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The Relationship Between High School Students Presenting Original Work and Parental Education Level

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The Relationship Between High School Students Presenting Original Work and Parental Education Level

Tiffany De Oliveira '22, Hailey Parsons '22, Max Schweitzer '22, Elaine Sowlat '22 (Sponsor: Professor Nancy Budwig)

Introduction

- The LEAP challenge is an initiative to prepare college students to work in the real world with complex problems and no easy solutions. The challenge emphasizes student preparation through completing and presenting original work (AAC&U, 2015).
- Prior studies show that employers are more likely to hire college graduates with better communication and presentation skills (Soria & Stebleton, 2012).
- However, most students need substantial assistance in presenting original work (Budwig & Low, 2018).
- Our research focuses on first year college students to see their experiences with presenting original work in high school, and explores the relationship between parental education level (PEL) and high school students' opportunities to present.
- **Do high school students come to college prepared to do present original work?**
- **Is there a difference between students whose parents received a BA or above and those whose did not, regarding the opportunity to present capstone level work in high school?**
- The implications of this research can help design programs for students entering college to gain extra help, and if first generation students specifically need it.

Methods

I. Participants:

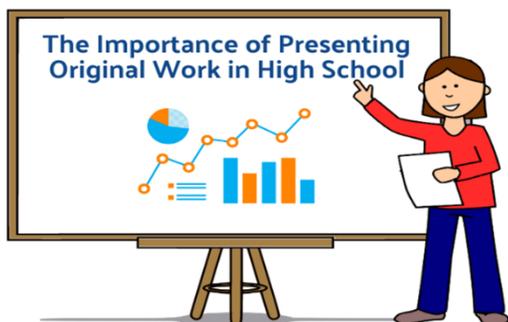
- n = 271
- First year students from LEAP Challenge schools

II. Measures

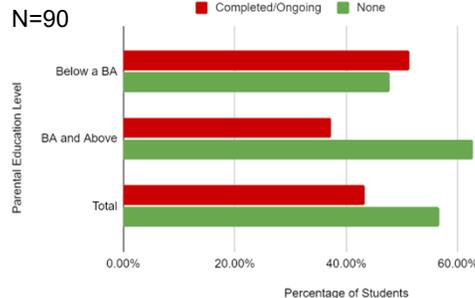
- 24 questions total
- One survey given to students, mix of multiple choice, open-ended, or Likert scale

III. Procedure:

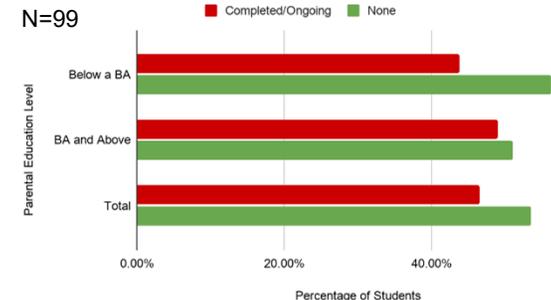
- Students received survey electronically, through invite by their respective LEAP challenge school
- Completely anonymous responses, students provided consent
- Some questions on demographics, but mainly about high school experience.
- After completion, results created for each of the four schools.
- Across and within group differences examined in two ways: Whether students presented original work, and PEL demographic
 - IV: Level of parent education (Below a BA/BA and above)
 - DV: High school student's opportunity to present original work (completed or ongoing/none)



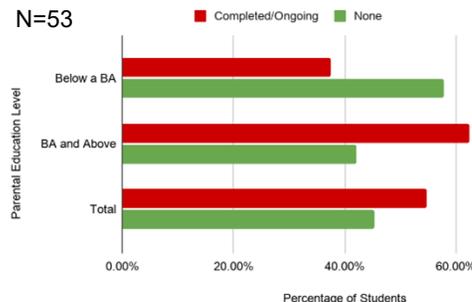
School 1



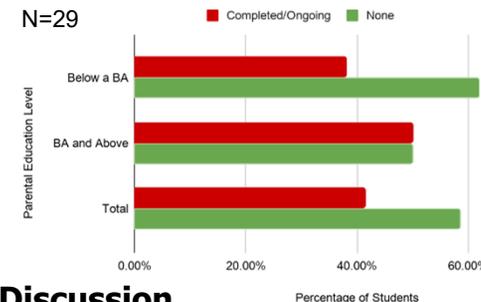
School 3



School 2



School 4



Results

I. Overall

- A chi-square test of independence was performed to examine the relationship between PEL and whether or not students presented original work in high school. The relationship between these variables was not significant, $X^2 (1, n=271) = 0.2265, p = .6341$. Students whose parents hold a BA or above are not more likely to have presented original work in high school.

II. Individual Schools

- School 1 shows less disparity between the rates of research presentation, with over half of students whose parents did not receive a bachelor's degree presenting research.
- Schools 2 and 4, more students whose parents have below a BA have not presented original work at all (60%) compared to those with parents with a BA or above (40%).
- School 3 is an outlier with more differences reported between students with differing parent education levels.

Discussion

- There was no significant difference between the presentation rates of students whose parents obtained a BA and above versus those who did not. The data from some specific schools does reveal disparities.
- The sample size is small, so we are unable to generalize our findings to other schools. Additionally, there was lots of individual variation among schools, suggesting that further analysis with larger sample sizes is needed.
- One important lesson from this work is that high school students show up to college with varying experiences. Thus, schools should not assume that all incoming students have equal experience in presenting work. These discrepancies could influence the curriculum at schools to encourage more students at each school to present original work.

References

- Association of American Colleges and Universities. (2015). The LEAP challenge: Education for a world of unscripted problems. [Brochure].
- Budwig, N., & Low, K. (2018). Institutional readiness for signature work. *Peer Review, 20(2)*, 20+. https://link.gale.com/apps/doc/A547869400/EAIM?u=mlln_c_clarkunv&sid=EAIM&xid=00c2c11c.
- Soria, K., & Stebleton, M. (2012). First-generation students' academic engagement and retention. *Teaching in Higher Education, 17(6)*, 673-685. doi: 10.1080/13562517.2012.666735