Identifying Relevant Predictors of Latina/o Adolescents' Vocational Outcome Expectations

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A positive psychology and cultural framework are useful to understand Latina/o adolescents' vocational outcome expectations. In the current study, we examined how hope, happiness, college-going beliefs, enculturation, and acculturation influenced Latina/o adolescents' career development. Higher levels of hope and college-going beliefs predicted vocational outcome expectations. A discussion regarding the importance of these findings and recommendations for counselors and administrators are provided.

Keywords: Positive psychology, Latina/o adolescents, vocational outcome expectations

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Latina/o adolescents, which are members of a growing minority population (U.S. Census Bureau), struggle with low academic performance (American Council on Education, 2012) and mental health issues (Centers for Disease Control and Prevention, 2011; Wagstaff & Polo, 2012). For example, the achievement gap between Latina/o adolescents and their non-Latina/o peers in grades and test scores has been reported (American Council on Education, 2012). As a result, Latina/o students are under-represented at colleges and universities. Researchers at the Pew Research Center (2016) reported that 15% of Latina/os between ages 25 to 29 received a college degree compared with 40% of White adults within the same age group. Latina/o students also are ranked lower on college-readiness standards (Texas Education Agency, 2015). Although college and career services have improved for the growing Latina/o population, Vela, Lu, Veliz, Johnson, and Castro (2014) reported that Latina/o students pursue career choices with individual, interpersonal, and institutional challenges. Given that the challenges above influence vocational outcome expectations, investigating predictors of career development among Latina/o adolescents is paramount. Findings have potential to inform counselors' practices to improve Latina/o adolescents' career development and vocational outcome expectations.

In the present study, we use a framework that comprises of theoretically and empirically related positive psychology and cultural factors. The rationale for this framework was to determine which factors are associated with Latina/o adolescents' career development. First, we provide a literature review with positive psychology and cultural factors. Next, we present quantitative findings from Latina/o adolescents. Finally, we provide a discussion regarding the importance of these findings as well as implications for counselors and researchers.

Literature Review

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Positive Psychology Factors

Marques, Pais-Ribeiro, and Lopez (2011) defined positive psychology as the exploration of well-being and optimal human functioning through the investigation of positive factors including hope, self-esteem, gratitude, and courage. Using positive psychology as part of a framework, we selected factors regarding positive emotions about the present (subjective happiness) and future orientation (hope and college self-efficacy). Hope is generally understood to be a combination of goal-oriented determination and the formulation of ways to meet such goals (Snyder et al., 1991). These two aspects, known as agency (determination) and pathways (planning), have been shown to have a relationship with global life satisfaction (Gilman, Dooley, & Florell, 2006). This finding is supported by other studies showing both direct and moderating relationships to life satisfaction among adolescents (Jiang, Huebner, & Hills, 2013; Valle, Huebner, & Suldo, 2004; Valle, Huebner, & Suldo, 2006). Hope is also a strong predictor of academic success as both predictive and correlational relationships have been found between hope and grades (Snyder et al., 2002), grade point average (Gilman et al., 2006; Marques, Gallagher, & Lopez, 2017), and graduation success (Chang & Banks, 2007). Other researchers also found that hope is related with psychological and physical health (Larson & Stege, 2012), meaning in life (Vela, Lerma, et al., 2014), and grit (Vela, Lu, Lenz, & Hinojosa, 2015).

The predictive relationship between hope and academic success suggests possible success in other outcomes such as vocational success and self-efficacy in future endeavors. McCoy and Bowen (2015) suggested that hope for the future within adolescents can bolster a sense of self-efficacy in school settings. Additionally, sub-factors of hope, including confidence and positive future orientation, are positive predictors of happiness (Sariçam, 2015) and could be influential in vocational outcome expectations. A sense of confidence in one's abilities and a positive future orientation could play a role in the expectations people have for their future success. A correlation between positive coping styles and hope (Wei, 2015) also emphasize the pathways aspect of hope on educational expectations and outcomes due in part to positive relationships and essential sub-factors.

Subjective happiness, defined as both an individual's perception of their happiness and the accompanying positive affect (Sheldon & Lyubomirsky, 2004), has been examined in its relationship to education and career development. In the literature on subjective happiness, much has been discovered regarding the relationship between subjective happiness and essential outcomes. Most often, however, subjective happiness is researched from the perspective of an outcome variable rather than a predictive one. Gabriele (2008) found that happiness had a definite relation to academic motivation. Additionally, a meta-analytic examination suggested that happiness and positive affect are positively related to job satisfaction (Bowling, Eschleman, & Wang, 2010). It is possible that positive affect and the connection to academic motivation could prove to be influential in some capacity on future outcome expectations as is suggested by the positive relationship with a positive future orientation and confidence (Sariçam, 2015).

One factor that might be linked with hope toward the future is college-going self-efficacy (Vela et al., 2015). Bandura (1997) defined college-going self-efficacy (CGSE) as one's belief in their ability to accomplish goals. CGSE has been linked to academic achievement as well as negatively correlated with anxiety (Wang & Liu, 2000). Of various possible educational factors, grade point average (GPA) was found to be the most significant contributor to educational goals and college-going self-efficacy (Berbery & O'Brien, 2018). CGSE was also found to be one of

the strongest predictors of college students' intentions to continue college after their first semester (Baier, Markman, & Pernice-Duca, 2016). Positive perception of future success is also a linked factor to educational self-efficacy (McCoy & Bowen, 2015). Among students with already high GPAs, those with high levels of support possessed higher self-efficacy (Berbery & O'Brien, 2018). Further support for familial influence over CGSE includes Vela, Lenz, Sparrow, and Gonzalez's (2017) findings in which familism predicted college-going beliefs. Overall, the relationship among student support, familism, and positive perception of future success in college-going self-efficacy could be beneficial in creating support systems and expectations for success that may promote positive vocational outcome expectations.

Happiness, hope, and college self-efficacy have been theoretically or empirically linked in previous studies in positive psychology and counseling (e.g., Vela et al., 2018). Students who have higher levels of happiness in the present might have higher levels of hope in their academic or personal future. Students who have higher levels of hope might also have higher levels of college-going beliefs. These positive psychology factors have the potential to influence Latina/o adolescents' vocational outcome expectations.

Cultural Factors

In addition to positive psychological factors, including acculturation and enculturation as part of a conceptual framework to understand career development is essential. Acculturation is defined as the changes that occur psychologically, cognitively, and behaviorally within an individual who is in continuous interaction with a different culture (Berry, 1980), while enculturation is the process by which individuals learn and retain traditional cultural norms, values, and behaviors (Herskovits, 1948). Acculturated Latina/o youth have been shown to be more likely to attend college (Hurtado &Gauvain, 1997). Other studies similarly suggest higher acculturation levels to be predictive of Latina/o students' career decision self-efficacy (Mejia-Smith & Gushue, 2017) although such a relationship was only found within females and not within males (Ojeda et al., 2012). Conflicting research suggests no indirect effect between acculturation nor enculturation on math/science self-efficacy among Mexican American middle school students (Navarro, Flores, & Worthington, 2007). It is worth noting that some researchers found a possible connection between acculturation and future outcome expectations in the form of career decision self-efficacy. Given conflicting results in previous studies on acculturation, there is a need for research on the effects of acculturation to help garner a better understanding of how these factors influence their future orientations and expectations.

Enculturation also has its share of conflicting research on predicting career decision self-efficacy (Ojeda et al., 2012). There is research that suggests the possibility of enculturation having an influential role in vocational outcome expectations. Individuals who have pride in their heritage and possess a strong ethnic identity have higher self-esteem (Gonzalez, Knight, Birman, & Sirolli, 2004). Higher self-esteem could then lead to increased confidence in future career decision-making. Enculturation has also been shown to predict less social stress (Lee & Raposa, 2018) and might afford individuals with strong support systems within the family and traditional protective values (Alamilla, Kim, Walker, & Sisson, 2017). Having strong defensive factors such as traditional values and family social support in conjunction with an increased sense of self-esteem could help be influential in developing vocational outcome expectations. Finally, Cavazos, Zamarripa, Balkin, Johnson, and Smith (2014) identified that enculturation to the Mexican culture predicted Latina/o high school students' decisions to enroll in Advanced

Placement (AP) coursework. When Latina/o students had higher levels of enculturation, they were more likely to enroll in college-preparatory courses.

Vocational Outcome Expectations

Vocational outcome expectations (VOE) are defined as positive expectations related to career choice outcomes (Isik, 2013). Metheny and McWhirter (2013) found that there was a statistically significant and positive relationship between differential status identity and career decision self-efficacy. The study also showed a significant indirect effect on outcome expectations by perceived status when mediated through self-efficacy. As a result, perceptions of social status self-efficacy may play a role in career decision making and outcome expectations. Additionally, in a study that examined predictors of Latina/o college students' vocational outcome expectations, Vela and colleagues (in press) found that presence of meaning in life, hope, family importance, enculturation, and acculturation predicted vocational outcome expectations. Their findings suggest that there was a complex interplay between positive psychology and cultural factors on Latina/o adolescents' vocational outcome expectations. Both the lack of research and the goal of increasing positive expectations make further investigations into vocational outcome expectations valuable. Findings from previous studies provided insight, research with Latina/o adolescents is paramount for identifying early predictors of career development among this growing population.

Statement of the Problem

Understanding how positive psychology, culture, and family influences Latina/o adolescents' vocational outcome expectations is paramount for K-12 education. When Latina/o students have hope, they can create a positive future as well as attain higher levels of happiness, so their levels of expectations for their future careers might increase. There also might be values or beliefs in the Latina/o and Anglo culture and attitudes toward post-secondary education that contribute to vocational outcome expectations (Vela et al., 2018). Although researchers (Ojeda et al., 2012; Vela et al., 2018) investigated Latina/o college students' career developments, no study used positive psychology and cultural framework for understanding factors that impact Latina/o adolescents' vocational outcome expectations. Research is necessary to determine which positive psychology and cultural factors influence Latina/o adolescents' vocational outcome expectations. As a result, we explored the following research question: to what extent do positive psychology, cultural, and family factors influence Latina/o adolescents' vocational outcome expectations?

Method

Participants

We used criterion sampling to collect data from Latinx adolescents in the southern region of the United States. Following permission from an Institutional Review Board and a secondary school principal, we contacted six teachers to request permission to recruit students from their classes. A research team member recommended this particular school based on a previous relationship with a group of teachers. Participants were eligible for this study if they (a) identified as Latina/o, Mexican, or Latina/o and (b) were enrolled in a middle school. Participants' age ranged from 12 to 14 ($M = 12.72$; $STD = .49$). Participants were selected from three middle school classes at one middle school. This sample included 46 boys (45%) and 52 girls (51%) who self-identified as Latina/o, Mexican, or Latina/o ethnic identities. Related to generation status, adolescents identified the following: first-generation (12%), second generation (35%), third generation (9%), fourth generation (26%), and fifth generation (15%).

Measurements

All participants were given a survey packet that included a demographic form, Hope Scale, Brief Acculturation Rating Scale for Mexican Americans-II, Subjective Happiness Scale, Vocational Outcome Expectations scale, College Going Self-Efficacy scale, and information regarding IRB approval. All instruments mentioned above measured relevant constructs based on evidence of reliability and validity in previous studies. The demographic form focused on participants' age, ethnic background, gender, grade point average, academic aspirations, and generation status.

Hope. The Hope Scale (Snyder et al., 1991) measures adolescents' attitudes toward goals and objectives. Participants responded to 8-statements evaluated on an eight-point Likert-scale ranging from *definitely true* (8) to definitely *false* (1). A sample response item includes, "I can think of many ways to get the things in life that are important to me." Reliability coefficients range from .77 to .81 (Sun, Tan, Ran, & Tsui, 2014; Visser, Loess, Jeglic, & Hirsch, 2012). Vela et al. (in press) used a CFA to provide evidence of validity with Latina/o high school and college students. They found the support of a modest factor structure. For the current study, Cronbach's alpha was .77.

Subjective happiness (SHS; Lyubomirsky & Lepper, 1999). The SHS is a self-report inventory (Lyubomirsky & Lepper, 1999) for measuring adolescents' perceptions of happiness. A sample response item includes: "In general, I consider myself: 1 = not a very happy person and 7 = very happy person." Reliability coefficients range from .73 to .89 (Demir, Ozdemir, & Marum, 2011; Vela et al., 2015). The internal consistency of the SHS in the current study was .70.

Acculturation and enculturation. The Brief Acculturation Rating Scale for Mexican Americans-II (Bauman, 2005) measures participants' orientation to the Anglo culture and orientation to the Mexican culture. Participants responded to statements evaluated on a five-point Likert-scale ranging from *almost always* (5) to *not at all* (0) with six items measuring Anglo Orientation and six items measuring Mexican orientation. A sample item for the Anglo orientation subscale includes "I speak English/Yo hablo Ingles," and a sample item on the Mexican orientation subscale includes "I enjoy speaking Spanish/Me gusta hablar Espanol."

Higher scores on Anglo orientation indicate high acculturation to the White culture while high scores on Mexican orientation represent high enculturation to the Mexican culture. Reliability estimates range from .63 to .79 on the Anglo orientation subscale and .91 to .93 on the Mexican orientation subscale (Bauman, 2005; Castillo, Lopez-Arenas, & Saldivar, 2010; Vela et al., 2018). For the current study, Cronbach's alpha was .71 for the AOS and .90 for the MOS.

College-going self-efficacy. The College-Going Self-Efficacy Scale (Gibbons & Borders, 2010) is a self-report inventory to measure adolescents' confidence in pursuing college. Participants responded to statements evaluated on a four-point Likert-scale ranging from *not at all* (1) to *very sure* (4). Items relate to college access (e.g., "I can go to college after high school") and college persistence (e.g., "I could finish college and receive a college degree"). We used the college persistence subscale in the current study. Reliability coefficients range from .94 to .97 (Gibbons & Borders, 2010; Gonzalez et al., 2012; Vela et al., 2015). For the current study, Cronbach's alpha was .92.

Vocational outcome expectations. The Vocational Outcome Expectations questionnaire (VOE; McWhirter et al., 2000) measures adolescents' perceptions of their abilities to accomplish career aspirations. Sample items include, "My career planning will lead to a satisfying career for me" and "I have control over my career decisions." Reliability estimates range from .81 to .96 (Fiebig, Braid, Ross, & Prinzo, 2011; Mah & Yeh, 2010; Vela et al., 2018). For the current study, Cronbach's alpha was .85.

Data Analysis

Statistical power analysis. We identified the number of participants needed to establish power for our research design at the .80 level based on $\alpha = .05$ by conducting an *a priori* power analysis using *G*Power 3* program (Faul, Erdfelder, Lang, & Buchner, 2007). A sample size of 55 was necessary to identify a medium effect between our predictor variables for estimating change among scores on vocational outcome expectations. Given our sample of 100 participants, our results are dependable for identifying relationships between variables (Vela, Lenz, Sparrow, & Gonzalez, 2015).

Preliminary analysis. We assessed bivariate correlations and variance inflation factors. Given low intercorrelations among predictor and criterion variables, including all predictor variables in a single model was prudent (Vela et al., 2015).

Primary analysis. We modeled relationships between our predictor and criterion variables using a simultaneous multiple regression model to evaluate our research questions related to the degree that perceived hope, subjective happiness, acculturation, enculturation, and college-going self-efficacy predicted vocational outcome expectations. The five predictor variables in this model were regressed onto scores on vocational outcome expectations. We also evaluated regression coefficients estimating practical significance (Vela et al., 2017).

Results

The regression analysis yielded a statistically significant model, $F(5, 92) = 8.09$, $p < .001$, $R^2 = .31$, indicative of a medium effect size in which model predictors account for 31% of the change among scores estimating vocational outcome expectations (see Table 1). Within the model, scores associated with the degree that participants perceived hope within their lifestyle yielded a significant predictive relationship ($\beta = .18$, $p < .001$, $sr^2 = .07$), indicative of a medium

effect size. This finding suggests that 7% of change among participants' scores on vocational outcome expectations are attributed to their perceptions of hope. Degree of college going self-efficacy was also identified as a significant predictor of participant ratings of vocational outcome expectations ($\beta = .14$, $p < .001$, $sr^2 = .05$), indicative of a medium effect size. This finding suggests that 5% of change among participants' scores on vocational outcome expectations are attributed to their college-going beliefs. Non-significant findings were detected for scores related to subjective happiness, acculturation, and enculturation.

Table 1
Summary of Variables Predicting Vocational Outcome Expectations (VOE)

Variable	*B*	*SE B*	β	*t*	*sr²*	*F*	*R²*
VOE						8.09*	.31
Hope	.18	.06	.31	*3.09	.07		
Acculturation	-.36	1.19	-.06	-.30	<.01		
Enculturation	.43	1.24	.067	.35	<.01		
Happiness	.55	.37	.15	1.51	.02		
College-Going Self-Efficacy	.14	.05	.26	*2.65	.05		

*$p < .01$.

Discussion

Hope

This study improves our understanding of vocational outcome expectations in Latina/o adolescents by analyzing the relationships between positive psychology and cultural factors. The findings of this study can influence how hope and college-going self-efficacy are regarded and impact strategies for improving adolescents' future career expectations. One significant result of this study was the relationship between hope and vocational outcome expectations. This finding suggests that as hope increases among adolescents, vocational outcome expectations increase as well. When Latina/o adolescents have hope in their personal and academic future, their attitudes toward vocational expectations might improve. Hope is defined as the belief in one's ability to create ways to reach goals and the agency needed to utilize these "pathways" (Snyder et al., 2002). The results of the current study align with previous research showing hope to be related to goal attainment (Feldman, Rand, & Kahle-Wrobleski, 2009) and future academic achievement (Marques, Pais-Ribeiro, & Lopez, 2011). This may be in part due to various sub-factors of hope, including confidence and positive future orientation, of which all are also positive predictors of subjective happiness (Sariçam, 2015). Another factor that may play a role in the relationship between hope and vocational outcome expectations is optimism, as it has been shown to be a positive predictor for hope (Yarcheski & Mahon, 2016).

College-Going Self-Efficacy

College-going self-efficacy was also shown to have a positive impact on vocational outcome expectations among adolescents. This study suggests that Latina/o adolescents have higher levels of vocational outcome expectations when they perceive higher levels of confidence to pursue post-secondary education. Understood to reflect an individual's belief in their ability to accomplish tasks (Bandura, 1997), self-efficacy in the domain of college-going beliefs may influence vocational outcome expectations as college-going self-efficacy has been revealed to be a strong predictor for intentions to persist beyond the first semester of college (Baier, Markman & Pernice-Duca, 2016). Another influence regarding the connection between college-going self-efficacy and vocational outcome expectations may be the relationship between self-efficacy and the management of inferiority through perceived self-efficacy (Shi & Zhao, 2014). The management of inferiority may thus promote a sense of confidence and positive expectation regarding one's ability to succeed. Due to the relationship between college-going self-efficacy and vocational outcome expectations, we suggest counselors promote positive college-going self-efficacy, as this may positively affect vocational outcome expectations.

Additional Outcomes

Acculturation, enculturation, and subjective happiness were also analyzed to understand vocational outcome expectations. Researchers identified that acculturation was linked with students' academic success, academic achievement (López, Ehly, & García-Vázquez, 2002), and clear sense of self and higher expectations and aspirations for future occupations (Manaster, Chan, & Safady, 1992). Despite these higher expectations and aspirations indirectly linked to acculturation, our research did not show such a connection to vocational outcome expectations. Though a lack of research on the effects of enculturation on adolescents is present, it is possible both acculturation and enculturation showed no relationship to vocational outcome expectations due to the possibility that one or both factors play more of an indirect or mediating role with vocational outcome expectations. Researchers need to use larger samples and advanced statistical procedures (structural equation modeling) to examine mediating and moderating relationships.

Subjective happiness also failed to influence vocational outcome expectations. This seems to be contrary to what other studies reported. Various sub-factors of hope including positive future orientation and confidence were positively related to subjective happiness (Sariçam, 2015). Considering hope to be positively influential to vocational outcome expectations, a connection to subjective happiness would be expected. Subjective happiness has been shown to be positively related to job satisfaction (Bowling, Eschleman, & Wang, 2010). It is possible that other factors that affect subjective happiness' lack of a relationship to vocational outcome expectations as only the factors related to hope have a direct link to vocational outcome expectations. Hope's future-oriented aspect may be more meaningful in creating such a connection to future vocational outcome expectations than subjective happiness alone can provide. It is also possible that subjective happiness may not be enough to affect vocational outcome expectations and would instead require other contributing factors to make such a connection. Presence of meaning in life, perceptions of support from parents and teachers, or psychological grit are several factors that might mediate relationships on vocational outcome expectations.

Implications for Practice

Based on this study's findings, there are implications for practice. It is evident from past research that hope was the most reliable predictor regarding psychological grit among Latina/o students (Vela et al., 2017). Psychological grit is defined as "perseverance and passion for long-term goals" (Duckworth et al., 2007, p.1087). With help from counselors, increasing hope and grit can be realized and be put to use to enhance academic achievement and mental health for Latina/o adolescents because "…if students have hope that they can create a positive future, their level of passion and perseverance to pursue these long-term goals might increase." (Vela et al., 2017). When Latina/o adolescents have hope in their personal and academic future and positive attitudes toward post-secondary education, their attitudes toward vocational expectations might improve.

Hope. Hope is defined as the belief in one's ability to create ways to reach goals and agency needed to utilize these "pathways" (Snyder et al., 2002). Professional counselors can use positive psychology, creative journal arts therapy, or brief hope exercises to help Latina/o adolescents improve attitudes toward their personal and academic future. Vela and colleagues (in press) explored the impact of positive psychology and creative journal arts on Latina/o adolescents' resilience, depression, and personal recovery. Compared with a control who did not receive positive psychology and creative journal arts therapy, participants who received the treatment showed significant improvements in the areas above. Participants received seven sessions of positive psychology and creative journal arts therapy that included watching videos to express gratitude, creating a mandala, exploring inner and outer personalities, creating a mask, and exploring personal strengths. Counselors can consider adopting a positive psychology and creative journal arts therapy program to help Latina/o adolescents improve hope, which might influence their vocational outcome expectations. By emphasizing students' strengths rather than their weaknesses, it allows for a greater chance at the realization of one's self-efficacy. Events at schools such as Career Day may prove helpful in showing students what is possible for them in the future by giving them the opportunity to speak with Latina/o adults who are in the workforce. By placing focus on post-secondary education and vocational interests, counselors encourage Latina/o students to look forward to the future and have a better outlook.

College-going self-efficacy. Findings also suggest that when Latina/o students have higher levels of college-going beliefs, they have higher levels of vocational outcome expectations. One crucial factor related to Latina/o students' college-going beliefs are perceptions of support from school counselors and teachers (Cavazos, 2009; Vela-Gude et al., 2009). When Latina/o students perceive that their school counselors or teachers do not have high expectations, limit college information, or are not available, they might be more likely to develop lower levels of college-going beliefs. One implication is to train future school counselors within a community cultural wealth model (Liou, Antrop-Gonzalez, & Cooper, 2009) to increase understanding and knowledge of strategies to help Latina/o students develop college-going beliefs. Drawing on a community cultural wealth framework, school counselors need to be trained to understand how the following can help Latina/o adolescents: high stakes information networks, linguistic capital, navigational capital, resistance capital, and familial capital.

Given that evidence suggests some school counselors have deficit models when working with Latina/o students (Vela-Gude et al., 2009), attention needs to be given to training future school counselors with strength-based approaches. When school counselors view Latina/o

students from a strength-based perspective, the resultant impact might be improved desires to pursue higher education. Additionally, training school counselors to engage in social justice advocacy and strategic planning around access to information and other outcomes is paramount for culturally-relevant support (Gonzalez, Stein, Shannonhouse, & Prinstein, 2012).

Developing critical consciousness. School counselors also might want to help Latina/o adolescents increase college-going beliefs to influence attitudes toward career development. One implication is to help Latina/o adolescents develop a critical consciousness to improve attitudes toward postsecondary education. In a study regarding Latina/o adolescents in an emerging immigrant community, Gonzalez, Stein, and Shannonhouse (2012) identified that most students blamed themselves and not social systems or structures when explaining success and failure. Developing critical consciousness means helping Latina/o adolescents understand how social barriers, policies, and lack of resources might influence their educational and career success (Gonzalez et al., 2012). As a result, school counselors can help adolescents understand how lack of financial resources, harmful policies or laws, racism, and discrimination, or school funding might influence their educational opportunities. When Latina/o adolescents identify how social influences might affect their future educational or career success, they might be less likely to be harmed psychologically and more likely to succeed in the face of adversity (Holcomb & McCoy, 2007).

School-wide collaborative efforts. Teachers and school administrators also have important roles with Latina/o adolescents' vocational outcome expectations. Teachers and school administrators in schools at every level are responsible for educating students who are considered ready for post-secondary education (Conley, 2011). A key element to advocating a post-secondary education is the development of a college-going culture on every level of schooling from elementary to high school. A crucial aspect of school climate stresses on the significance of the "college" atmosphere, culture, and social condition (Loukas & Murphy, 2007; Thapa, Cohen, Gufey, Higgins, & Alessandro, 2013). These joint dimensions shape the school climate for the students that attend the school and the school-community stakeholders. As such, the role of school administrators plays vital roles in changing school cultures (Louis & Wahlstrom, 2011). School leaders at schools that serve diverse and minority students from various backgrounds can nurture and sustain a college-going culture on any level of schooling through the creation of high expectations and goals of postsecondary education for all students (McKillip, Godfrey, & Rawls, 2013). School leadership has proven to be "second only to classroom instruction among all school-related factors that contribute to what students learn at school," and the effect of successful leadership has been found to be greater in struggling schools (Leithwood et al., 2004, p. 5). When school leaders create a college-going culture for all Latina/o students, they might help students develop positive vocational outcome expectations.

Implications for Research

Based on this study's findings, there are implications for future research. First, researchers should measure the impact of interventions to increase Latina/o adolescents' hope, college self-efficacy, and vocational outcome expectations. Interventions include positive psychology, mindfulness, solution-focused counseling, and narrative therapy. Researchers can use single case research designs to measure the impact of the interventions above on Latina/o adolescents' outcomes (Lenz, 2015). Second, researchers can collect data from larger samples of Latina/o adolescents and use structural equation modeling analysis to measure mediating and

moderating relationships. One limitation of the current study is the inability to analyze mediating and moderating relationships. With structural equation modeling, researchers will determine how hope and college self-efficacy mediate or moderate the relationship with life satisfaction and meaning in life on vocational outcome expectations.

Additionally, qualitative interviews and focus groups with Latina/o adolescents would be paramount to understanding perspectives on vocational outcome expectations. Researchers who use qualitative methods would be able to provide insight into students' perceptions of how hope and college self-efficacy influence their attitudes toward career development. Although the current study sheds light on a significant relationship, qualitative data could provide information regarding the nature of the relationship. Finally, all of the scales in the current have been validated in English and Spanish with Latina/o college students. Researchers should try to provide validity of internal structure with Latina/o middle school students given that factor structure might vary depending on different age groups.

Limitations

Several limitations warrant attention. First, surveys were conducted with Latina/o adolescents from a single middle school with predominantly Latina/o students. Results might not generalize to other Latina/o adolescents who attend schools in different settings in which they are not the ethnic majority. Second, instruments in the current study have not been validated with Latina/o middle school students. Third, due to the small sample size, we were not able to use advanced statistical procedures (e.g., structural equation modeling) to examine mediating and moderating relationships between and among variables. Finally, a critical limitation of correlation or prediction research is the lack of causal inferences. Findings from this study are only able to generate inferences regarding potential relationships and not cause and effect.

Conclusion

Findings point to the importance of exploring how positive psychology and cultural factors influence Latina/o adolescents' vocational outcome expectations. School counselors can benefit Latina/o adolescents by becoming aware of positive psychological factors to develop interventions and techniques to increase Latina/o students' vocational outcome expectations. Narrative therapy (White & Epston, 1992), solution-focused therapy, creative journal arts therapy, and positive psychology (Seligman, 2002) might help Latina/o students develop hope and improve attitudes toward pursuing postsecondary education. Other strategies to help Latina/o adolescents improve attitudes toward vocational outcome expectations includes developing a critical consciousness of social barriers that might impact success (Gonzalez et al., 2012).

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