

FACTORS CONTRIBUTING TO THE ACADEMIC ACHIEVEMENT OF
MEXICAN-ORIGIN IMMIGRANT HIGH SCHOOL STUDENTS

A Dissertation

By

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ABSTRACT

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The purpose of this study is to provide educators with a better understanding of the factors which contribute to academic success in the *Texas Assessment of Knowledge and Skills* (TAKS) Language Arts subtest of Mexican-origin immigrant high school students. Factors used to explore student academic success were: the levels of the parents' socioeconomic status, the parents' level of education, their involvement in their child's education, the student's language proficiency level, and the student's previous education acquired in Mexico.

Two methods of data collection were conducted by the researcher. The first method of collecting data included a review of each student's records to document the TAKS Language Arts subtest score, language proficiency level based on the *Language Assessment Scale* (LAS), and the number of years the student attended school in Mexico. The second method encompassed the administration of a survey completed by the parents of Mexican-origin immigrant high school students. This instrument was used to collect data on their socioeconomic status, the level of each parent's education, and their extent of involvement in school.

The study included 41 student participants who were selected based on the surveys completed by their parents. The students are from one school district and are identified as Mexican-origin recent immigrants. This designation is based on the fact that the students who were part of the study arrived in the United States within the last three years.

The descriptive statistical analysis focused on the parent factors for those students who met the standard and for those students who did not meet the standard on the TAKS Language Arts subtest. The full model multiple linear regression analysis, the stepwise multiple linear regression analysis, and backward multiple linear regression analysis were tested by the researcher to determine which model had the best results for this study.

The findings of this study describe how the levels of the parents' socioeconomic status, the parents' level of education, and their involvement in their child's education which may have a direct effect on student success on the TAKS Language Arts subtest. Other factors that were analyzed in this study were the students' previous education in Mexico, LAS Reading scores, and LAS *Lectura* scores. The bivariate correlation analysis that was performed indicated that the independent variables which correlated significantly with the TAKS academic success were the LAS Reading scores, LAS *Lectura* scores, and the mother's education. However, the LAS Reading scores had the highest predictor on student success on the TAKS with $r = .798$ ($N = 41$), $p < .05$.