**Academic expectatives of second-generation immigrants in Portugal.**

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1. **INTROTUCTION**

Portuguese society known for its quirky and complex sociocultural mosaic setting for years to host many people from different countries and continents, which provide a unique cultural burden. This tradition of reception and acceptance of different cultures has been heightened since the seventies of the XX century to the present, with ‘three big migratory waves’. The one from the former Portuguese colonies such as Angola, Cape Verde, Guinea-Bissau, Mozambique, Sao Tome and Principe, and Timor; originating from Eastern Europe, mainly from countries like Ukraine, Romania, Moldova and Russia; and America, especially Brazil (Arroteia, 2010; Baganha, 2005; Instituto Nacional de Estadistica, 2010; Lúcio, 2008; Patrício, 2008; Malheiros, 2010).

Currently, Portugal is going through a crucial situation. It is producing a surge in its socio-cultural diversity of migratory clear roots. Its obvious reflection in schools is one of the main motivations of the present investigation. Certainly, the number of officially recognized immigrants has risen from 207587 in the year 2000 to 440.277 in 2008. Both figures as the increase occurred are considerable, especially when you consider that occur in a population of approximately 10 million inhabitants (Instituto Nacional de Estadistica, 2009 y 2010).

According to data of *Serviço de Estrangeiros e Fronteiras* (2010), about 50% of the immigration with Portugal as a destination comes from Africa, specifically from Lusophone Africa. Although, at present, nationalities contributing a greater number of immigrants in this country are Brazil (106961), Ukraine (52494), Cape Verde (51352), Romania (27769), Angola (27619), Guinea Bissau (24391) and Moldova (21147); representing about two-thirds of the foreign population on a regular residence (other nationalities, 127327 and Total: 439060).

Most immigrants choose to settle in large cities along the coast, where they suppose easier to find a job either in construction or in the service area (Silva, 2005; Baganha, 2005) cities. Initially, the concerns of immigrants focus on housing and livelihood. In a second phase they rather focus on the inclusion of children in their school. Many immigrants are who consider schooling as essential as a means to achieve a prosperous future that promotes better living conditions and a good social status for their children (ACIME, 2005; Rodríguez, 2011; Santos, Lorenzo y Priegue, 2011).

According to the latest data offered in Portugal by Instituto Nacional de Estadistica (INE, 2011), in the near future these young people constitute the majority of the school population in many centers in the country and at the same time, a large part of them contribute to raise the already high rates of dropout and failure (Seabra, 2008). Also, we must keep in mind that the studied group focuses on families who are already established in Portugal, with children born there, being highly unlikely to follow the current trend of newly arrived immigrants to return to their countries of origin. These young people are Portuguese law and his family is rooted in the country. So it seems appropriate that studies like this are made in order to better understand the students of the second generation of African Countries of Portuguese Official Language (which acronym in Portuguese is ‘PALOP’) and their learning processes and social and school integration (Guzmán, Feliciano y Jiménez, 2011; Pliego y Valero, 2011; Machado, Matías y Leal, 2005).

In our research we focus on two of the cities with the highest representation of all immigrants in Portugal, we refer to Setúbal and Faro. The district is home to 42280 immigrants Setúbal, representing 9.4% of the nation, while the district of Faro welcomes 59768, representing 13.3% of the entire nation. Both cities are recipients of nearly a quarter of immigrants from Portugal (INE, 2010). This research focuses on the specific population of the second generation of Luso-African students in the cities of Faro and Setúbal, enrolled in secondary education, both public and private institutions. These African second-generation students or Luso-African students are: a) The immigrants’ children from PALOP born in Portugal, and b) Those that arrived in their early childhood to Portugal (where at least one parent is from PALOP group). That is the reason we call Luso-Africans.

As an instrument for social integration and focus for individual youth projects (Leiva, 2011; Rodríguez, 2011; Carvalho, 2005) we opted for the secondary / post-compulsory education, as an indicator for the grade of socio-educational integration of Luso-Africans students. So, this is a study that takes into account the school schedule for students who are currently studying secondary general or vocational education as a factor of socio-economic inclusion, and for operational reasons in our research we call ‘students' success’. With this expression we include students who, at the time of data collection, are attending secondary school, and you have obviously completed the ninth grade of basic education, which is compulsory education where primary education is included and education compulsory secondary. Thus, these students not only exceeded the frequent problems of dropout and failure, but also currently enrolled in a level of post-compulsory education, secondary education (Santos et al., 2011).

In order to contribute to improving the socio inclusion of students involved in migration processes, we aim to determine their expectations of their school career, as critical variables in the school success of young immigrants of second generation (Gans, 1992, Perlman and Waldinger, 1997; Alba, 2005, Xie and Greenman, 2005; Rodríguez, 2010a) in secondary education in Portugal, and this is a clear indication of academic and social integration (Checa y Arjona, 2009).

In this sense, the proposed research has the overall aim to study and understand the relationship between the expectations of the Luso-African students and their processes of inclusion and integration in Portuguese society, from the perspective of educational and professional success (Thomson and Crul, 2007; Seabra, 2008; Seabra and Mateus, 2010; Rodríguez, 2010b). To this end, we determined the following specific objectives for this research:

* Identify the Luso-African students attending high school, and develop an educational and sociological profile.
* Determine their expectations for the performance of a profession.
* Determine your expectations considering their school career.

1. **METHOD**
   1. **Sample**

The sample coincides with the research population as we held questionnaires to the 571 students of African descent enrolled in the 2009-2010 school year in the secondary schools at the cities of Setúbal and Faro.

It will be seen as in some paintings often misses the total figure by the existence of missing values ​​(not completed responses, two distinct options and other contingencies). The largest group consists of subjects aged 17 (130 students), which translates to an actual rate of 22.9%, followed closely by students aged 18 (18.5%) and those of 16 years old (18.1%). The rest are around 15 years old (10.6%), the aged 19 (9.2%) and older than 19 year old (20.7%).

About gender of respondents, the percentage of women (55.1%) is a bit higher than men (44.9%). The nationality of the students and their parents is enlightening. Most students have been born in Portugal (80.6% of total) and those students born in Africa, the Angolans are who have a higher percentage (8.8%), followed by Cape Verde (3.6%), Mozambique (2.7%), Guinea (1.3%) and Santo Tomé (0.4%).

Most of the male parents are natives of Portugal (36.8%). Parents born in Africa (62.0%) stand out from Angola with 31.2%, followed by those of Mozambique with a percentage of 15.6%, followed by Cape Verde (10.6%), Guinea (3.0%) and Santo Tomé and Principe (1.1%). In relation to the mother, the tendency varies, as 42.1% of the students surveyed indicated that his mother was a native of Angola, and to a lower level followed mothers originating from Portugal (28.2%), Mozambique (14.4%), Cape Verde (9.3%), Guinea (3.0%) and Santo Tomé and Principe (1.2%).

* 1. **Instruments for data collection**

Data collection was performed using an *ad hoc* questionnaire, aimed at students and Luso-African vertebrate into seven groups of scales: characteristics of their parents, school career, self-esteem, motivation to continue studying, expectations about future career, characterization and evaluation of the school setting, and characterization expectations after high school.

All statistical treatments performed in this study were performed with the help of SPSS 18.0. For sociological variables characterizing of the students and their families it is used the descriptive level frequencies and the test Chi Square (χ2) at inferential level. For all other topics, the answers given by the subjects to groups of questions were submitted to several exploratory factor analyzes, aimed at reducing the data initially collected on factors or dimensions. It was also necessary to psychometric evaluation of the different categories of the questionnaire to check their reliability.

The high number of items (86) favoured the realization of the factorial analysis for each of these issues, so it could subsequently perform other statistical treatments which include verification of the determinants factors for the achievement of PALOP student. Thus, the items were grouped into the following factors / categories: support / aid received by students for the study (18 items), motivation for further education (25 items), evaluation in its educational context (8 items), self-esteem (10 items), expectations (12 items) and attributions of academic success in compulsory education (13 items).

In this article we reveal the most significant data of our research, focusing on the expectations of the Luso-African students. Similarly, different combinations of variables discarded by low significance, in this publication presenting the most relevant results.

The construct validity of the questionnaires of this type focuses on their most important indicators of quality. Thus, we consider appropriate the validity of our instrument, in that we used the appropriate statistical, as correlations and factor analysis, the underlying concepts emerge clearly and sufficiently independent of each other (Morales, 2000).

Factor analysis allows grouping of items or matters that are related factors or dimensions. In relation to each factor considered only the items or issues with value greater than 0, 60 in their respective saturation factor and low saturation values ​​of the other factors or dimensions identified through factor analysis. As they are considered the factors which set of items can be interpreted and collectively (eg, intrinsic motivation, extrinsic motivation, relational context, or support teachers), this means, items saturated in each these factors.

All other elements or issues of the questionnaire have over 0.60 saturation values; dimensions emerged through factor analysis, or have very high saturation values ​​in two or more dimensions (items of high factorial complexity) are abandoned in the subsequent statistical analysis.

For each factor analysis performed in this study, the initial factor extraction was performed using the principal components method. The number of factors needed to describe the data was determined using the graph of the variance and the Kaiser criterion (where all factors with own values above 1 are retained). After extracting the principal components factor rotation was performed using the Varimax method. This type of rotation allows for greater differentiation factors or dimensions, polarizing the weight of the items on the factors and reducing the impact of intermediate values. Moreover, simultaneously it is minimized the number of items with a high load on a single factor. The Varimax rotation assumes that the factors are orthogonal.

1. **RESEARCH RESULTS**

Once the methodology had been exposed, we go to the exposure of data and its corresponding interpretation. The former have been grouped into sections created under the theme of your items.

* 1. **Sociofamilial features**

In this section we offer educational and employment data for the parents. Regarding educational attainment of the father (male), 28.1% of students answered that his father had made ​​the 12th grade on the current course (this is, having passed the secondary), while 22.4% had parents (males) with college and 19.7% who had only made ​​compulsory education. Similar trend is relatively in the case of mothers, who in 31.7% of cases were enrolled the 12th grade, 24.1% had college education and 20.2% underwent compulsory education. These data indicate a higher educational level of mothers compared to fathers of the Luso-African students. And besides, we show that these students, who attend high school and we have called ‘school success’ are the result of families whose parents have high educational background and, therefore, encourage their children in their studies. One could infer a correlation between higher parental expectations and training of children, that is to say, the higher the education of parents, the greater the expectation for the training of children.

Regarding academia, respondents claim to have siblings studying in higher education, secondary education and basic education. This fact reinforces the idea considering that school education is rooted in the family, considered as a way to achieve a better future.

Regarding the employment status of father and mother, most are employees (60.5% for father and 67.5% for mother). Only 26.5% indicated that their father is self-employed and the percentage is further reduced (12.1%) in the case of the mother. It is also significant that 11.1% stated that his mother was a housewife. Regarding the employment status of the brothers, most are still students or already working for others.

Trying to configure a prism of school tour (García, Álvarez y Rubio, 2011) we turn to another critical characteristic of our students, the language. We found that 80, 8% of students speak only Portuguese and 12.4% several languages, although predominantly Portuguese. When asked about the language they use when they interact with their friends, their responses pointed us to the Portuguese as the most spoken language (78.3%), while other languages ​​only amounted to 16.4%. The data reveal a strong affinity with the Portuguese language, to the point of considering their domain password to access the job market.

Regarding the use of free time, students indicate that most sports are soccer practice, dance and swimming. The songs you hear are more pop / rock and rap / hip-hop type. The favourite hobbies are internet and film, emphasizing its low reading preference.

When they were asked about the most fun places frequented, first chose the street for leisure and socializing with their friends, and only after appeared the cafe, bar and cinema.

* 1. **Academic background of pupils**

Since all students have passed the Basic Education, we focus an element that helps us to identify, in part, the trajectory of our subject: the number of failures that have taken over compulsory education, the causal attribution school success and motivation to continue studying.

*Number of Luso-African students who fail*

Respondents are mostly in the 10th grade and have low rates of failures. In fact, 60.6% (346) of the students surveyed have never fail and 28.5% (163) fail only once. Other subjects had two failures in 9.1% (52) of the cases, three failures only 1.6% (9) and one subject (0.2%) with five failures, among 571 students study.

The highest incidence occurs failures occurred in the 10th grade in high school and in the third cycle of compulsory education. This issue has been identified in an extensive literature on this topic (Fernandes, 2007). In fact, even in the context of this study on students of African origin with school success, are striking many fails in the 10th grade of schooling, which is mainly explained by the change of the evaluation system of Basic Education in Education secondary, the students are usually difficult to adapt.

Information on conditions for access to its present course, the largest group of students (42.2%) reported coming from compulsory education. However, a high percentage (24.5%) have declared that they have passed grade 12th (the completed secondary education), which indicate that some of these students ‘turned back’ to other training in a specialization more affine. Data that may be indicative of two important aspects: first, the lack of transferability between different types of teaching. Second, the ‘uncertainty’ of students to choose the best option, having to give up a certain type of training and go for another route, which usually involves moving from cutting academic courses to professionals.

* 1. **Expectations of students when complete secondary education**

Regarding expectations that respondents have when they finish their secondary education, 93.1% indicate that they wish to enroll in higher education, even though the preferably is revealed in first, second or third place; choosing this route 57.1% in first choice. When analyzed together the three options (see Table 1) on the expectations of the subjects they finish their secondary education, we find that projects a clear trend in the responses highlighting the continuation of their studies at a higher level. This situation is repeated when we focus exclusively on the first option.

**INSENTR Table 1. 'Expectations for when you finish high school (n = 571).**

* 1. **Crossing "Expectations about the future after finishing secondary school"**

In this section we present the most significant results obtained after combining the different variables exposed. For exploring the intersection of variables such as the ‘number of failures’ (used as an indicator of school success) with the ‘expectations about the future after finishing the course (first option chosen)’ checked that, as can be seen in the table below, of the 520 respondents who answered this question, 297 students chose to continue studies as a means of entry into higher education, immediately followed by the opportunity to enter the job market (90 students). Therefore, it is clear the strong intention of the group of respondents to continue their studies and improve their chances in the labour market or pursue a profession (166 people, gathering items 2, 3, 4 and 5 of the table below).

**INSERT Table 2. Crossing the variables ‘Expectations about the future after finishing high school (1st choice)’ and the ‘number of failures’ (n = 520)**

The following table shows the combination of the variable ‘Expectations about the future after finishing high school (1st choice)’ and ‘academic father’, which reveals that the higher the parents of the subjects, the greater the tendency of respondents to pursue higher education (χ2 = 38.48, p <0.1). Thus, students whose parents have less education (no mandatory minimum education or with only compulsory education) were decanted, as expected activity after studies, indicating a greater proportion variables associated with joining a profession or other issues professional field.

**INSERT Table 3. Intersection of variables ‘Expectations about the future after finishing high school (1st choice)’ and ‘educational level of the father’**

1. **DISCUSSION AND CONCLUSIONS**

Analysis and discussion of results are structured in different sections differing results obtained in the study. Thus, following the analysis of the survey results include the following:

* Sociofamilial features

1. Expectations that parents (men and women) have with respect to the training of children were found to be equally an important success factor. These expectations are directly related to the educational level of the parents. Also, the higher the qualification of parents (male parent), the higher the academic achievement of children (in relation to the number of failures).

* Expectations for the future:

1. Preferably students show their desire to access higher education after completing their secondary education, followed by their entry into the labour market. Intend to pursue higher education is greater the smaller the number of failures obtained during their school experience.
2. Was also found that there is a direct relationship between parents' education (males) and future prospects of the children: the higher the educational level of the parents, the greater the tendency of students want to pursue higher level; while the lower is the skill, the greater the tendency for children to enter the labour market.

Following the interpretation and analysis of the extracted data, we conclude that the most significant factor influencing their expectations in the Luso-African students who complete their high school studies is the interest of parents with respect to the formation of children (García, Álvarez y Rubio, 2011; Rodríguez y Valdivieso, 2008). While the involvement of parents in the education of their children is a key element, in this case it is even more. Furthermore, we found a close relationship between this parental concern with their own educational level (Carrasco, Pàmies y Bertran, 2009; Carvalho, Boléo, & Nunes, 2006). So, as the extracted data, we can confirm that the higher the qualification of parents (in our investigation there is only one significant relationship with male parent), the greater the expectation of students.

We emphasize that the family plays a key role in student achievement (Vázquez and Manassero, 2009). The educational level of parents (males) is an important success factor Luso-African students. The higher the educational level of parents (males) higher your educational level (measured by the number of failures). The expectations of parents on the education of their children clearly show (Rodríguez y Valdivieso, 2008; Rodríguez, 2011). Indeed, higher academic level of the parents, the greater the tendency of students to study in higher education; and the lower the level of education of the parents, the greater the tendency of children to enter the labour market.

These circumstances explain much of the differences between school careers and projects future students currently attending secondary, social and vocational schools. While some (from families whose parents have college degrees) tend to build their future according to the strategies and trajectories of life for families, others (the number of families whose parents have a low educational level) do against them. This conclusion coincides with Machado (2007), which assumes the influence of the origin or condition of the parents in the development of students; emphasizing that the ‘class’ effect is imposed largely to the effect ‘culture’ as long as we avoid a hasty and one-dimensional reading school-related immigration, and that the children of parents with low skills have more difficulty in school (Giddens, 2004).

For example, both the use of Portuguese as language skills are very important for school success (Fernández, Kressova y García Castaño, 2011; Rodríguez, 2010b). The domain of the native language is considered an essential part of the integration of this foreign population (Etxeberria, Arrieta e Imaz, 2009, Vila, Esteban y Oller, 2010), and thus express the subject of our research. We must also remember that these learners do not represent the school community of the Luso-Africans of all levels and age groups, alumni since these are already well advanced in the school system. Predictably the study of students studying other educational levels (in any of the courses in Basic Education, for example) leads to different results, since the reality studied is about students who have passed compulsory education, whose parents are from PALOP and are well socially integrated. This limitation of our research also opens the way to new research, based on changing characteristics of the learners, as their education, their country of origin or that of their parents, especially Brazil and Eastern Europe, which currently the new generations of Portuguese society are making.

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