring instrument and justification of: - Cohesion with research questions - Cohesion with the literature review - Validity and reliability	Checklist: 190 participants. Looking at educational attainment and expectations. Area of origin, school connectedness, paternal involvement, maternal involvement, mentoring, importance of mentor and sex. There is a dense description about validity and reliability.
Research proposal: feasible and realistic	Checklist: Very good research proposal. Good luck with your analysis!

Feedback form 3 - Research

Part of research paper conclusion and recommendations

Name student: Vera van den Berg
Student number: 323179Name of reviewer: Justin Preston
Date: 05/11/2017

The overall structure	
Correct English	Excellent use of the English language and grammar. Some light edits were made, but this is to be expected from any lengthy paper regardless of whether the author is a native speaker or otherwise.
APA- guidelines	Vera largely remained within the APA guidelines on formatting, and I would guess that she worked very hard to do so, particularly where the tables and visual information pieces were concerned.
Discussion and conclusion	
Discussion: do the answers of the sub-questions tie in together and put in context?	The sub questions thoroughly support the main thrust of the research investigation, building a foundation upon which the main research question is answered.
Reflection on the research assignment: is the research assignment critically reviewed?	The implications and importance of the research in both the US and the Netherlands was discussed with good insight and thoughtful consideration.
Is the conclusion a focused answer on the main question?	Yes.
Recommendations	
Recommendations are based on research results	Yes.
Recommendations are concrete	Vera provided actionable suggestions for future research, as well as steps for practitioners working with this vulnerable population.
Recommendations are relevant for research	See above.
Epilogue	
Professional reflection: the student observes social development with regards to values around the research theme	Vera did well to describe the implications of her research on both the professional but also societal implications of the current refugee and immigrant flows in Europe and the US. She did so with consideration and empathy when describing the barriers facing refugees, in particular.

Feedback form 3 - Research

Part of research paper conclusion and recommendations

Name student: Vera van den Berg
Student number:Name of reviewer: Jessica Cunningham
Date: 5/11/2017

The overall structure	
Correct English	Vera only had very minor spelling and grammatical errors as usual.
APA- guidelines	Vera follows APA guidelines with only minor errors.
Discussion and conclusion	
Discussion: do the answers of the sub-questions tie in together and put in context?	Yes, Vera does an excellent job of explaining how all of her sub questions tie in together and what future researchers should focus on in order to definitively answer them.
Reflection on the research assignment: is the research assignment critically reviewed?	Yes, Vera outlines the limitations of her research and results thoroughly.
Is the conclusion a focused answer on the main question?	Yes, Vera's conclusion is a focused answer of the main questions in addition to her sub-questions; each is clearly delineated and her analysis of the data is thoughtful.
Recommendations	
Recommendations are based on research results	Unfortunately, Vera cannot make many policy recommendations based on the results of her research as there were no qualitative components, but her recommendations for future research projects that could answer those questions are wonderful. The recommendations that she does make for policy based on her results are logical and she acknowledges the limitations of her opinions.
Recommendations are concrete	Again, given that there were no qualitative components for her to analyze, the only concrete recommendations she can give are based off of the literature and for future research.
Recommendations are relevant for research	Vera has a bunch of amazing ideas for future research projects that will be able to better estimate how mentors help first generation immigrants and how pedagogic workers may play a role in facilitating these relationships.

Epilogue	
<p>Professional reflection: the student observes social development with regards to values around the research theme</p>	<p>Well done! Vera's always been very self-critical and has become even more self-aware during her time in the US. It's been a pleasure to watch her grow to become aware of her own privileges and become motivated to use her privilege as a platform to affect positive change in the world, I can't wait to see where she goes!</p>

Feedback form 3 - Research

Part of research paper conclusion and recommendations

Name student: Vera van den Berg
Student number: 323179Name of reviewer: Jelle de Graaf
Date: 05/11/2017

The overall structure	
Correct English	Yes.
APA- guidelines	Yes.
Discussion and conclusion	
Discussion: do the answers of the sub-questions tie in together and put in context?	Yes, the answers on the sub-question tie in together and have been put in context. Though I would repeat the sub-questions in the discussion and the outcomes of the analysis for that sub question.
Reflection on the research assignment: is the research assignment critically reviewed?	The assignment is critically reviewed by Vera her supervisor, Justin Preston and het colleague, Jessica Cunningham
Is the conclusion a focused answer on the main question?	Vera explains her findings very clear in the conclusion. The dataset of ADD Health.
Recommendations	
Recommendations are based on research results	Vera has written her recommendations for future research in her discussion section, which describes clear what future research should point out and what should be included in the measurements. Personally I would put the recommendations and limitations of the research in a separate section, but this is personal preference and shouldn't be mandatory in Vera's piece.
Recommendations are concrete	Recommendations are concrete. Vera describes very clear what she encountered during her research process on limitations and how this could be prevented in future research.
Recommendations are relevant for research	Vera points out why her recommendations are relevant for future research. Vera is expert of her own work and describes clearly what future research should include. Vera looked into literature and found out what is present and what is missing in her work. Her recommendations show how future research can contribute to fill the gap of missing literature.

Epilogue	
<p>Professional reflection: the student observes social development with regards to values around the research theme</p>	<p>Vera has become very knowledgeable about the immigrant subject by looking deep into existing literature and taking part in classes and lectures that were, among other things, immigrant youth themed. Vera shows with her work how mentoring could potentially effect educational expectations and attainment. No significant results show this effect, but this doesn't mean that it shouldn't be worthwhile to look at it in future research. There is an explanation for it, and this is what Vera also describes very clear in her report. Vera is knowledgeable about the development of the immigration flow and the relevance of how mentoring could potentially contribute the young people of this population. Vera has mentioned that she will continue with studying and working within this subject, which proves how this research project has contributed in Vera her development and has been a catalyst for her future perspective.</p>

Appendix 5: Practical assignment

Practical assignment: Presentation skills

Vera van den Berg

NHL University of Applied Science

In this essay I will describe the learning goals that I developed for my practical assignment. In order to graduate, this practical assignment is required to assess the development of two competences. Namely:

- **Competence 3: Implementation**

1. Can adjust its acting on specific target groups.
2. Can support and empower clients whilst creating development opportunities.
3. Can take account for its actions and evaluate based on chosen methods fitting with the client/target group.

- **Competence 7: Reflection**

1. Can reflect on its own competence development with an accent on work-personal-profession.
2. Works with a constant focus of developmental improvement.

The learning goal that I have established for this practical assignment reads as follows:

“At the end of my practical assignment, I will have gained effective presentation skills”

Working at the Center for Evidence-Based Mentoring (CEBM) I have been surrounded with PhD-students, researchers, and professors. I have also attended a few conferences and meetings with practitioners in the mentoring field. Over and over again, I recognized the importance of being able to present yourself, your study, ideas and interests. When you present your ideas, you do not only want to carry out the importance of your subject, you also want your presentation to make people think about and learn from it. You want to “reach” your audience and that calls for effective presentation skills.

Not only have I seen the importance of presenting while working at the CEBM, also as a prospective social worker it is important to be able to communicate effectively and present your ideas and knowledge to clients, policy makers, and students.

Because of the above reasons, I thought it would be suitable to practice this particular skill. When I get back to The Netherlands, I want to be able to gain the interest of students and professors in the mentoring field in order to contribute in the further development of mentoring in The Netherlands and Europe. In order to do so, I need to be able to effectively present the knowledge and skills that I have done up so far.

Knowing that you can benefit from having effective presentation skills, the question is: What are effective presentation skills? Brookfield (1990) emphasizes an important lesson about effectiveness: “So talking about effectiveness as if it were an objective concept whose features can be easily agreed on by all reasonable people is mistaken. We always have to ask, Effective for what? And Effective for whom?” In this case, I want to present my research findings on mentoring first generation immigrant youth and the effect on achieving educational aspirations. The presentation must be effective in a way that it raises awareness about the importance of this subject. It should also be effective in that it should spur the start of conducting further research in order to develop evidence-based mentoring practices within this field. Secondly, my presentation should be effective for PhD students and professors. Thus, knowing my audience will help me shape the use of a PowerPoint presentation and my language.

Furthermore, Gelula (1997) notes that an effective presentation calls for voice clarity and speed, audiovisual aids, direct contact with your audience, and the ability to be entertaining.

Gelula (1997) also writes: “The importance of voice clarity and speed is to keep your audience from losing track of your presentation. Also, when you speak really fast the audience will be unlikely to keep up with the content of the presentation.”

Davis (1993) notes that audiovisual aids, like slides and/or videos, should only be used to reinforce concepts, illustrate ideas, or stimulate interest. Important to acknowledge about

the use of audiovisual aids is that they should support your content, but they should not be the essence of the presentation.

The importance of direct contact with your audience, applies the effectiveness of “active learning”. Gelula (1997) gives a few examples of how to integrate the audience and support active learning: (1) Speak in a conversational tone, (2) Move around the podium and use body language to emphasize your points, (3) Stop speaking, (4) Purposefully shift your gaze, (5) Pursue an answer to your questions or request a show of hands, (6) Leave the podium to move into the audience, (7) Stop and give a simple direction to involve your audience.

Lastly, research emphasis on the ability to be entertaining while presenting. Gelula (1997) has found that teachers who emphasize the process of presenting over their content are more effective. A few points to be entertaining are (1) Gesticulate with your hands and arms, (2) Move across the podium or the front of the room, (3) Look to different parts of the audience, (4) Use lots of facial expressions to share your amusement, (5) Use voice inflection, (6) Use humor.

Practical assignment

Having acknowledged the importance of presenting and having established a brief foundation of knowledge about effective presentation skills, I will explain what my practical assignment will look like.

In order to assess my personal development in practicing my presentation skills, I have found feedback forms for my peer-assessors and supervisor to fill out (Samb, 2017). The first time that I present, I will only be presenting for my supervisor, Justin Preston, and critical friends, Jessica Cunningham and Jelle de Graaf. This will take place on the 27th of April.

Feedback forms will be filled out by my critical friends, supervisor, and myself. Also, I will write a reflection about my first presentation.

The feedback and my reflection will serve as a learning experience and I will apply lessons learned to the second and final presentation. This takes place on the 9th of May and I will be presenting for all the PhD-students who are working at the CEBM, Professor Jean E. Rhodes, my supervisor Justin Preston, and my critical friends Jelle de Graaf and Jessica Cunningham. This time feedback forms will be filled out by my critical friends and supervisor. Also, I will write a reflection about my second presentation. Lastly, both presentations will be recorded to serve as proof, as well as to be able to see development between the first and second presentation.

Reflection on first practical assignment

In this essay I will reflect on the first practical assignment described in the above. First a brief description of the situation will be established. Secondly, I will reflect on my presentation skills and suggest improvements for my second presentation.

On the 27th of April I had my first presentation. The video-recording was allowed to last 15 minutes. Therefore, I decided to make my presentation 10 minutes in order to have at least 5 min for questions. The day of my presentation there were more presentations planned. I agreed to be the second presenter. Furthermore, I prepared for my presentation by making a Prezi and practicing for myself and my fellow student -Jelle de Graaf-.

Working at the Center for Evidence-Based Mentoring (CEBM) I have been surrounded with PhD-students, researchers, and professors. I have also attended a few conferences and meetings with practitioners in the mentoring field. Over and over

again, I recognized the importance of being able to present yourself, your study, ideas and interests.

And:

Not only have I seen the importance of presenting while working at the CEBM, also as a prospective social worker it is important to be able to communicate effectively and present your ideas and knowledge to clients, policy makers, and students.

The above describes why I chose to do a presentation, and why I think it is really important having presentations skills. In this case, I had to present my research for scholars, professors and PhD-students. That meant that I needed to adjust my language to academic English. I needed to be able to explain my research in detail and understand everything that I had done. Considering the time limit, I needed to be able to present my research findings in a short period of time. The time limit made it a bigger challenge as I had to present my research briefly but clear. Reflecting on this part of my presentation I think I started strong. I had a clear story and knew exactly what I wanted to say. Arriving at the explanation of the methods, results and discussion I could have done better. Meaning, I could have explained in more detail. Furthermore, I also think this part is more important for scholars and professors to listen to than the introduction. Thus, in my second presentation I want to put more emphasize on that aspect.

Not only the content of a presentation is important to focus on. In my description I explained that a good presentation calls for voice clarity, speed, audiovisual aids, direct contact with your audience, and the ability to be entertaining. Looking back at my presentation I think I had good voice clarity. However, I noticed that I said “uhm” a lot of times and that interrupted the flow of my talk. In my next presentation I want to focus on this aspect, because saying “uhm” a lot can take away the focus of the presentation.

Overall, I don't think I spoke too fast, but I could have talked more in a storytelling way. I also could have used my voice more lively. I think I wasn't able to do that as I felt really nervous. Looking back at the video, I saw that nervousness intervening with the ability to show excitement and to be entertaining. Knowing myself, I know that if I want to do things right and when I am not completely sure about my skills, I become more serious and focused. Being focused is a good thing, however being able to stay focused *and* take some turns, comes across more powerful. It also makes a story more lively and entertaining. Therefore, this is also an aspect that I want to practice for my second presentation. Practicing it will help me take away some of the nervousness which in return will help me be more "flexible" in my story.

Thirdly, reflecting on my presentation I was really proud of my Prezi and I also got a lot of positive reactions on that. Still, for my next presentation I need to put some more thought into that as I noticed some typos during my presentation. Also, "making direct contact with your audience" is something that I was content with looking back at the presentation video. I didn't use any cards, and that kept me from looking down to read notes. I also noticed that I looked around the room a lot. I think it is really important to look at everyone, in order to make everyone feel like they are part of the presentation as we need people to listen, in order to tell a story. Thus, for my second presentation I want to keep this aspect in mind as I think it is really important.

Reflecting on my overall presentation, I was content with it being my first time. However, there are a lot of points to improve. The main aspects are: content of my presentation, flow of my talk and the ability to be entertaining. Taken my own reflection and the feedback that I received from my critical friends –Jelle de Graaf and Jessica Cunningham- and my supervisor -Justin Preston-, I will practice for my second presentation in which I will show the implementation of these points of feedback.

Short reflection on second presentation

On the 9th of May I had to do my second presentation. I presented for several scholars and professors, my critical friends -Jessica Cunningham- and -Jelle de Graaf-, and my supervisor -Justin Preston-.

Looking back at my second presentation, I did exactly as I said. The first thing that I wanted to improve was the method, result and discussion section. In my first presentation, I wasn't content with the way I had explained that part of my research. I adjusted the Prezi and practiced for my critical friends and supervisor. On the second video, I can see that I improved a lot in this aspect. Also during my presentation I felt much better presenting about this aspect of my research, than the first time.

Furthermore, I said I wanted to practice on *not* saying "uhm" a lot of times. I noticed that practicing was the key. As I got more familiar with the content of my presentation, the "uhm" words disappeared. Looking back at the recording of my second presentation, I saw that this was a big improvement.

Another aspect that I wanted to improve was to be able to present in a "storytelling" way and use my voice more lively. In order to improve this aspect -practicing- was also the key. I noticed that when I got to know the content and storyline of my presentation better, I was able to be more flexible and use my voice more lively. However, when I look back at the recording of my second presentation, I still think I can improve this aspect. Referring to the fact that I didn't use humor in my presentation.

One thing that I wanted to keep in mind during my second presentation was to make eye-contact with everyone in the room. I was content with the way I carried out this aspect of my presentation. Thus, overall, I think I improved a lot in developing my presentation skills between the first and second time. However, I also mentioned a few aspects that can still use some practice.

References

- Brookfield, D. S. (1990). *The skillful teacher: On teaching, trust, and responsiveness in the classroom*. San Francisco: Jossey-Bass Publishers.
- Davis, B. G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass Publishers.
- Gelula, M. H. (1997). Effective lecture presentation skills. *Surg neurol*, 47, 201-204.
- Samb. (2017). *Presentation Skills Evaluation Form* [PDF file]. Retrieved from <http://samba.fsv.cuni.cz/~stankova/PRESENTATION%20evaluation%20form/Presentation%20-Evaluation-Form.pdf>

Practical assignment: Feedback forms

Presentation Skills Evaluation Form

Date: ~~5/4/17~~ 27th of April Reviewer: Justin Puston

Speaker: Vera van den Berg

Presentation Topic: Mentoring, Immigrant Youth, + Ed. Attainment

Subject Matter	Needs Improvement					Excellent	
	1	2	3	4	5		
1. Did the introduction provide sufficient background for you to understand the topic?			✓				
2. Was the subject matter developed in logical order?				✓			
3. Given the time constraints, was the topic developed sufficiently?				✓			
4. Did the summary or conclusion emphasize the significance of the information?			✓				
5. Did the speaker appear to understand the material and answer questions effectively?				✓			
6. Did the presentation enhance your understanding of the topic?				✓			

Presentation	Needs Improvement					Excellent	
	1	2	3	4	5		
1. Was the presentation logically organized (introduction, body and closing)?				✓			
2. Were the visual aids easily read and appropriate for the information presented?					✓		
3. Did the speaker talk loudly and clearly enough to be understood?			✓				
4. Did the speaker use appropriate scientific language?			✓				
5. Was correct grammar used on the visual aids and in the oral presentation?				✓			
6. Did the speaker use eye contact, gestures, and voice inflections to maintain audience?				✓			
7. Was the speaker able to present the material without excessive dependence on notes?				✓			
8. Did the speaker stay within time limit?					✓		
9. Were the participants' questions answered satisfactorily?			✓				

What did you like best?

Vera displayed a good command of the subject material and had a well-designed presentation

What changes would make the presentation more effective?

Vocal pacing seemed rushed & somewhat uncertain. Slowing down a bit and more confidently will more accurately convey your grasp of the material.

Presentation Skills Evaluation Form

Date: ^{27th of April} ~~8th of May~~, 2017

Speaker: Vera van den Berg

Presentation Topic: Research presentation
reviewer: Jelle de Graaf

Subject Matter	Needs Improvement			Excellent	
	1	2	3	4	5
1. Did the introduction provide sufficient background for you to understand the topic?				X	
2. Was the subject matter developed in logical order?				X	
3. Given the time constraints, was the topic developed sufficiently?				X	
4. Did the summary or conclusion emphasize the significance of the information?				X	
5. Did the speaker appear to understand the material and answer questions effectively?				X	
6. Did the presentation enhance your understanding of the topic?				X	

Presentation	Needs Improvement			Excellent	
	1	2	3	4	5
1. Was the presentation logically organized (introduction, body and closing)?				X	
2. Were the visual aids easily read and appropriate for the information presented?				X	
3. Did the speaker talk loudly and clearly enough to be understood?				X	
4. Did the speaker use appropriate scientific language?				X	
5. Was correct grammar used on the visual aids and in the oral presentation?				X	
6. Did the speaker use eye contact, gestures, and voice inflections to maintain audience?				X	
7. Was the speaker able to present the material without excessive dependence on notes?				X	
8. Did the speaker stay within time limit?					X
9. Were the participants' questions answered satisfactorily?				X	

What did you like best?

Vera had a good opening, talked eloquently and was engaged with the audience. Vera has slides looked professional and she knows what she is talking about.

What changes would make the presentation more effective?

Relax a little bit more and enjoy your own presenting! Be concise in what you're explaining (e.g. background information)

Presentation Skills Evaluation Form

Date: 27th of April

Speaker: Vera van den Berg

Presentation Topic: Reviewer: Jess Cunningham

Subject Matter	Needs Improvement					Excellent
	1	2	3	4	5	
1. Did the introduction provide sufficient background for you to understand the topic?						✓
2. Was the subject matter developed in logical order?						✓
3. Given the time constraints, was the topic developed sufficiently?						✓
4. Did the summary or conclusion emphasize the significance of the information?						✓
5. Did the speaker appear to understand the material and answer questions effectively?						✓
6. Did the presentation enhance your understanding of the topic?						✓

Presentation	Needs Improvement					Excellent
	1	2	3	4	5	
1. Was the presentation logically organized (introduction, body and closing)?						✓
2. Were the visual aids easily read and appropriate for the information presented?						✓
3. Did the speaker talk loudly and clearly enough to be understood?						✓
4. Did the speaker use appropriate scientific language?						✓
5. Was correct grammar used on the visual aids and in the oral presentation?						✓
6. Did the speaker use eye contact, gestures, and voice inflections to maintain audience?						✓
7. Was the speaker able to present the material without excessive dependence on notes?						✓
8. Did the speaker stay within time limit?						N/A
9. Were the participants' questions answered satisfactorily?						✓

What did you like best? Style! Entertaining & not overly dry/formal to the point of being uncomfortable -

What changes would make the presentation more effective?

- You just skipped a bullet on legal status & language in the discussion
- no biggie ;)

Presentation Skills Evaluation Form

Date: 27th of April

Speaker: Vera van den Berg

Presentation Topic: Research presentation

Reviewer: Vera van den Berg

Subject Matter	Needs Improvement			Excellent	
	1	2	3	4	5
1. Did the introduction provide sufficient background for you to understand the topic?			X		
2. Was the subject matter developed in logical order?			X		
3. Given the time constraints, was the topic developed sufficiently?			X		
4. Did the summary or conclusion emphasize the significance of the information?			X		
5. Did the speaker appear to understand the material and answer questions effectively?			X		
6. Did the presentation enhance your understanding of the topic?			X		

Presentation	Needs Improvement			Excellent	
	1	2	3	4	5
1. Was the presentation logically organized (introduction, body and closing)?			X		
2. Were the visual aids easily read and appropriate for the information presented?			X		
3. Did the speaker talk loudly and clearly enough to be understood?			X		
4. Did the speaker use appropriate scientific language?			X		
5. Was correct grammar used on the visual aids and in the oral presentation?			X		
6. Did the speaker use eye contact, gestures, and voice inflections to maintain audience?			X		
7. Was the speaker able to present the material without excessive dependence on notes?			X		
8. Did the speaker stay within time limit?			X		
9. Were the participants' questions answered satisfactorily?			X		

What did you like best?

1) liked the intro the best and the use of a Preci.

What changes would make the presentation more effective?

1) I could talk more relaxed, in a story-kind of way. 2) Provide more information on methods and discussion and conclusion. 3) More flexible appearance.

Presentation Skills Evaluation Form

Date: 5/9/17 Reviewer: Justin Pustan

Speaker: Vera van den Berg

Presentation Topic: Immigrant Youth - Exp/App Gap

Subject Matter	Needs Improvement			Excellent	
	1	2	3	4	5
1. Did the introduction provide sufficient background for you to understand the topic?			X		
2. Was the subject matter developed in logical order?				X	
3. Given the time constraints, was the topic developed sufficiently?				X	
4. Did the summary or conclusion emphasize the significance of the information?				X	
5. Did the speaker appear to understand the material and answer questions effectively?					X
6. Did the presentation enhance your understanding of the topic?					X

Presentation	Needs Improvement			Excellent	
	1	2	3	4	5
1. Was the presentation logically organized (introduction, body and closing)?					X
2. Were the visual aids easily read and appropriate for the information presented?				X	
3. Did the speaker talk loudly and clearly enough to be understood?				X	
4. Did the speaker use appropriate scientific language?				X	
5. Was correct grammar used on the visual aids and in the oral presentation?			X		
6. Did the speaker use eye contact, gestures, and voice inflections to maintain audience?				X	
7. Was the speaker able to present the material without excessive dependence on notes?					X
8. Did the speaker stay within time limit?					X
9. Were the participants' questions answered satisfactorily?					X

What did you like best?

All around an excellent, concise presentation. Vera's comfort w/ the subject matter + her presentation were clear

What changes would make the presentation more effective?

Only small issues w/ a few typos and defining a few of her key terms concretely.

Presentation Skills Evaluation Form

Date: *MAY 9th. 2017*

Speaker: *Vera van Den Berg*

Presentation Topic: *Research presentation over Jelle de Graaf*

Subject Matter	Needs Improvement					Excellent
	1	2	3	4	5	
1. Did the introduction provide sufficient background for you to understand the topic?						4
2. Was the subject matter developed in logical order?						4
3. Given the time constraints, was the topic developed sufficiently?						4
4. Did the summary or conclusion emphasize the significance of the information?						4
5. Did the speaker appear to understand the material and answer questions effectively?						4
6. Did the presentation enhance your understanding of the topic?						4

Presentation	Needs Improvement					Excellent
	1	2	3	4	5	
1. Was the presentation logically organized (introduction, body and closing)?						4
2. Were the visual aids easily read and appropriate for the information presented?						4
3. Did the speaker talk loudly and clearly enough to be understood?						4
4. Did the speaker use appropriate scientific language?						4
5. Was correct grammar used on the visual aids and in the oral presentation?						4
6. Did the speaker use eye contact, gestures, and voice inflections to maintain audience?						4
7. Was the speaker able to present the material without excessive dependence on notes?						4
8. Did the speaker stay within time limit?						4
9. Were the participants' questions answered satisfactorily?						4

What did you like best?

The whole presentation was very clear!

lots of improvement in comparison with the last time

What changes would make the presentation more effective?

I don't know it was really good!

Jessica Cunningham

Presentation Skills Evaluation Form

Date: 5/9/17

Speaker: Vera

Presentation Topic: Thesis

Subject Matter	Needs Improvement			Excellent	
	1	2	3	4	5
1. Did the introduction provide sufficient background for you to understand the topic?					✓
2. Was the subject matter developed in logical order?					✓
3. Given the time constraints, was the topic developed sufficiently?					✓
4. Did the summary or conclusion emphasize the significance of the information?					✓
5. Did the speaker appear to understand the material and answer questions effectively?					✓
6. Did the presentation enhance your understanding of the topic?					✓

Presentation	Needs Improvement			Excellent	
	1	2	3	4	5
1. Was the presentation logically organized (introduction, body and closing)?					✓
2. Were the visual aids easily read and appropriate for the information presented?					✓
3. Did the speaker talk loudly and clearly enough to be understood?					✓
4. Did the speaker use appropriate scientific language?					✓
5. Was correct grammar used on the visual aids and in the oral presentation?					✓
6. Did the speaker use eye contact, gestures, and voice inflections to maintain audience?					✓
7. Was the speaker able to present the material without excessive dependence on notes?					✓
8. Did the speaker stay within time limit?					✓
9. Were the participants' questions answered satisfactorily?					✓

What did you like best?

Vera's enthusiasm for her subject!

What changes would make the presentation more effective?

W/A, she was nearly perfect during the first one & was perfect for this one! 😊