

LATINOS: HIGHER EDUCATION AND TECHNOLOGY

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ABSTRACT

The Latino-Ethnic group are an ethnic group that have been overlooked in research studies for many years now. Researchers have addressed needs to increase higher education rates in various ethnic groups across the nation. However, the Latino-ethnic group continues to remain with lower higher education success rates. The purpose of this study is to understand the dynamics involved with Latino-ethnic group, higher education, technology, and academic success rates. The researcher will use a meta-analysis of peer reviewed articles to fully understand the research findings related to the purpose of this study and suggest future research. Conflict theory was used to better understand the dynamics involved in the research field that focus on the Latino-ethnic group and technology and academic success.

INTRODUCTION

In this study, the Latino-ethnic group, will be the group focused on. The purpose of this study is to understand the dynamics involved with the Latino-ethnic group, higher education, technology, and academic success rates. Due to the low rates of the Latino-ethnic group in higher education it is important that more research be conducted in this area (Freeman, 2015; Kiyaman, Museus, & Vega, 2015). In addition, research should focus more on the Latino-ethnic group in higher education to better understand the successful dynamics needed (Calderon, 2015; Kiyaman et al., 2015). Researchers have already found a few variables involved, specifically in the Latino-ethnic group, which may prevent Latino-ethnic members from achieving academic success (Barrera, Munoz, Macciomei, & Patel, Strambler, 2016). Furthermore, technology is an important variable that has proven successful in academic success in higher education (Erdogan & Ozerbas, 2016). It is important to research the variables involved to better understand the influences involved in the Latino-ethnic group's academic success (Sanchez, Thornton, & Usinger, 2015). The research method design will be a meta-analysis. To better understand this phenomenon Conflict theory will be used to understand the dynamics involved between the Latino-ethnic group, higher education, technology, and academic success rates.

LITERATURE REVIEW

Many researchers have taken the time to study higher education and academic success (Allen & Nichols, 2017; Eckstein, Hurford, Ivy, & Winters, 2017; Garrido & Morillas, 2014; Gross, Hillman, & Tandberg, 2014). The results from researcher's research studies include a variety of outcomes that may lead to student academic success in higher education. Some of the findings include changes in policies (Gross et al., 2014), including tutoring options for students (Garrido et al., 2014), listening to students concerns when providing services that may lead to academic success (Allen & Nichols, 2017), and monitoring for risk factors (Eckstein et al., 2017). Risk factors identified by Eckstein et al. (2017) include having a high school GPA below 3.0, enrolling late, not living on campus, failure to progress academically, part-time enrollment status with lower than 10 hours. Despite these evidences recommendations to continue to research factors that contribute to academic success continue to be made by researchers (Duenyas, Mostade, & Storlie, 2016; Gibson, Rankin, & York, 2015). One specific recommendation has been made to study web-based lectures and effects on academic achievements (Matthys et al., 2015).

HIGHER EDUCATION AND TECHNOLOGY.

Technology has been linked to learning and success in higher education (Erdogan & Ozeras, 2016; Heider, 2015). Technological inclined colleges included in research were found to actually attract the highest quality students, faculty, and staff (Amaria & Then, 2013). Additionally, students actually favor online lectures (Matthys et al., 2015). Furthermore, technology has also linked to effective teaching (Amemado, 2014; Glowatz & O'Brien, 2017). Heider (2015) demonstrates that a need for students and instructors to become invested in the learning process, through using technological advances, is dire in order to make progress towards academic achievements. Being that it is important to study technological impact on learning (Amemado, 2014) and the Latino-ethnic population has low enrollment rates in higher education (Freeman, 2015), it is very important to study the Latino-ethnic population in higher education (Sanchez, Thornton, & Usinger, 2015). Some of the most utilized resources used in the classroom include computers, and interactive teaching software (Liu, 2017; Black, & Lassmann, 2017). Utilizing all kinds of information technology and information resources helps students with analysis abilities and initiatives and problem solving abilities (Liu, 2017). Educators use many technological tool resources for effective learning and course performance, and in the near future will continue to support and progress student learning (Black, et al 2017). These resources frequently used in higher education may be able to assist in increasing academic success in the Latino-ethnic group.

LATINO-ETHNIC GROUP AND ACADEMIC SUCCESS.

It is very important to study minorities and academic success (Gibson, Rankin, & York, 2015). However, researchers have specifically recommended to further study the Latino-ethnic population and higher education (Calderon, 2015; Duenyas, Mostade, & Storlie, 2016). Due to the Latino-ethnic group having low enrollment rates in higher education further research is needed in this area (Kiyaman, Museus, & Vega, 2015; Freeman, 2015). One specific recommendation was made by Kyaman et al. (2015) whom recommended studying the college environment for latino-ethnic engagement. Barrera et al. (2016) found dynamics that prevent academic success in higher education among the Latino-ethnic group. Duenyas et al. (2016) specifically recommended studying the Latina ethnic group and higher education. For these reasons, this research study will be utilizing a meta-analysis to study the Latino-ethnic group, higher education, technology, and academic success to create an awareness of variables

involved that may or may not play a part in academic success in the Latino-ethnic population in higher education.

Conflict Theory.

Conflict theory was created by Karl Marx (Henslin, 2017). Conflict theory explains how macro groups are seen to always fight for scarce resources (Henslin, 2017). Conflict theory would help understand the purpose of this paper, creating awareness about the Latino-ethnic group dynamics, higher education, technology, and academic success, in which the majority of students would reap the benefits from colleges that utilize technology to increase learning and academic success. Which, therefore leaves the Latino-ethnic group at a disadvantage when trying to gain capitalist status (Henslin, 2017). Karl Marx would specify that the majority would be the capitalists and minorities, specifically the Latino-ethnic group, would be the proletariats and both macro groups would be fighting for the scarce resource, academic success, to gain or keep the elite status (Henslin, 2017). Conflict theory is an appropriate theory that assists in understanding the technology and academic success amongst the Latino-ethnic group in higher education and supports the meta-analysis research method application for this study.

RESEARCH METHOD

The purpose of this meta-analysis is to understand the dynamics involved in the Latino-ethnic group, technology, and academic success rates in higher education. The meta-analysis research method was chosen for this study because a need to further make data based decisions to better policies that affect the Latino-ethnic group in higher education is evident (Calderon, 2015). Duenyas et al. (2016) also recommends, due to lack of literature that include the Latino-ethnic group in higher education and factors that lead to academic success, to increase the literature on the Latino-ethnic group. Therefore, this research study will apply a meta-analysis to understand the Latino-ethnic group, technology, and academic success in higher education to assess the need to increase the literature review (Duenyas et al., 2016) through the scientific analysis of literature on the Latino-ethnic group, technology, and academic success in higher education. A meta-analysis will serve to meticulously analyze all literature made accessible to the researchers in order to identify patterns between literature throughout the years (Cooper, 2010; Ergen & Kanadli, 2017). A meta-analysis would be appropriate for this research study to identify gaps in individual research studies in order to create awareness of a need to study the Latino-ethnic group, technology, and academic success in higher education.

Research Methods and Design

A meta-analysis design is a strategic and scientific analysis of individual research conducted by other researchers (Cooper, 2010; Ergen & Kanadli, 2017). This research study will be collecting data off of two search engines google scholar, a college library search engine, and a university library search engine. Due to the limited research in this field all individual research utilizing any research methods will be included in this meta-analysis. The goal was to attain between four to ten articles will be met. The purpose of this study is to create awareness about how much more literature is needed to understand dynamics involved in increasing academic success in the Latino-ethnic group in higher education utilizing technology. A meta-analysis would be able to analyze all the literature accessible at this point and strategically map out the need to further increase literature in this area (Cooper, 2010).

DATA COLLECTION, PROCESSING, AND ANALYSIS

Data for the meta-analysis was collected by inserting search keywords Latinos, success, technology, and graduation. Specifically, 'Latinos and technology and success' and 'Latinos and graduation and success'. The library search engines were used from one college site and one university site. The search engines were discovery search and roadrunner search discover service. Additionally, google scholar was used to search for the keywords as a third source. Two articles were found using the discovery search engine using 'Latinos and success and technology' as keywords. One article was found using 'Latinos and success and technology' and one article was found using 'Latinos and graduation and technology' with the google scholar search engine. Lastly, two articles were found using the roadrunner search discovery service using the 'Latinos and success and technology' keywords and 'Latinos and graduation and technology' keywords. An analysis of all six articles took place after the articles were gathered. Two articles were deleted due to data being retrieved from an institution other than higher education.

FINDINGS

Articles analyzed included four articles. The articles were published between the years 2001 and 2014. Research methods varied from surveys, a literature review, and a project that involved participant observation. Surveys was the most commonly research method used in articles focusing on the Latino-ethnic groups, technology, and academic success in higher education (Adkins-Bowling et al., 2001; Galy & Johnson, 2013). Of the researchers that utilized samples, the populations targeted were primarily students (Galy & Johnson, 2013; Lee & Markey, 2014).

Seventy-five percent of the articles found technology does increase academic success in higher education (Adkins-Bowling et al., 2001; Galy & Johnson, 2013; Lee & Markey, 2014). One article found the lack of access to technological resources in higher education limits academic success among the Latino-ethnic population (Tanno, 2003). Recommendations were made to increase trainings for teachers to include technology in the classrooms (Adkins-Bowling et al., 2001). Additionally, recommendations to further research larger samples and participants with different levels of language proficiency were made (Lee & Markey, 2014). Implications are that more research must be done to fully understand the dynamics involved among the Latino-ethnic group and the levels of academic success in higher education due to technological use (Tanno, 2003). Although some findings do implicate technology is helping, much is yet to be understood on how technology is assisting the Latino-ethnic group in higher education. The lack of fully understanding the dynamics involved among the Latino-ethnic group, technology, and academic success in higher education may be due to the lack of research related to technology and how it assists the Latino-ethnic group with different levels of language proficiency, the lack of research of the Latino-ethnic group in higher education, and the low rates of technology available to the Latino-ethnic group (Lee & Markey, 2014).

LIMITATIONS

The meta-analysis comes with the following limitations. One applicable article found was not used due to limited funds available to purchase the article. One article yielded in the search using 'Latinos and success and technology' in the discovery search engine was in a foreign language. Two articles were excluded for focusing on K-12 instead of higher education. Limited time and money available limited the search to two keywords with only three search engines.

RECOMMENDATIONS FOR FUTURE RESEARCH

Tanno (2003) suggests increasing research focused on the Latino-ethnic group and academic success. Due to limitations for meta-analysis research studies the following recommendations for future research are as follows. First, qualitative field data would yield updated and recent developments of culture currently evolving. Field data would provide insights needed to follow up with quantitative surveys. Secondary analysis of classrooms using online technology in Hispanic Serving Institutions would be ideal for revealing different technological services and the impact on the target population for an in depth un-

derstanding. Overall, continued attention of different technological developments and impact on the targeted population would serve to continuously re-evaluate beneficial approaches and impact on the Hispanic community. Finally, recommended technology for the Latino-ethnic group that leads to academic success in higher education include computers and interactive teaching software (Black & Lassmann, 2017; Liu, 2017).

CONCLUSIONS

Research in the field of the Latino-ethnic group are limited. Specifically, research in the field of Latino-ethnicity, technology, and academic success in higher education yield very limited results. To better serve communities all over the United States, the Latino-ethnic population must be further studied to yield important information to enlighten leaders of contributing factors that may provide academic success rates. This meta-analysis paper may provide an outline about the need to include the Latino-ethnic group in studies that focus on successful influences in higher education. Although, limited data was found the findings indicate further research is needed in this field. Specifically, the Latino-ethnic group, technology, and the impact on academic success in higher education.

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