UNIL | Université de Lausanne

u[b]

b
UNIVERSITÄT
BERN

«PICE - A mixed-method TREE study: study design, methodological considerations and first results»

Dr. Sandra Hupka-Brunner[1,] Dr. Andrés Gomensoro[1,] Dr. Chantal Kamm[1,] & Dr. Marieke Heers[2]
([1]University of Bern ; [2]FORS, University of Lausanne)

TRansitionen von der Erstausbildung ins Erwerbsleben

TRansitions de l'Ecole à l'Emploi

TRansitions from Education to Employment

Parental Investment in Childrens Education

FORS

Switzerland: Diversity on different levels

High share of migrants

Educational systems

cantons

Labour Market

Language regions

VET
(«no degree without a further connection»)

Image: SAGW (2011): La diversité culturelle en Suisse. Bulletin 1/2011. Bern.

Research Questions & theoretical approaches

Who aspires what?

What is success?

Who succeeds how and why?

Image: Adobe stock

Parents - Children/Youngster

- Parents aspiration (and role models as well as support) are important for the developement of childrens aspiration.
- Idealistic or realistic?
- What if parental and youngster's aspiration conflict?

Natives – Migration Background

- Migrants often have higher aspiration than Natives
- Migration as family project of social upward mobility
- Knowledge of educational system?

Image: Adobe stock

Aspirations: What is success?

Objective - Subjective?

- Educational achievement?

- Money?

- Occupational status?

- Lower risk of unemployment?

- Satisfaction?

- Doing the best I can?

- Personal growth?

- Work-life - Family?

Aspirations: Who succeeds how and why?

Ressources

- Migrants have (on average) lower educational outcomes in Switzerland (compared to natives)
- (partly/mainly due to) fewer ressources of migrant parents (time, knowledge, money, networks, ..)

Opportunities

- Structure of educational system shapes chances: early tracking, permeability?
- VET is (also) «suited» for low achieving – but for youth with migration background:
    - Often not well known/less accepted
    - Discrimination process at the apprenticeship / labour market might hinder entrance to VET

BUT: Unexpected educational success of part of the children of migrants from modest social origin – the so called "immigrant paradox"

Image: Adobe stock

PI as multidimensional interplay of aspirations, resources and strategies:

How do parents develop, mobilize, and use the resources when attempting to realize their

aspirations?

Image: https://www.das-richtige-studieren.de/im-studium/lernstrategien/

Aims/ Research questions of PICE

– What do youth and their parents aspire?

– What do they understand as "success"?

– What can explain this "success against the odds"?

– Do (only) high parental aspirations matter?

– Which role play parental strategies?

– Can we observe different types of Parental Investment

– Does PI differ between native and migrant families?

– Does PI changes over time or context?

Conceptual model
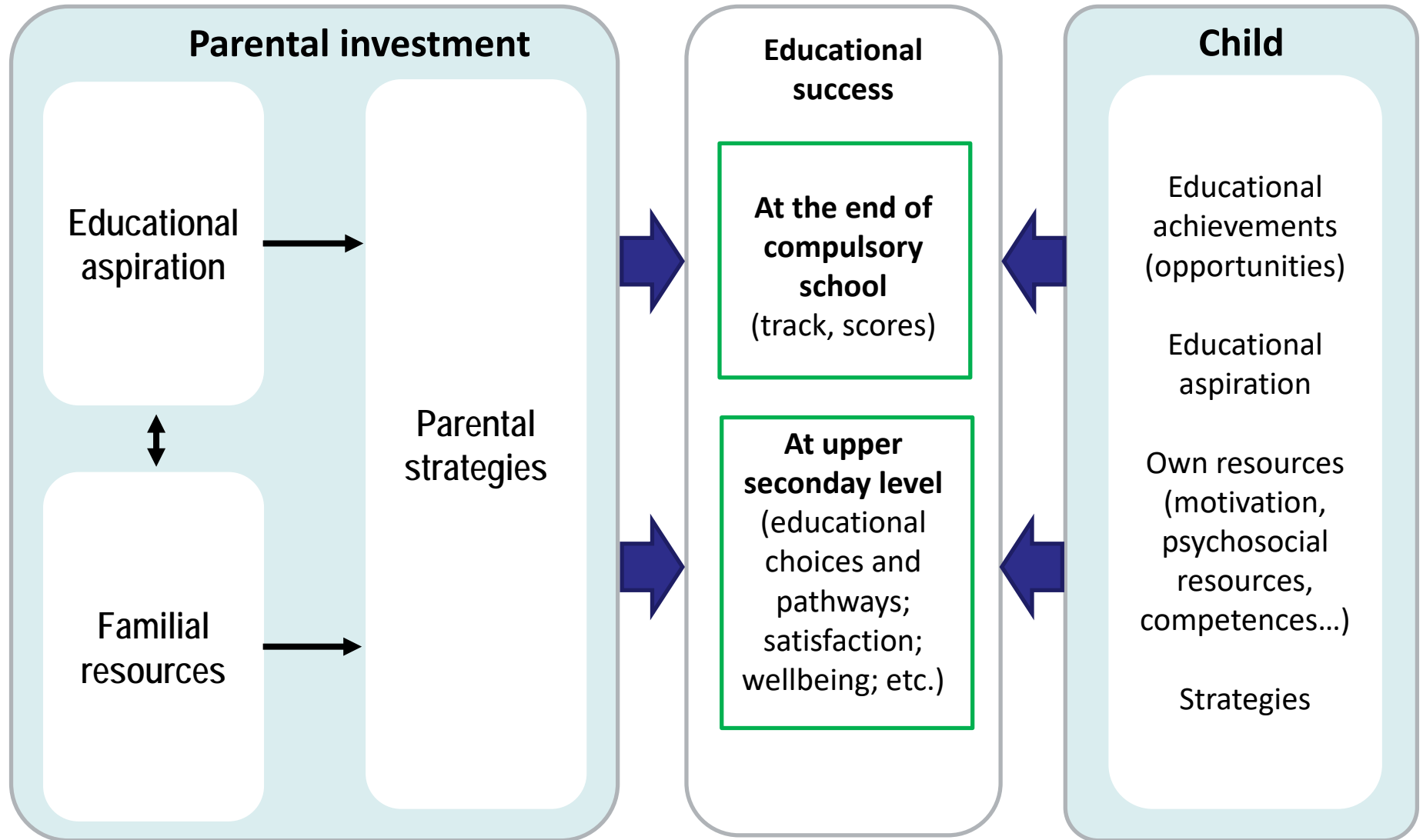
(Based on Heckhausen & Buchmann, 2019)

PICE-Sampling
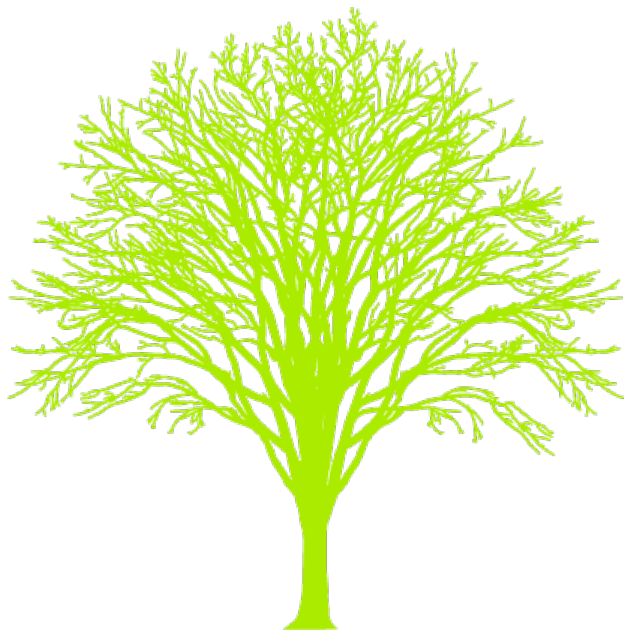## Youngsters that are "successful against the odds" (9th)

- Attend the pre-baccalaureate or extended requirement tracks at the end of compulsory education

- Have parents with modest social background (no tertiary education and low/medium SES)

- Distributed by gender and German/French linguistic regions

- Distributed by country of origin: Switzerland, Southern EU (Portugal, Spain, Italy) or Non-EU (former-Yugoslavia, Turkey, Sri-Lanka)
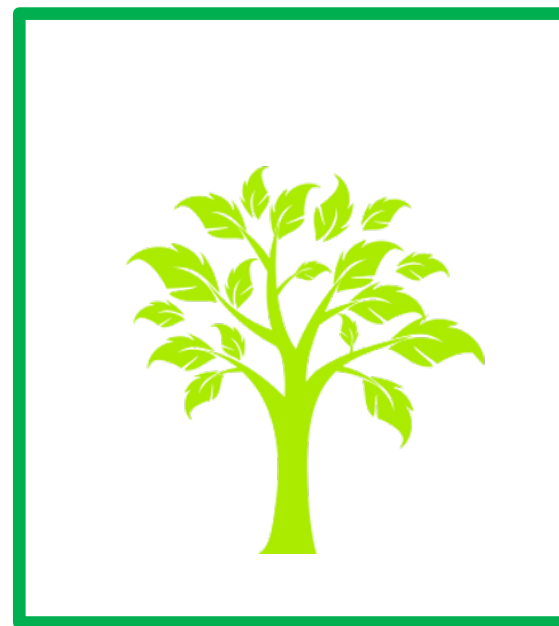
- …of different perspectives (parents – students, migrants-natives, CH-country of origin)

- …of context (cantonal school system, language region, interview language)

- …do we start too late (end of compulsory schooling)?

- …in regard of the timing: when does adaption of strategies take place? Do we capture the right moment?

- Not all research questions can be addressed using the same method => Mixed Method Design is necessary! (But: what does this mean for the results and the possibility of combining them?)
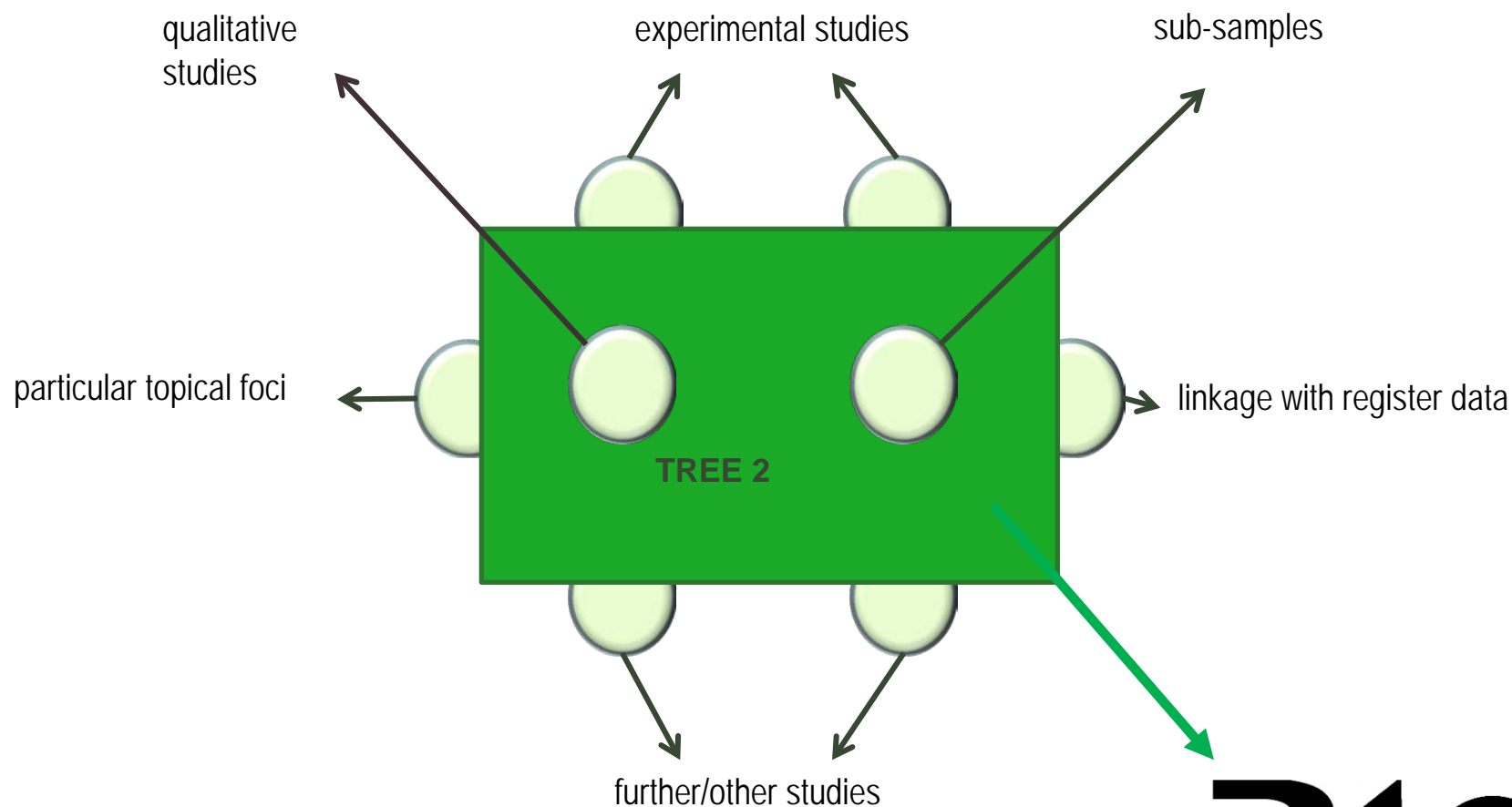
Research Design

TREE1 is an PISA 2000-follow-up (>6'000 respondents, 10 waves)

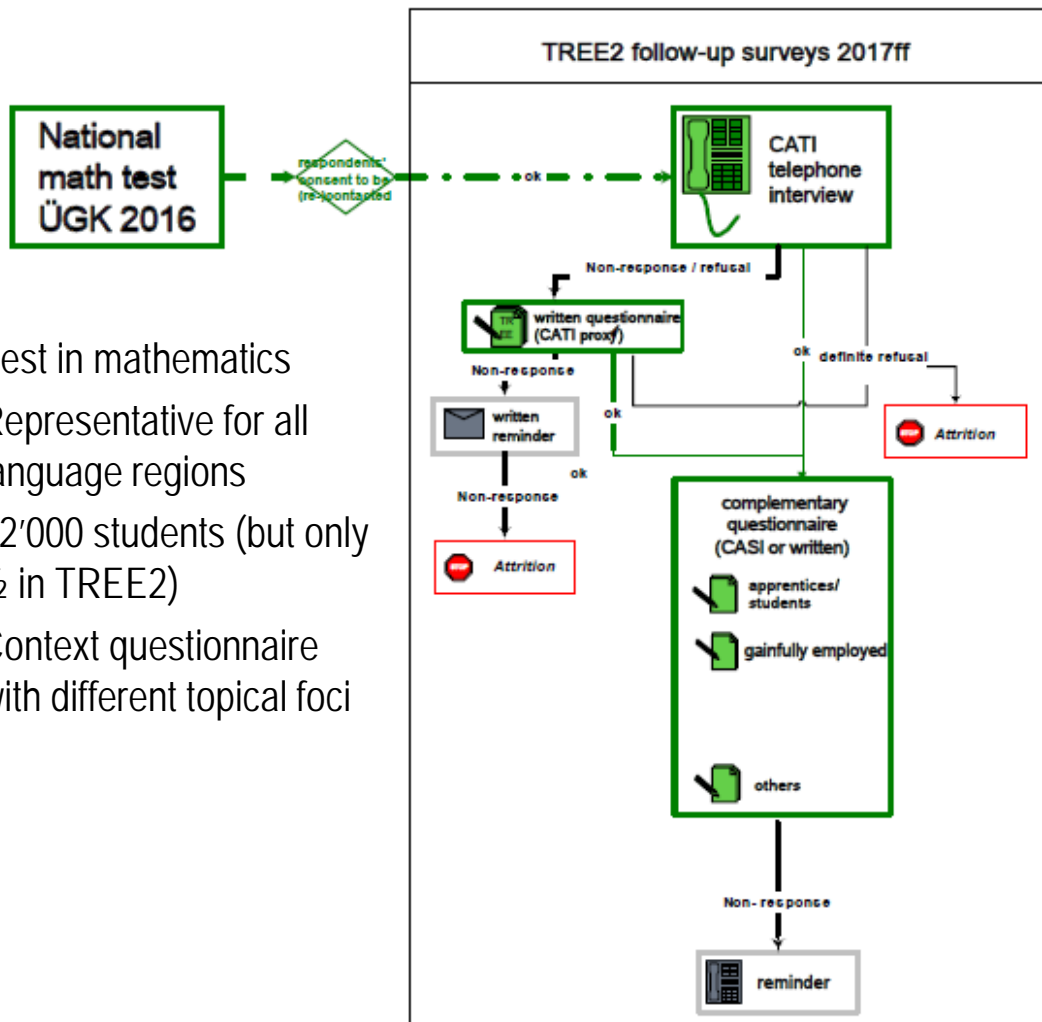TREE2 is an ÜGK /COFO 2016 –follow-up (approx. 10'000 respondents, 5 waves).

Data are available at FORS (TREE1 up tp 9th wave, TREE2 up to 2nd wave)

qualitative studies

experimental studies

sub-samples

particular topical foci

TREE 2

linkage with register data

further/other studies

Survey Design TREE2

TREE2 follow-up surveys 2017ff

- Test in mathematics
- Representative for all language regions
- 22'000 students (but only ½ in TREE2)
- Context questionnaire with different topical foci

- Mixed modes design (CATI, Online& P&P)
- Dependend Interviewing (standardized Computer Assisted Telephone Call, T1 ff)
- Incentives for some (critical) groups and a tombola for all who conclude the additional (written) questionnaire
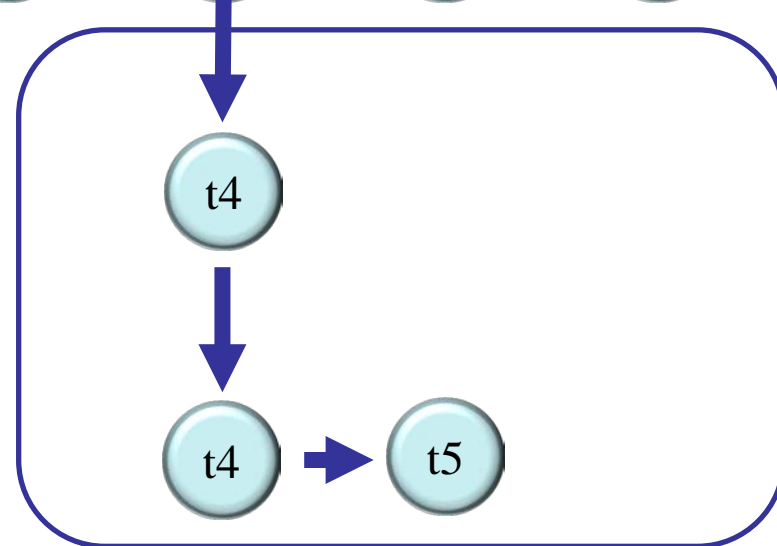
Methodological design

ÜGK   TREE2

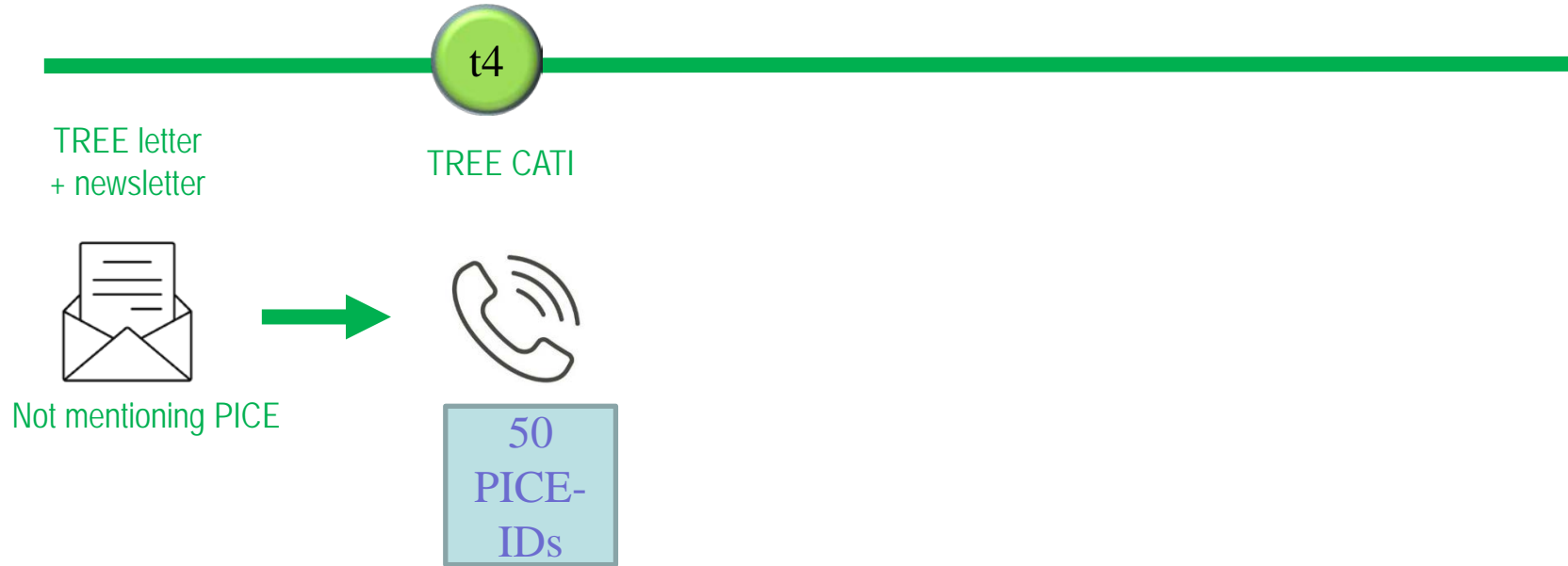**2016**   **2017**   **2018**   **2019**   **2020**   **2021**   **2022**

t0 — t1 — t2 — t3 — t4 — t5 ---- t6

Interviews: **TREE2 respondents**

t4

Parents   t4 → t5

PICE project 2019-2022

t4

TREE letter
+ newsletter

TREE CATI

Not mentioning PICE

50
PICE-
IDs
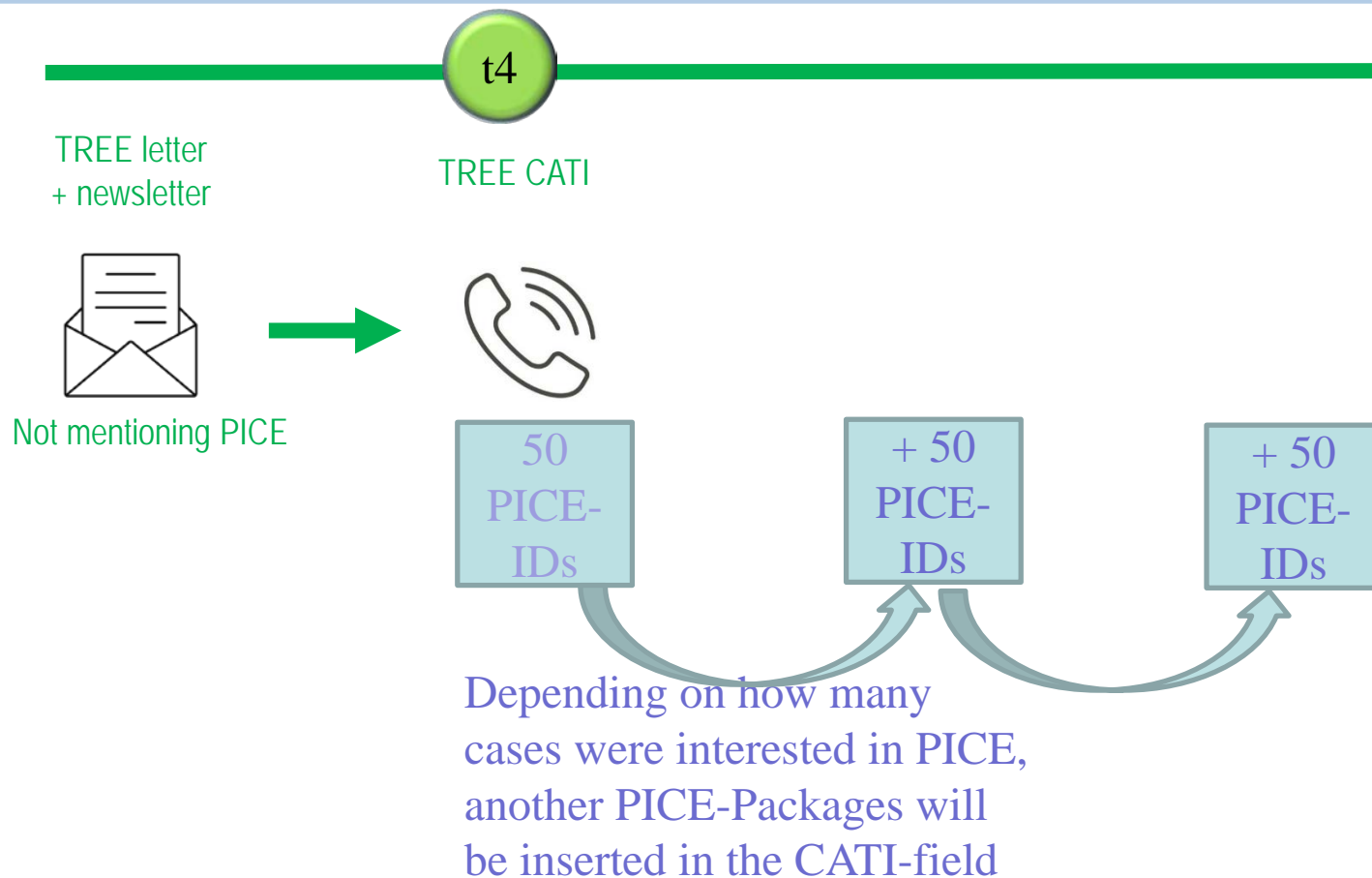
Approx. 200 cases marked as «PICE»-cases:
Youngster that had been successful against the odds

TREE2/PICE participation process

TREE letter
+ newsletter

TREE CATI

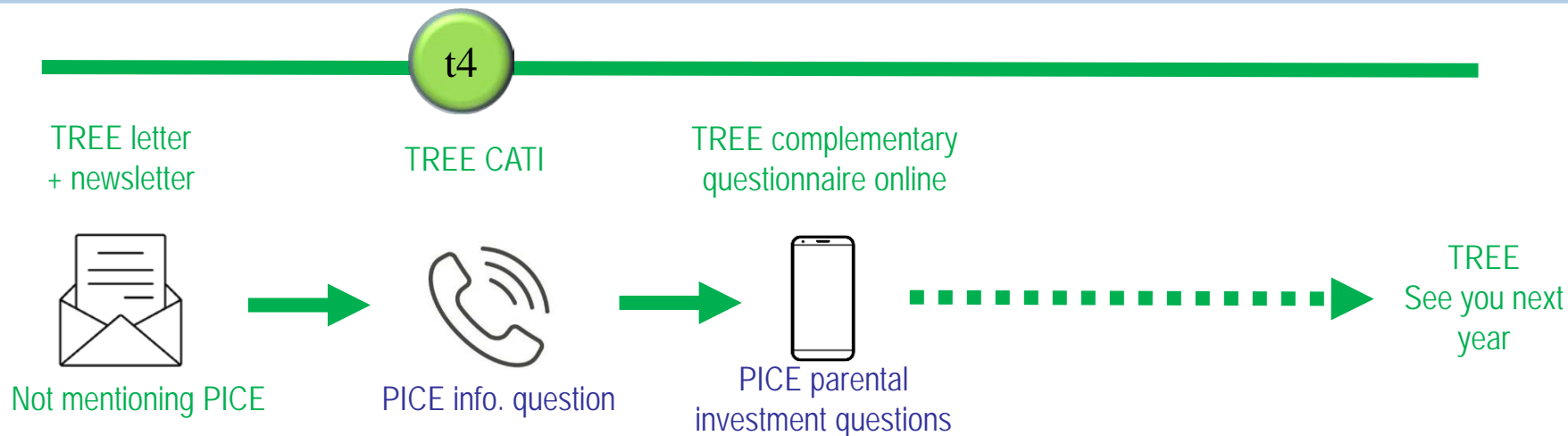Not mentioning PICE   PICE info. question
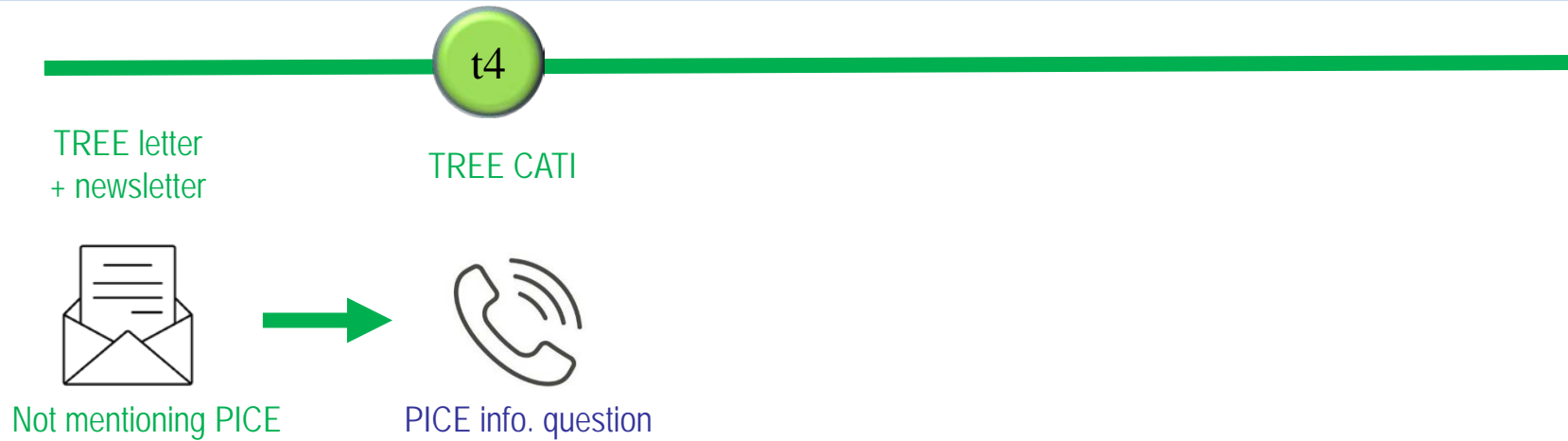
«There is an in-depth study by TREE for which we are still looking for participants. The in-depth study is specifically about how young people have experienced their educational career so far and what support they have received from their parents and other people important to them. Those who participate would have a personal interview with one of our interviewers. The interview lasts one to one and a half hours. Participants will receive 50 Swiss francs for it. Is it okay if we send you more information about the study?»
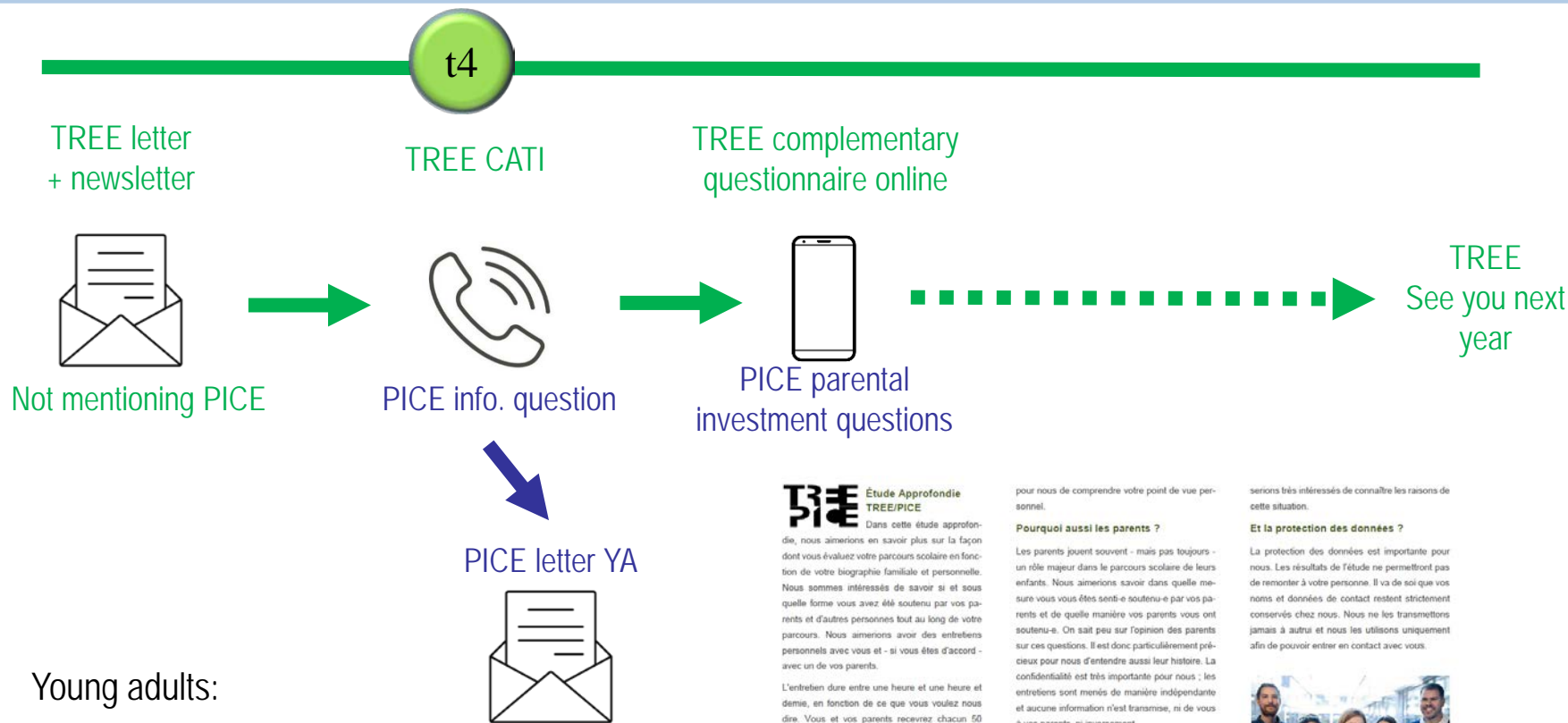
t4

TREE letter
+ newsletter

TREE CATI

Not mentioning PICE

50
PICE-
IDs

+ 50
PICE-
IDs

+ 50
PICE-
IDs

Depending on how many
cases were interested in PICE,
another PICE-Packages will
be inserted in the CATI-field

TREE letter
+ newsletter

TREE CATI

TREE complementary
questionnaire online

TREE
See you next
year

Not mentioning PICE

PICE info. question

PICE parental
investment questions

t4

TREE letter + newsletter

TREE CATI

TREE complementary questionnaire online

TREE See you next year

Not mentioning PICE

PICE info. question

PICE parental investment questions

PICE letter YA

Young adults:

t4

TREE letter + newsletter

TREE CATI

TREE complementary questionnaire online

TREE See you next year

Not mentioning PICE

PICE info. question

PICE parental investment questions

Young adults:

PICE letter YA

Invitation call YA + contact parent

Video/call Interview YA

Parents:

PICE SMS announcement P

t4

«We have received your phone number from your son/daughter [name of JA]. We are from the study TREE, the University of Bern. Your son/daughter has already participated in our study several times. In the in-depth study of TREE, we are interested in your personal opinion as a parent regarding the educational path of your son/daughter. More information at: www.pice.unibe.ch We will call you in the next few days to ask if you would agree to have an online or phone conversation with us. [Migrant parents: you are welcome to speak with us in [language]]. Participation is voluntary and your data will be anonymized and used only for university research. In case you would participate, you will receive 50.- as a thank you for your valuable time. We look forward to your participation! Best regards from the TREE team»

=> Translated in all languages of parents (D, F, E, P, T, T, A, S)!

Parents:

PICE SMS
announcement P

TREE2/PICE participation process

t4

TREE letter + newsletter

TREE CATI

TREE complementary questionnaire online

TREE See you next year

Not mentioning PICE

PICE info. question

PICE parental investment questions

Young adults:

PICE letter YA

Invitation call YA + contact parent

Video/call Interview YA

Parents:

PICE SMS announcement P

Invitation call P

Video/call Interview P
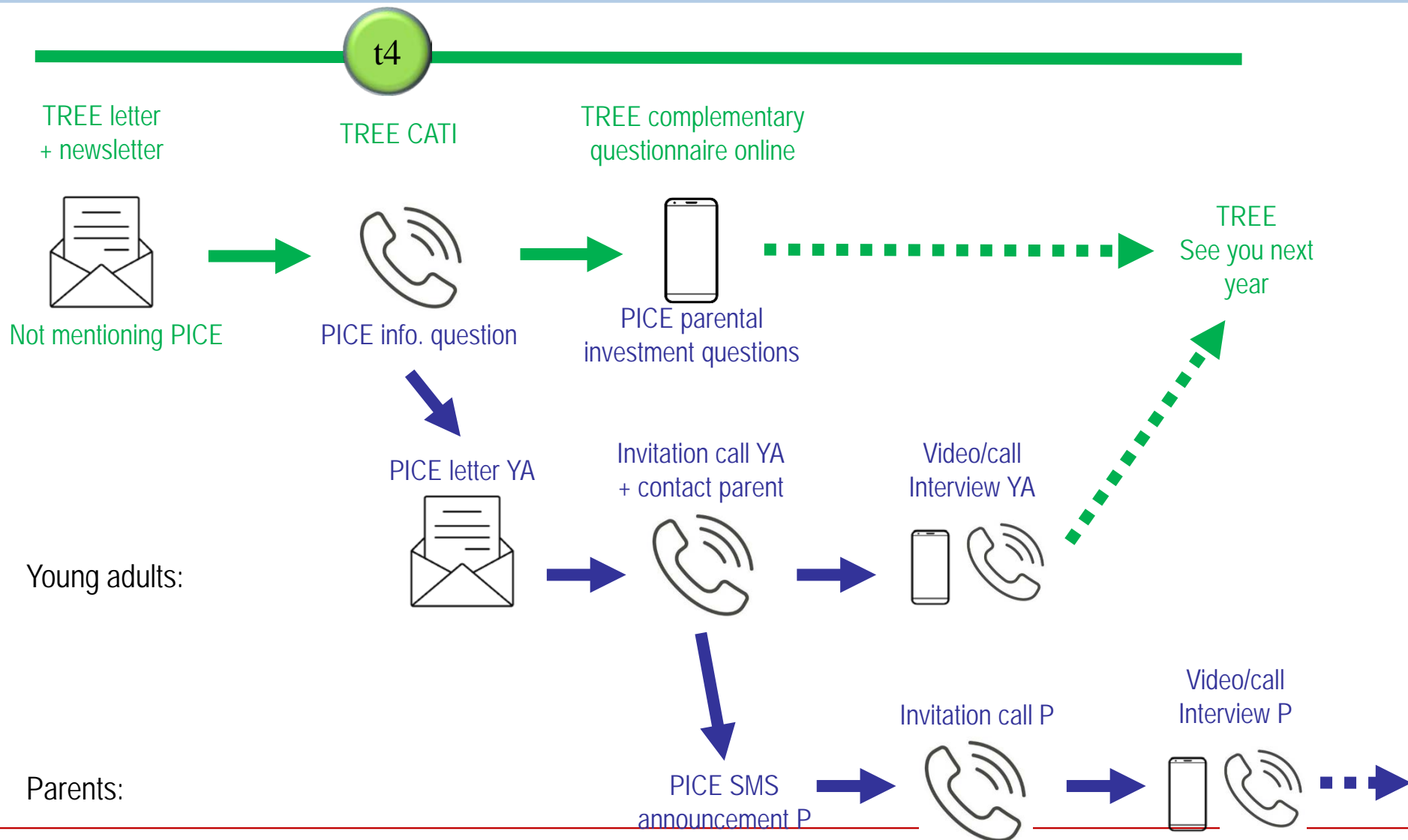
- 50.- CHF incentives for Parents and Young Adults

- X-mas-card

Malgré les défis posés par la pandémie de Corona, vous avez participé à l'étude approfondie TREE* au printemps dernier. Nous vous en remercions encore une fois en cette fin d'année. Ce que vous nous avez confié au cours de ces longues conversations personnelles est précieux pour nos recherches.

Nous vous souhaitons, à vous et à votre famille, un excellent début d'année 2021 et nous nous réjouissons de rester en contact avec vous.

Meilleures salutations de l'équipe TREE/PICE

* www.pice.unibe.ch

- T5 Contact of parents by interviewers (if possible the same than last year)
- Emphasize the value of a longitudinal research approach
- Again 50.- CHF Incentive

ÜGK   TREE2

2016   2017   2018   2019   2020   2021   2022

t0 — t1 — t2 — t3 — t4 — t5 ⋯ t6 →

Interviews: **TREE2 respondents**

n=71   t4

Parents

n=48   t4 → t5   n=39
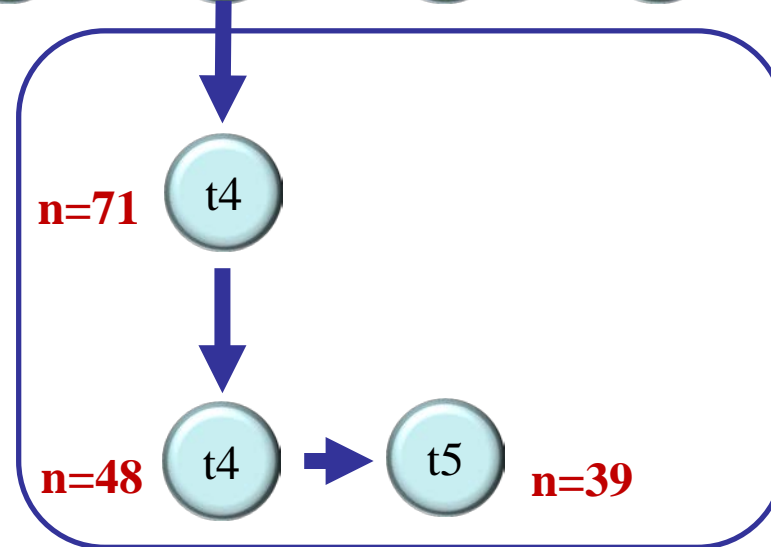
PICE project 2019-2022

Methodological design

COVID19 Pandemic

ÜGK   TREE2

2016   2017   2018   2019   2020   2021   2022

t0 — t1 — t2 — t3 — t4 — t5 ---- t6

Interviews: TREE2 respondents

t4

Parents

t4 → t5
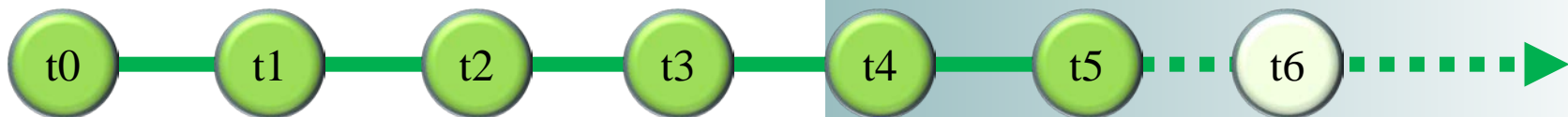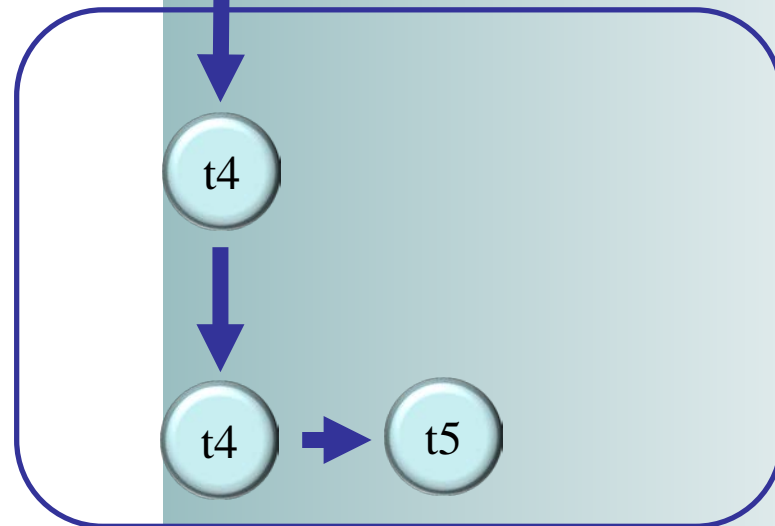
PICE project 2019-2022

Challenges

- Face-to-face interviews were not allowed => shifting to different online-/Video-tools

Your experience in 2020?

Challenges

- Excellent field access & sampling opportunities BUT close cooperation with TREE is indispensable

- Project branding? TREE as trustful brand vs. PICE as innovative but additional survey burden

- Contact addresses of parents: before or during the interview with TREE2 respondents? Uncertainty during the field whether we will get dyads

- Difficulty in finding good interviewers in all parent languages

- tight timing necessary because the staggered information should follow each other quickly & interviewers must have time at the appropriate stages => Not all cases can be handled simultaneously in the survey field

Challenges

- large amount of interview material requires a lot of time for transciption, translation, coding and anonymization

- link between quanti- and quali-data is removed due to data protection issues – reduces analytical power

- Anonymization: it is difficult to keep the information content as high as possible and still meet data protection requirements (=> very time consuming, because you have to check context information on cantonal level)

Analyses Design & Results

Quantitative: multinomial logistic regression analysis

WP1: Parental investment and educational success at the end of compulsory school (TREE2 end of compulsory school: t0)
WP2: Parental investment and success at the second transition (TREE2 4 years later: t4)

Qualitative: structured content analysis, Inductive coding / thematic analysis (Maxqda)
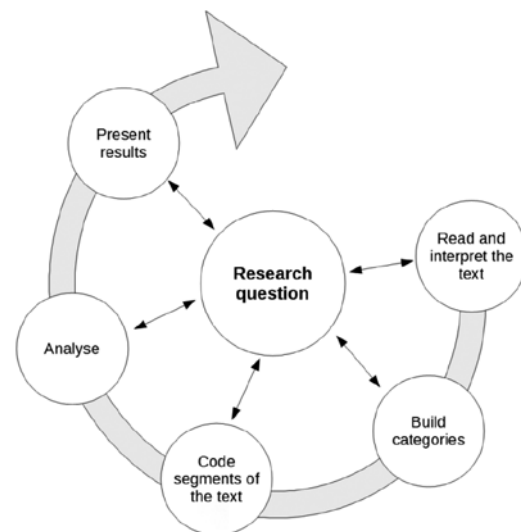
WP3: Parental strategies and their adaptations during the time between the end of compulsory school and the second transition (from their own perspective as well as from their childrens perspective).

Mixing Methods

Quantitative: multinomial logistic regression analysis

Qualitative: structured content analysis, Inductive coding / thematic analysis (Maxqda)
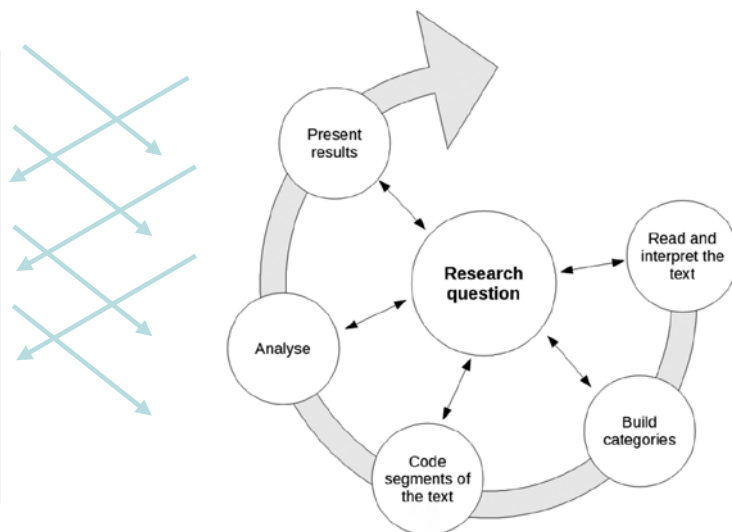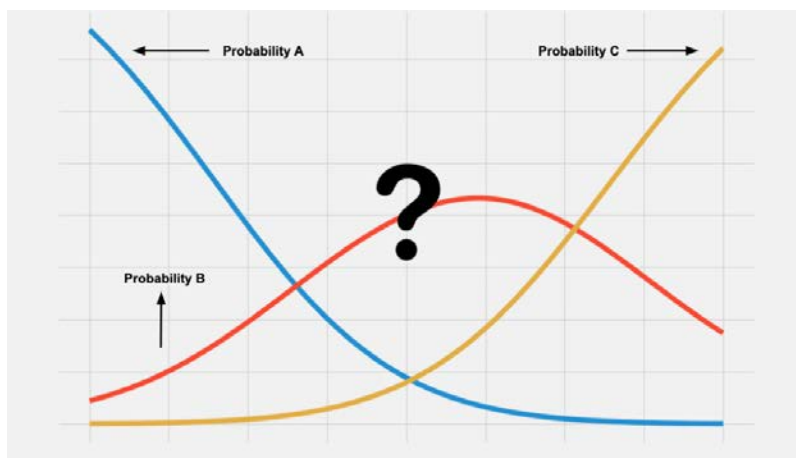
=> How to mix the methods?

Mixing Methods

t0 — t1 — t2 — t3 — t4 — t5 ⟶
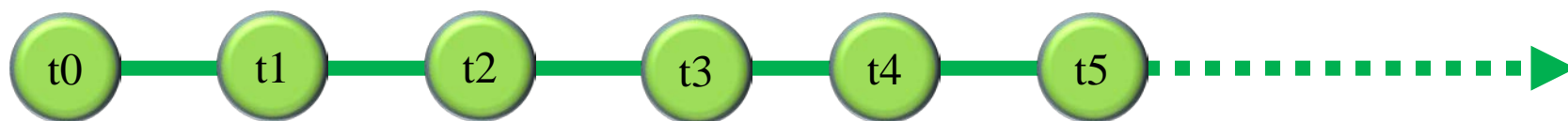
Quantative WP1 (success at t0)   Quantative WP2 (success t4)
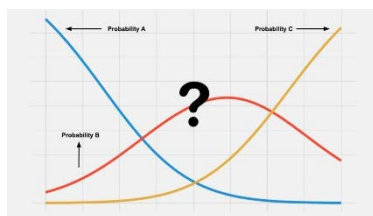
Qualitative WP (t4/5)

Early conceptualization about MM-WP, steady discussion of results…………………………………………………..

…late start of MM-WP because qualitative data neets to be gathered, transcripted and anonymized

Purposes of Mixed Methods Research (Greene et al 1889)

- Triangulation seeks convergence, corroboration, correspondence of results from different methods;

- Complementarity seeks elaboration, enhancement, illustration, clarification of the results from one method with the results from the other method;

- Development seeks to use the results from one method to help develop or inform the other method, where development is broadly construed to include sampling and implementation, as well as measurement decisions;

- Initiation seeks the discovery of paradox and contradiction, new perspectives of frameworks, the recasting of questions or results from one method with questions or results from the other method;

- Expansion seeks to extend the breadth and range of inquiry by using different methods for different inquiry components.

Purposes of Mixed Methods Research (Greene et al 1889)

- Triangulation seeks convergence,

- Complementarity seeks illustration, clarification;

- Development => sampling(!)

- Initiation seeks paradox and contradiction;

- Expansion seeks to extend … by using different methods for different inquiry components.

		t0	t4	t5
Parents	aspiration	0	(quant reported by YA) / qual	qual
	resources	quant	qual	qual
	strategies	0	qual & quant	qual
	success	0	qual	qual
young adults	aspiration	quant	qual	quant
	resources	quant	qual	quant
	strategies	0	qual	
	success	quant	qual & quant	quant

- Triangulation seeks convergence

- Complementarity seeks illustration, clarification;

- Development => sampling(!)

- Initiation seeks paradox and contradiction;

- Expansion seeks to extend … by using different methods for different inquiry components.

		t0	t4	t5
Parents	aspiration	0	(quant reported by YA) / qual	qual
	resources	quant	qual	qual
	strategies	0	qual & quant	qual
	success	0	qual	qual
young adults	aspiration	quant	qual & quant	quant
	resources	quant	qual	quant
	strategies	0	qual	
	success	quant	qual & quant	quant

- Triangulation seeks convergence

- Complementarity seeks illustration, clarification;

- Development => sampling(!)

- Initiation seeks paradox and contradiction;

- Expansion seeks to extend … by using different methods for different inquiry components.

		t0	t4	t5
Parents	aspiration	0	(quant reported by YA) / qual	qual
	resources	quant	qual	qual
	strategies	0	qual & quant	qual
	success	0	qual	qual
young adults	aspiration	quant	qual & quant	quant
	resources	quant	qual	quant
	strategies	0	qual	
	success	quant	qual & quant	quant

- Triangulation seeks convergence

- Complementarity seeks illustration, clarification;

- Development => sampling(!)

- Initiation seeks paradox and contradiction;

- Expansion seeks to extend … by using different methods for different inquiry components.

		t0	t4	t5
Parents	aspiration	0	(quant reported by YA) / qual	qual
	resources	quant	qual	qual
	strategies	0	qual & quant	qual
	success	0	qual	qual
young adults	aspiration	quant	qual & quant	quant
	resources	quant	qual	quant
	strategies	0	qual	
	success	quant	qual & quant	quant

Results WP1: Parental aspirations by ethnic groups

Positive response to the item: «my parents want me to go to university»
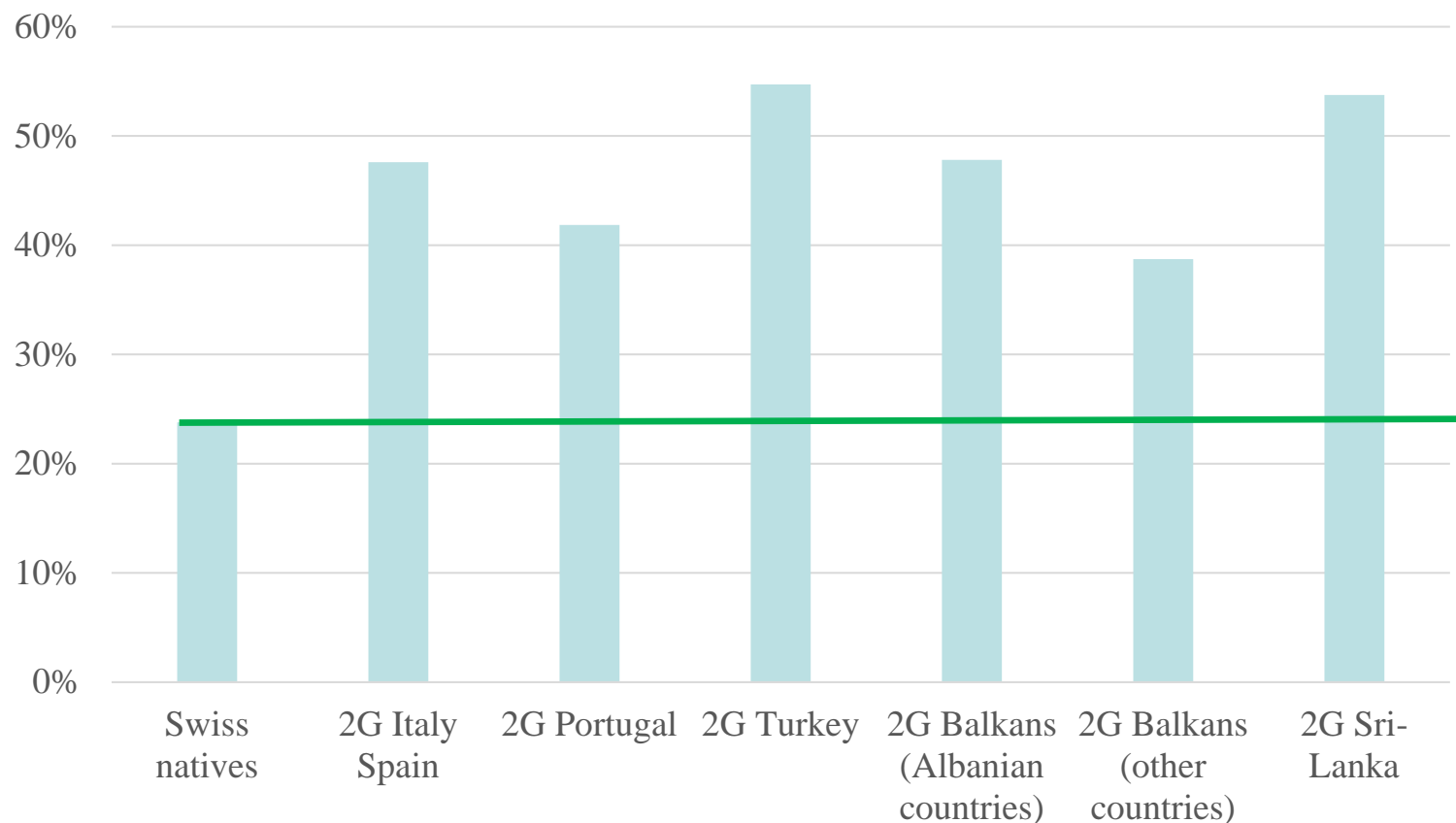
(2G= Second generation, parental aspiration reported by the young adult at the end of lower secondary level)

Results WP1:

Explain educational attendance in first post-compulsory year
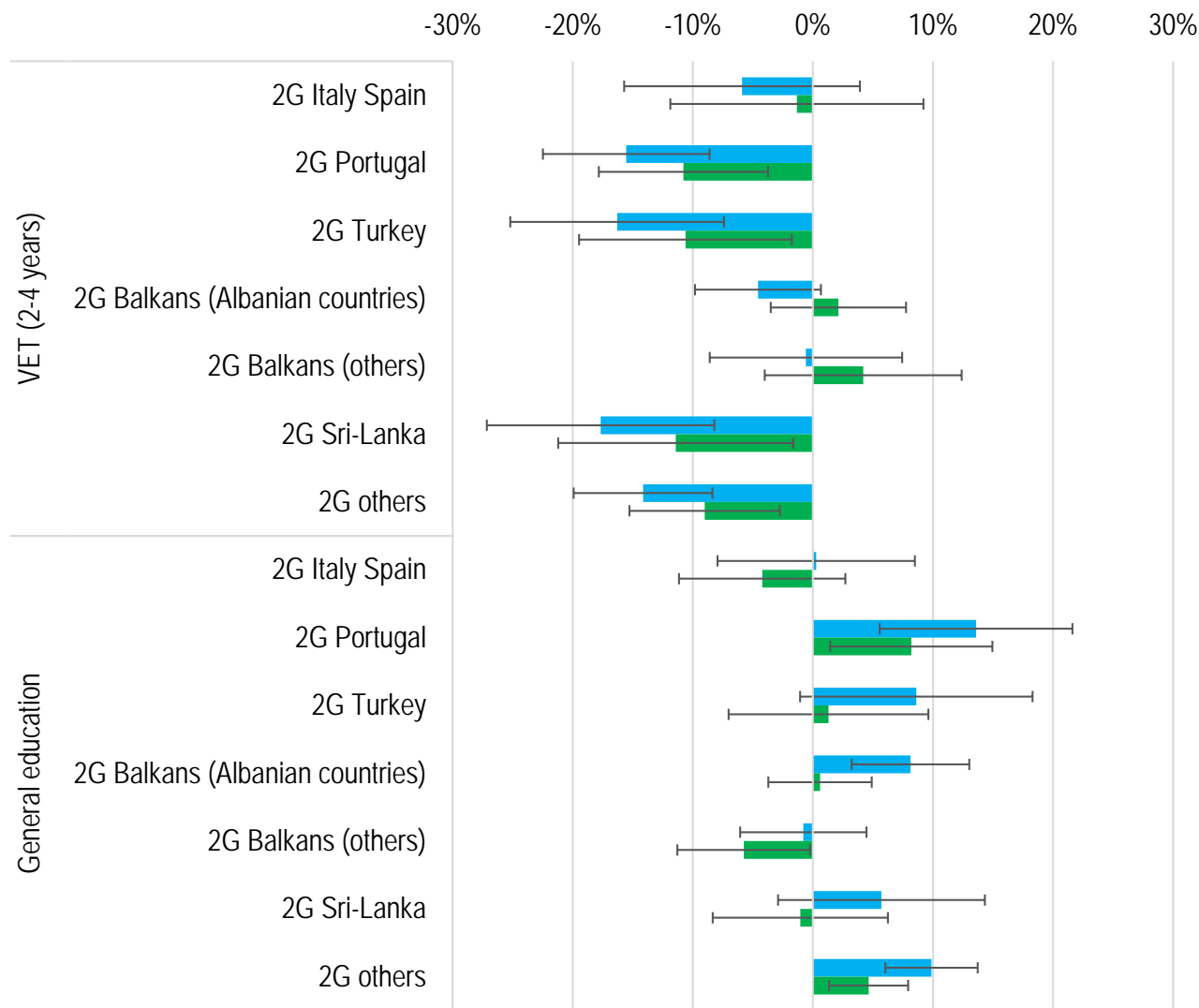
Average marginal effects and confidence intervals [5%] of upper secondary education attendance by students' migration background (reference: Swiss native)

All independent variables are measured at the end of compulsory education

■ Model 1: control for sex, language region, lower secondary track, math competences, parental SES and education

■ Model 2: (same as model 1) + parental aspiration

■ Model 1   ■ Model 2

43

Results WP3: Parental Investment – High Aspirations

Codesystem	P_Non-EU	P_EU	P_Swiss
∨ PA2_desired training			
None	·	●	●
VET/higher VET	·	●	●
Baccalaureate	●	·	·
Best/highest possible Education	●	●	●
Tertiary A	●	●	●
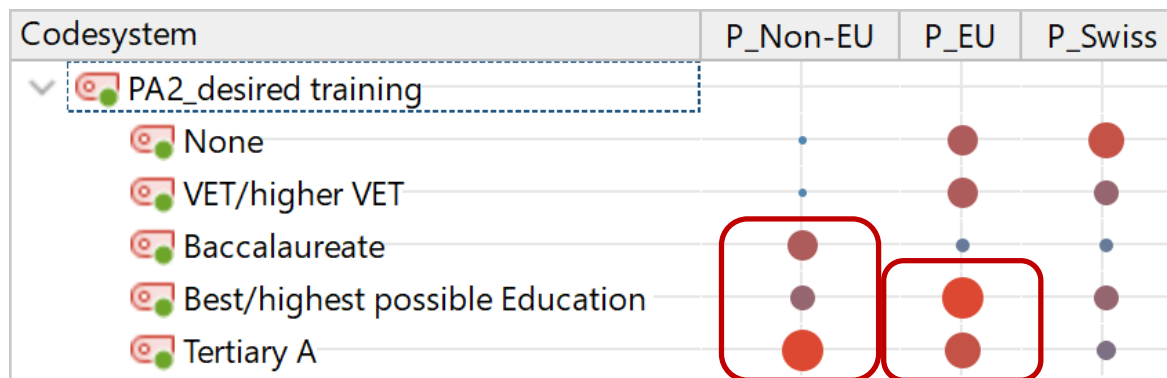
- Migrant parents: high aspiration levels

"My mother always wants that we achieve the highest of the highest. That's just the way it is. She just wants the best for us […]. If it were up to my mother, we would all be in the Federal Government. (Saniye, young woman, Turkish family)

- Give to the child the educational and professional opportunities that parents missed / did not achieved (a wish of intergenerational social mobility)

- Parents show trust for tertiary education / lack of information on VET / labour market outcomes after VET

Results WP3: Parental Investment

Codesystem	P_Non-EU	P_EU	P_Swiss
⌄ PA2_desired training			
None	·	●	●
VET/higher VET	·	●	●
Baccalaureate	●	·	·
Best/highest possible Education	●	●	●
Tertiary A	●	●	●
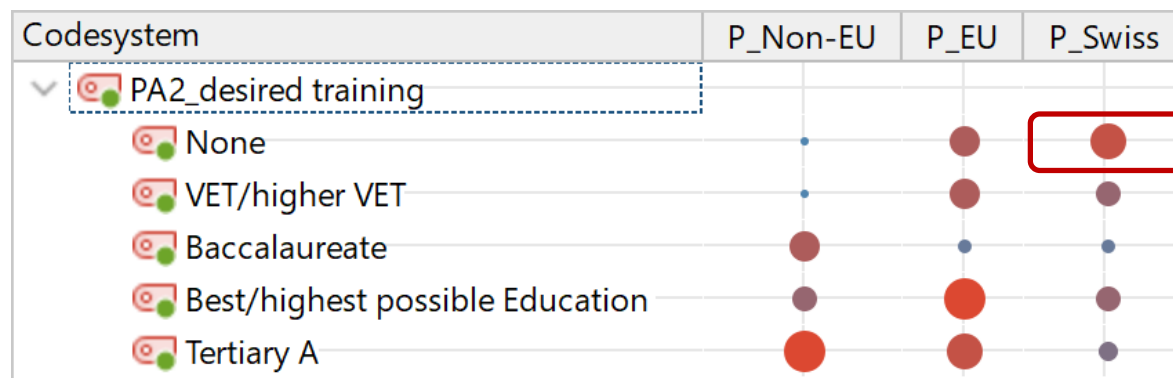
- A general definition of success more related to «achieve your own goals» and «job satisfaction»
- Parents show trust in the (VET) education system / labour market
- Swiss parents: no specific educational aspiration – let the children choose

"Well, my parents really said: "You can do anything you want. You can also do a two-year VET or anything. It doesn't really matter to us. What's important is that you do what suits you." (Christian, young man, Swiss family)

"[My parents say] "as long as you enjoy what you do and there are opportunities to achieve it, well…" For them, they always respected every choice their children made." (Corinne, young woman, Swiss family)

Results WP3: Parental Investment - Lack of Resources

Codesystem	YA-2G-Non-EU	YA_2G-EU	YA_Swiss
R3_lack of resources			
lack of education			
missing subject knowledge/education	•	●	•
lack of language skills	●	●	•
lack of knowledge			
missing system knowledge	●	•	•
lack of social resources			
no social network	•	•	
no/few contact with one parent	•	•	●
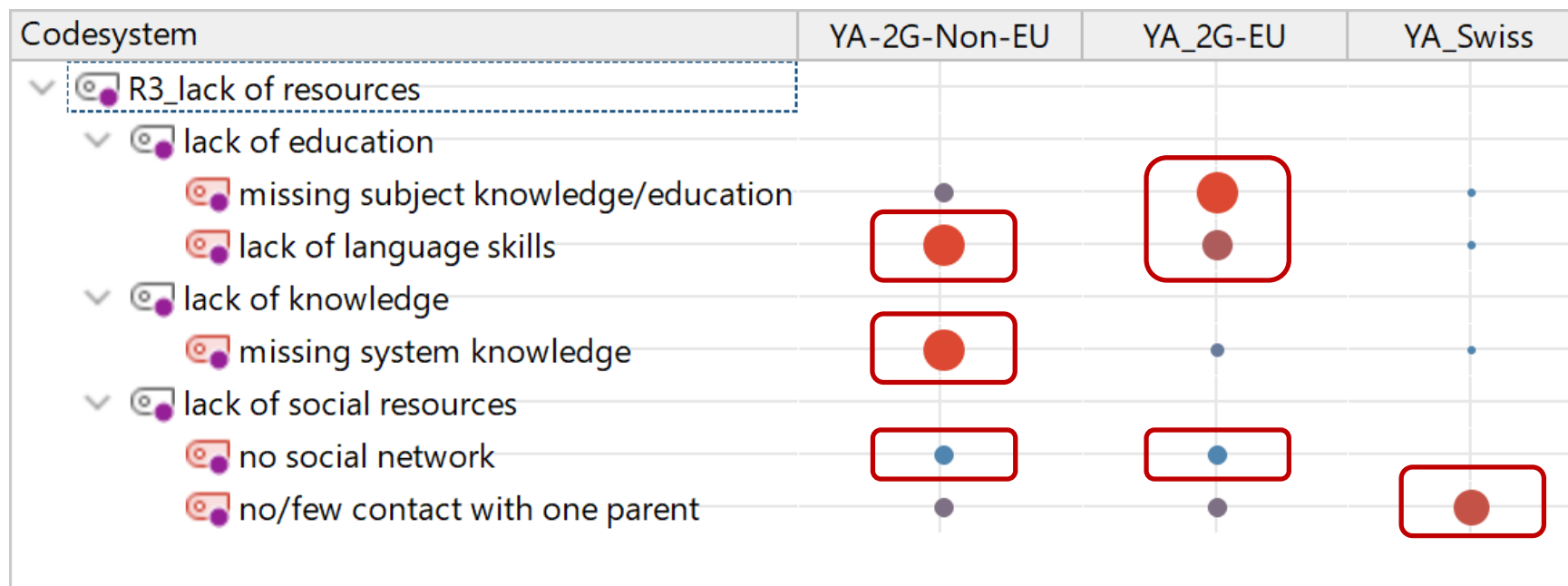
Results WP3: First Attempt of a Typology of Parental Investment

	Non-EU parents	EU parents	Swiss parents
Aspirations	University / baccalaureate	Best / highest education	Freedom of choice
Lack of resources	Language skills System knowledge	Educational background	Educational background Family structure
Strategies	Compensatory and pushy	Pro-active and compensatory	Available if needed

Conclusions

- Aspiration do matter – but not only…

- Multiplicity of parental strategies (pro-active, reactive, compensation of lack of resources)

- Many differences in parental investment between migrant and Swiss families

- Better understanding of single results thanks to mixed methods design

- Limitations – further developments:
  - Explore differences by gender and by countries of origin
  - Account for the relationship between young adults educational paths and parental investment
  - Compare more systematically children's and parents' evaluations of parental investment
  - Longitudinal analysis of parental investment between t4 and t5

Thank you for your attention!

TREE: Rolf Becker, Barbara Müller, Christina von Rotz, Sandra Hupka, Ben Jann, Belinda Heldner; Mitte: Andrés Gomensoro, Marc Dojtschinov, Maarten Koomen, Stefan Ilic; unten: David Baumann, Thomas Meyer, Stefan Sacchi, Melina Heiniger, Barbara Wilhelmi, Dominique Oesch

PICE: Andres Gomensoro, Jakob Schnell, Chantal Kamm, Sandra Hupka-Brunner,
Ben Jann, Laura Bernardi, Marieke Heers

Advisory Board Members

Prof. Dr. Andreas Hadjar
Professor in Sociology of
Education. University of
Luxemburg

Prof. Dr. Katariina Salmela-Aro
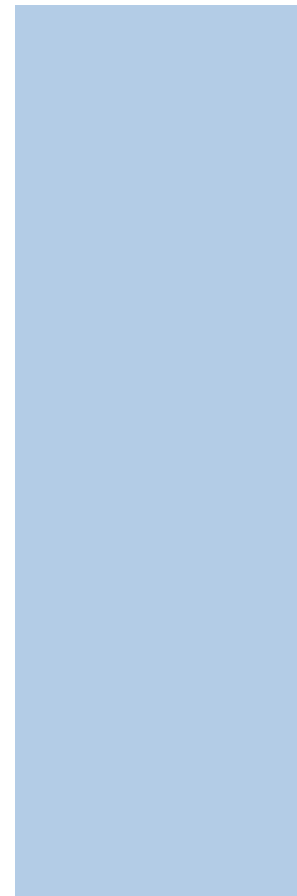Department of Education, University of Helsinki

Prof. Dr. Christophe Delay
Haute école de travail social et de la
santé, Lausanne

Prof. Dr. Eva Mey
ZHAW Soziale Arbeit
Institut für Vielfalt und gesellschaftliche Teilhabe

Literature

- Abrassart, A., Busemeyer, M. R., Cattaneo, M. A., & Wolter, S. (2017). *Do migrants prefer academic to vocational education? The role of rational factors vs. social status considerations in the formation of attitudes toward a particular type of education in Switzerland.* Retrieved from University of Zurich: http://repec.business.uzh.ch/RePEc/iso/leadinghouse/0128_lhwpaper.pdf

- Aldous, J. (2006). Family, Ethnicity, and Immigrant Youths' Educational Achievements. *Journal of Family Issues, 27*(12), 1633-1667. doi:10.1177/0192513X06292419

- Altschul, I. (2011). Parental involvement and the academic achievement of Mexican American youths: what kinds of involvement in youths' education matter most? *Social Work Research, 35*(3), 159-170. doi:10.1093/swr/35.3.159

- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-Efficacy Beliefs as Shapers of Children's Aspirations and Career Trajectories. *Child Development, 72*(1), 187-206. doi:10.1111/1467-8624.00273

- Becker, B. (2010). *Bildungsaspirationen von Migranten: Determinanten und Umsetzung in Bildungsergebnisse.* Retrieved from Mannheimer Zentrum für Europäische Sozialforschung: http://www.mzes.unimannheim.de/publications/wp/wp-137.pdf

- Bergman, M. M. (2008). Mixed Method Research. Newbury Park, London, New Dehli: Sage.

- BFS. (2017). *Statistischer Bericht zur Integration der Bevölkerung mit Migrationshintergrund.* Retrieved from Bundesamt für Statistik: https://www.bfs.admin.ch/bfs/de/home/statistiken/bevoelkerung/migrationintegration/integrationindikatoren.assetdetail.2546310.html

- Bolzman, C., Felder, A., & Fernandez, A. (2018). Trajectoires de Formation des Jeunes Migrants en Situation Juridique Précaire : Logiques de Mobilisation de Ressources Face à des Contraintes Multiples. *Raisons éducatives, 22*(1), 249-275.

- Bolzman, C., Fibbi, R., & Vial, M. (2003). *Secondas - Secondos : le processus d'intégration des jeunes adultes issus de la migration espagnole et italienne en Suisse.* Zurich: Seismo.

- Brinbaum, Y., & Kieffer, A. (2009). Trajectories of Immigrants' Children in Secondary Education in France: Differentiation and Polarization. *Population (English Edition), 64*(3), 507-554. doi:10.3917/popu.903.0561

- Buchholz, S., Imdorf, C., Hupka-Brunner, S., & Blossfeld, H.-P. (2012). Sind leistungsschwache Jugendliche tatsächlich nicht ausbildungsfähig? Eine Längsschnittanalyse zur beruflichen Qualifizierung von Jugendlichen mit geringen kognitiven Kompetenzen im Nachbarland Schweiz *Kölner Zeitschrift für Soziologie und Sozialpsychologie, 64*(4), 701-727. doi:10.1007/s11577-012-0186-1

- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33-46. doi:10.1016/j.edurev.2015.01.002

- Catsambis, S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' academic success. *Social Psychology of Education, 5*(2), 149-177. doi:10.1023/A:1014478001512

- Dickson, M., Gregg, P., & Robinson, H. (2016). Early, Late or Never? When Does Parental Education Impact Child Outcomes? *The Economic Journal, 126*(596), 184-231. doi:10.1111/ecoj.12356

- Diewald, M., & Mayer, K. U. (2009). The sociology of the life course and life span psychology: Integrated paradigm or complementing pathways? *Advances in Life Course Research, 14*(1), 5-14. doi:10.1016/j.alcr.2009.03.001

- Fan, W., Williams, C. M., & Wolters, C. A. (2012). Parental Involvement in Predicting School Motivation: Similar and Differential Effects Across Ethnic Groups. *The Journal of Educational Research, 105*(1), 21-35. doi:10.1080/00220671.2010.515625

- Feliciano, C., & Lanuza, Y. R. (2017). An Immigrant Paradox? Contextual Attainment and Intergenerational Educational Mobility. *American Sociological Review, 82*, 211-241. doi:10.1177/0003122416684777

- Fibbi, R., & Truong, J. (2015). Parental involvement and educational success in Kosovar families in Switzerland. *Comparative Migration Studies, 3*(1), 13. doi:10.1186/s40878-015-0010-y

- Fibbi, R., Kaya, B., & Piguet, E. (2003). Le passeport ou le diplôme? Etude des discriminations à l'embauche des jeunes issus de la migration. Rapport de recherche 31/2003.

- Gomensoro, A. (2016). Les trajectoires éducatives de la seconde génération. Quel déterminisme des filières du secondaire I et comment certains jeunes le surmontent ? *Swiss Journal of Sociology, 42*(2), 289–308.

- Gomensoro, A., & Bernardi, L. (2015). *Educational trajectories of children of migrants in Switzerland.* Paper presented at the Population Association of America Annual Meeting, San Diego.

- Gomensoro, A., & Bolzman, C. (2015). The Effect of the Socioeconomic Status of Ethnic Groups on Educational Inequalities in Switzerland: Which "Hidden" Mechanisms? *Italian Journal of Sociology of Education, 7*(2), 70-98.

- Gomensoro, A., & Bolzman, C. (2016). Les trajectoires éducatives de la seconde génération. Quel déterminisme des filières du secondaire I et comment certains jeunes le surmontent ? *Revue suisse de sociologie, 7*(2), 70-98. doi:10.1515/sjs-2016-0013

- Gomensoro, A., & Meyer, T. (2017). TREE (Transitions from Education to Employment): A Swiss Multi-Cohort Survey. *Longitudinal and Life Course Studies, 8*(2), 209-224. doi:http://dx.doi.org/10.14301/llcs.v8i2.424

- Imdorf, C. (2007). La sélection des apprentis dans les PME. Compte rendu mars 2007.

- Kao, G., & Tienda, M. (1995). Optimism and Achievement: The Educational Performance of Immigrant Youth. *Social Science Quarterly, 76*(1), 1-19.

- Khattab, N. (2015). Students' aspirations, expectations and school achievement: what really matters? *British Educational Research Journal, 41*(5), 731-748. doi:doi:10.1002/berj.3171

- Liu, Z., & White, M. J. (2017). Education Outcomes of Immigrant Youth: The Role of Parental Engagement. *The ANNALS of the American Academy of Political and Social Science, 674*(1), 27-58. doi:10.1177/0002716217730009

- Murdoch, J., Guégnard, C., Koomen, M., Imdorf, C., Kamanzi, C., & Meyer, T. (2017). Pathways fostering mobility to higher education for vulnerable immigrants in France, Switzerland and Canada. *European Journal of Higher Education, 7*(1), 29-42. doi:10.1080/21568235.2017.1254918

- Neuenschwander, M. P., Balmer, T., Gasser-Dutoit, A., Goltz, S., Hirt, U., Ryser, H., & Wartenweiler, H. (2005). *Schule und Familie-was sie zum Schulerfolg beitragen.* Bern: Haupt Verlag: Haupt Bern.

- Neuenschwander, M. P., Vida, M., Garrett, J. L., & Eccles, J. S. (2007). Parents' expectations and students' achievement in two western nations. *International Journal of Behavioral Development, 31*(6), 594-602. doi:10.1177/0165025407080589

- Neuenschwander, M. P., & Nägele, C. (Eds.). (2017). *Bildungsverläufe von der Einschulung bis in den ersten Arbeitsmarkt. Theoretische Ansätze, empirische Befunde und Beispiele.* Wiesbaden: Springer.

- NG, T. W. H., EBY, L. T., SORENSEN, K. L., & FELDMAN, D. C. (2005). PREDICTORS OF OBJECTIVE AND SUBJECTIVE CAREER SUCCESS: A META-ANALYSIS. Personnel Psychology, 58(2), 367-408. doi:https://doi.org/10.1111/j.1744-6570.2005.00515.x

- Mey, E., & Rorato, M. (2010). *Jugendliche mit Migrationshintergrund im Übergang ins Erwachsenenalter – eine biographische Längsschnittstudie. Schlussbericht zuhanden des Praxispartners Bundesamt für Migration.*

- Picot, G. (2012). *"Immigrant Status and Secondary School Performance as Determinants of Post-Secondary Participation: A Comparison of Canada and Switzerland.* Retrieved from OECD Publishing, Paris: http://dx.doi.org/10.1787/5k9909jhz4wl-en

- Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The How, Whom, and Why of Parents' Involvement in Children's Academic Lives: More Is Not Always Better. *Review of Educational Research, 77*(3), 373-410. doi:10.3102/003465430305567

- Relikowski, I., Yilmaz, E., & Blossfeld, H.-P. (2012). Wie lassen sich die hohen Bildungsaspirationen von Migranten erklären? Eine Mixed-Methods-Studie zur Rolle von strukturellen Aufstiegschancen und individueller Bildungserfahrung. Kölner Zeitschrift für Soziologie und Sozialpsychologie Sonderhefte, 52, 111-136. doi:10.1007/978-3-658-00120-9_5

- Schnell, P., Fibbi, R., Crul, M., & Montero-Sieburth, M. (2015). Family involvement and educational success of the children of immigrants in Europe. Comparative perspectives. *Comparative Migration Studies, 3*(1), 14. doi:10.1186/s40878-015-0009-4

- Schoonenboom, J., & Johnson, R. B. (2017). How to Construct a Mixed Methods Research Design. KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie, 69(2), 107-131. doi:10.1007/s11577-017-0454-1

- Schoon, I. (2010). Planning for the future: Changing education expectations in three British cohorts. *Historical Social Research/Historische Sozialforschung, 35*(2), 99-119. doi:10.12759/hsr.35.2010.2.99-119

- Seibert, H., Hupka-Brunner, S., & Imdorf, C. (2009). Wie Ausbildungssysteme Chancen verteilen. *KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie, 61*(4), 595. doi:10.1007/s11577-009-0084-3

- Stamm, M., Niederhauser, M., Sow, S. L., Kost, J., Willinger, M., Pegoraro, M., & Grunder, M. (2012). *MIRAGE Migranten als Aufsteiger. Der Berufserfolg von Auszubildenden mit Migrationshintergrund im Schweizer Berufsbildungssystem.* Retrieved from Université Fribourg: http://www.margritstamm.ch/images/Schlussbericht%20Mirage_def_30.712.pdf

- Stocké, Volker. 2005a. Idealistische Bildungsaspirationen. In ZUMA-Informationssystem. Elektronisches Handbuch sozialwissenschaftlicher Erhebungsinstrumente. Version 9.00, Hrsg. Angelika Glöckner-Rist. Mannheim: Zentrum für Umfragen, Methoden und Analysen. (http://www.gesis.org/unser-angebot/daten-erheben/zis-ehes/download-zis/ inhaltsuebersicht/; zugegriffen am 26. August 2013)

- Stocké, Volker. 2005b. Realistische Bildungsaspirationen. In ZUMA-Infornationssystem. Elektronisches Handbuch sozialwissenschaftlicher Erhebungsinstrumente. Version 9.00, Hrsg. Angelika Glöckner-Rist. Mannheim: Zentrum für Umfragen, Methoden und Analysen. (http://www.gesis.org/unser-angebot/daten-erheben/zis-ehes/download-zis/inhaltsuebersicht/; zugegriffen am 26. August 2013)

- Spurk, D., Hirschi, A., & Dries, N. (2019). Antecedents and Outcomes of Objective Versus Subjective Career Success: Competing Perspectives and Future Directions. *Journal of Management, 45*(1), 35-69. doi:10.1177/0149206318786563