

Primary Motivators in Child Development Research: Perspectives of Diverse, Low-SES Caregivers

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Introduction

- ❖ Previous child development research consisted of participant samples focusing on **WEIRD**—White, Educated, Industrialized, Rich, and Democratic—populations.
- ❖ This limits researchers' ability to understand diverse perspectives, simultaneously impacted by:
 - ❖ **cultural and language barriers** (George et al., 2014; Mah & Nickerson, 2023; Schraff et al., 2010).
 - ❖ **limited accessibility to research** (George et al., 2014; Mah & Nickerson, 2023).
 - ❖ **limited community partnerships from research teams** (Emery et al., 2023; Gross et al., 2001; Mah & Nickerson, 2023; Schraff et al., 2010).
- ❖ Little is known about how culturally diverse, low-socioeconomic status (SES) caregivers might be motivated to participate in research and what they seek from it.

Research Questions

- Which of the following are the primary motivators for diverse, low-SES caregivers to participate in child development research:
 - ❖ **Community involvement in research?**
 - ❖ **Accessibility to research?**
 - ❖ **Cultural representation?**
- Do diverse, low-SES caregivers prefer monetary compensation over other forms of compensation (e.g., child development resources)?

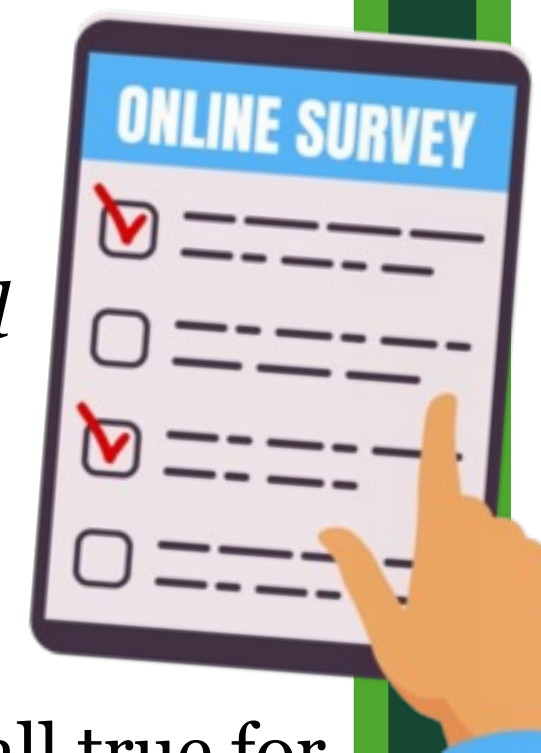
Methods

Participants completed the **Family Engagement Survey**, which:

- *collects responses on their feelings about child development research.*
- *examines how research could become more meaningful and inclusive for them and their families.*

Survey Questions Analyzed:

- 33 questions were rated on a 4-point scale (from not at all true for me to very true for me), analyzing 14 of them for this study.
 - *"If someone asked what would make you more likely to participate in research, how true/important would each of these statements be for you?"*
- 2 text entry questions asked participants about:
 - their preferred monetary compensation amount
 - *"For a 30-minute research study, how much money would a gift card have to be worth for your child to participate? Write your number in dollars (\$) here: ____."*
 - the most important factor to make research more valuable for them
 - *"What do you think is the most important thing that we could do to make research valuable for you?"*



Participants

15 parents/caregivers completed the survey to date

- 14 females & 1 male, between the ages of 25 and 44
- 10 Hispanic, 1 White, 3 Asian, & 1 White/Hispanic
- 4 working class, 2 lower middle class, 6 middle class, & 2 upper middle class (1 prefer not to answer)
- Education level: 1 high school diploma, 6 some college, 6 bachelor's degree, 2 master's or professional degree



What are the primary motivators?

❖ Table 1 shows the mean ratings for each prompt regarding participant motivators.

Participant Motivators	Statement related to motivator	Mean rating (SD)
Community Involvement	<i>I would want others in my community to be involved in research if they're interested.</i>	3.2 (0.94)
	<i>I would like to see more fliers around my community about opportunities to participate in research.</i>	2.8 (0.94)
Accessibility to research	<i>I would like to see more advertisements online for opportunities to participate in research.</i>	2.87 (0.92)
	<i>We can participate in studies online at times that are convenient to us.</i>	3.67 (0.49)
	<i>Online research is not very important to me.</i>	1.73 (0.70)
Cultural representation	<i>I would like information about research studies to be translated in another language I am more familiar with.</i>	2.6 (1.45)
	<i>I want families like mine to be represented in research.</i>	3.67 (0.49)
	<i>I prefer for my child to be a part of research that is in my native language</i>	2.27 (1.28)

❖ **Being able to participate in studies at convenient times and having families like theirs represented in research were rated as the most important motivators.**

What type of compensation is preferred?

❖ Table 2 shows the mean ratings for each prompt regarding forms of compensation.

Compensation Type	Question related to compensation type	Mean rating (SD)
Monetary Compensation	<i>A gift card/prize is not worth the time or effort it would take for my child to participate in research.</i>	1.67 (0.62)
	<i>Gift cards were offered for participating in each study</i>	2.00 (1.00)
Developmental resources	<i>I would like to learn information about my child as a result of our experience.</i>	3.87 (0.35)
	<i>I would like resources about child development as a result of our experience (e.g., information on typical milestones in development, links to resources to help caregivers better understand and support their child).</i>	3.6 (0.74)
Other forms of compensation	<i>I would like something for my family or community, like educational books or toys.</i>	3.53 (0.64)
	<i>I would like a coupon for a free scoop of ice cream or some other food treat.</i>	2.00 (1.07)

❖ **Developmental resources seem to be the most valuable to caregivers, but gift cards were also evaluated to be worth the time and effort for their involvement in research.**

Making Research More Valuable

"For a 30-minute research study, how much money would a gift card have to be worth for your child to participate? Write your number in dollars (\$) here: ____."

❖ **The mean amount participants stated was \$28.50** (\$0 being the lowest & \$100 being the highest).



❖ In 2024, typical online child development studies compensate \$10 for a half hour study. **Based on these initial results, increasing compensation might help reach more families.**

"What do you think is the most important thing that we could do to make research valuable for you?"

- ❖ "Give me **explanations on how to understand what the study says about my child** and how to interpret the research project as a whole."
- ❖ **"Accessible opportunities to participate"**, more online opportunities"
- ❖ "Share the published papers to us to **see the tangible effects of us contributing to research**"
- ❖ "(...) **offering some kind of reward** for participating will make it more valuable"
- ❖ **"To learn how to help our children develop"**

Discussion & Future Directions

- ❖ Our initial results with a small sample suggest that diverse caregivers are motivated the most by:
 - ❖ **having more access to research—especially online studies and information from published work.**
 - ❖ **having their family culturally represented within research teams.**
- ❖ Initial results also suggest that **caregivers would prefer monetary compensation of higher amounts (M=\$28.50)**, while **also valuing developmental resources and information about their children.**

Future Directions

- ❖ Further recruitment from diverse groups needs to continue to be able to draw clearer, generalizable conclusions and would allow researchers to understand and meet the needs of all caregivers.
- ❖ Understanding their motivators and goals could help support their involvement in developmental research while diversifying it.

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References are available upon request.