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Self-Efficacy, Locus of Control, and Parental Involvement on Students' Academic Achievement

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Abstract

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by

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MSW, University of Michigan, 1981

BA, Mercy College of Detroit, 1979

Dissertation Submitted in Partial Fulfillment

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Abstract

Minority students are lagging behind their non-minority peers in academic achievement. Compounding this problem is the lack of research on minority students' perceptions on their connections to school, their feelings of autonomy, and their relationship with their parents. These variables are important considerations in this problem, as Ryan and Deci's self-determination theory suggests a strong relationship between student performance in school and students' perceptions of their intrinsic and extrinsic motivators. To address that gap, this cross-sectional, quantitative research study examined the relationship between minority high school students' perceived self-efficacy, locus of control, and parents' educational involvement on their self-reported academic achievement at a suburban charter high school. Differences in these variables by grade level and gender were also assessed. A convenience sample of 158 male and female students in the 10^{th}, 11^{th}, and 12^{th} grades completed the Self-in-School instrument, Levenson Multidimensional Locus of Control Inventory, Importance of Parent Involvement Scale, and a demographic survey that included self-reported academic achievement. Regression analyses and multivariate analysis of variance revealed that school self-efficacy and students' perception of parental involvement of minority students were statistically significant predictors of self-reported academic achievement. No statistically significant differences were found on the 3 scales by grade, but statistically significant differences were obtained between male and female minority students' perception of parental involvement on their academic achievement. These findings may contribute to social change by helping mental health professionals and educators understand the importance of psychosocial variables in charter students' academic performance.

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Dedication

This dissertation is dedicated to my loving parents' whose shoulders I have stood upon since birth, The late Mr. & Mrs. Eddie R. Jackson, Sr. who are both living in heaven.

They have always been a major source of support for me no matter the circumstances. They were strong and faithful leaders for me from the beginning of life; spiritually, morally, ethically, emotionally, educationally, psychologically, and most of all parentally. They were my must faithful fan club members.

My love for the both of you will always be unconditional and without end just as yours is for me. I wish you eternal peace and rest forever.

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**"O give thanks unto the LORD; for *he is* good:
because his mercy *endureth* forever"**

Psalms 118, 1

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Chapter 1: Introduction to the Study

Introduction

Graduation requirements for high school students have become more rigorous and have resulted in higher dropout rates (Byrd-Bennett & Ulery, 2010; Edmondson & White, 1998; Gray, 2008; Haberman, 2011; National Center for Education Statistics [NCES], 2009; Provasnik et al., 2007; Suh & Shu, 2007; Turner, 2007; Wolk, 2006). Students attending urban schools are considered to be at risk for failing and dropping out of school prior to graduation (Balfanz, Herzog, & MacIver, 2007; Dillon, 2009; Jordan, Kostandini, & Mykerezi, 2012). The average graduation rates in the 50 largest cities in the United States were 53%, while suburban graduation rates were more than 70% (Dillon, 2009). Jordan et al. (2012) reported that dropout rates have been estimated between 66 and 88% in recent years. Minority dropout rates have reached levels as high as 85% in urban areas (Jordan et al., 2012).

Dropping out is related to negative outcomes, such as low income status, unemployment, poor health, higher percentages of the nation's prison and death row inmates, higher reliance on Medicaid and Medicare, higher rates of criminal activity, and higher reliance on welfare (Levin & Belfield 2007; Pleis, Lucas, & Ward, 2009; Rouse, 2007; U.S. Department of Labor, 2010). High dropout rates have affected students, parents, families, and educators negatively. As the dropout rate for at-risk students has reached epidemic proportions in many communities (Laird & DeBell, 2007), high school counselors, teachers, and administrators face challenges in helping students who are at risk for academic failure complete their education successfully (Edmondson & White,

1998; Turner, 2007). Parents, educators, and state boards of education have begun to focus on determining factors that contribute to high school students' academic achievement. The role of self-efficacy and locus of control have been supported in research as factors associated with academic achievement (Tella, Tella, & Adika, 2008). In addition, researchers have indicated that parental involvement is important to student success (Gurian, n.d.); however, parental involvement has been studied from perspectives of parents or educators. In this study, I focused on charter high school students' perceptions of their parents' involvement in their academic achievement.

Students who are enrolled in charter schools are a different student population than students enrolled in their neighborhood public schools. According to the Michigan Department of Education (2006), public school academies typically have a theme (technical school, college preparatory academy, etc.) and focus on providing a more rigorous curriculum and individualized instruction. Because parents make decisions regarding what charter school their students will attend, they appear to be more interested in their child's education than parents who choose to have their child educated in their neighborhood public schools.

In this study, I examined the relationship between charter high school students' self-efficacy, locus of control, and perceptions of the importance of their parents' involvement in their education in relation to their self-reported academic achievement at a charter school located in a suburb adjacent to a large urban area. In addition, I also determined if self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education differed by grade level and gender.

Findings from this study could assist parents, educators, and mental health professionals in understanding the relationship between psychosocial variables and academic achievement better and might help in developing programs geared towards helping students achieve academic success.

Background of the Problem

While most studies on educational outcomes have been done in public schools, I focused on students attending charter schools. Charter schools are a relatively new phenomenon in education, offering parents an additional option in where and how to have their children educated. According to the National Education Association (NEA; 2008):

> Charter schools are publicly funded elementary or secondary schools that have been freed from some of the rules, regulations, and statutes that apply to other public schools, in exchange for some type of accountability for producing certain results, which are set forth in each charter school's charter. (p. 1)

Rains (2012) indicated that charter schools can be developed by educators, parents, community members, or private organizations. The charter obtained by the school details the school goals and provides plans for assessing students' academic success. One of the basic assumptions of the charter school movement is that the school must be accountable for student progress or else the school can be closed. Most charters are granted for 3 to 5 years, and in that time frame, the school must meet or exceed the student outcomes in the district in which it is located.

Charter schools are intended to provide educational options for parents who are not satisfied with the educational services being provided by the public school system (Rains, 2012). These parents are concerned that their neighborhood schools are not providing rigorous educational experiences for their children and are opting to send them to charter schools. While charter schools are open to all students, many students who attend charter schools in the state of Michigan live in urban areas and most are from families with low socioeconomic statuses (Michigan Department of Education, 2010). Rothstein (2004) asserted that the income or race/ethnicity of a family should not be related to a child's ability to learn. Although a direct relationship does not exist between these factors, they often are used to predict educational success.

The number of charter schools in Michigan continues to increase, enrolling greater numbers of students at all grade levels. The Credo Report (Center for Research on Education Outcomes [CREDO], 2013) indicated that 297 charter schools were operating in Michigan in 2013 and 79 were located in the city of Detroit, with many more located in the Detroit Metropolitan area. More than 110,000 students are attending charter schools in Michigan, with approximately 50% of the students from Detroit (author, year). Because students do not have to attend a charter school in the district in which they reside, the number of students who live in Detroit and attend charter schools cannot be accurately determined. According to the CREDO report (2013), 57% of students in Michigan charter schools are African American and 70% of students in these schools qualify for free or reduced lunch programs.

Charter schools are one of the fastest growing segments of K-12 education, especially in urban areas where parents are not happy with the public school system (Rains, 2012). Parents who choose to send their students to charter schools are more likely to be involved in their children's education because they have made a cognitive choice in how and where their children should be educated (Smith & Wohlstetter, 2009). As school choice becomes more important for parents who are involved in their children's education, research is needed on academic outcomes of students enrolled in charter schools. In much the early research on charter schools,scholars have focused on academic grades, with comparisons made to public schools (Michigan Department of Education, 2006; Nelson, Rosenberg, & Van Meter 2004). No researcher has examined the psychosocial constructs of self-efficacy and locus of control in students attending charter schools, although these constructs have been the focus of research in traditional public schools. Students attending charter schools typically have parents who are more concerned about their education and, therefore, made the decision to send them outside of their districts to have a better education (Smith & Wohlstetter, 2009).

The Michigan Merit Exam is required for students in both public and charter high schools (Michigan Department of Education [MDE], 2010). The charter schools results typically are lower than either the state average or the host district where the charter school is located. For example, charter schools had 20% of their students scoring proficient in mathematics compared to 41% of students in public schools (Craig, 2009). Similar findings were obtained for reading with 50% of charter school students scoring at proficient compared to 65% of students in public schools statewide (Craig, 2010).

Self-efficacy and locus of control have been linked to academic achievement (Nowicki et al., 2004; Tella et al., 2008). Curtis-Fields (2010) reported that students who self-reported higher grades were more likely to have higher levels of self-efficacy, more academic responsibility, and positive perceptions of the importance of their parents' involvement in their education. While researchers have used a sample of African American students who were attending an urban public high school, I looked at charter schools with a high prevalence of minority students (African Americans). Understanding how the three constructs, self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education, work together can be used by school mental health professionals (psychologists, counselors, and social workers) to help low-performing minority students improve their academic outcomes.

Scholars have not examined the combined roles of self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their academic achievement. Adding students' perceptions of their parents' involvement with self-efficacy and locus of control is a relatively new configuration, especially when looking at parent involvement from students' perspective. Looking at these variables in isolation cannot provide sufficient information to school leaders, psychologists, parents, and students regarding the interaction effects of these variables on academic outcomes, especially in charter schools. It becomes important to look at a combination of variables rather than one variable at a time. Student performance is not based only on their self-efficacy or their locus of control, or their perceptions of their parent's involvement; rather, it is a combination of these factors that can contribute to academic achievement.

As charter schools become more of an educational option in Michigan and around the United States, it becomes more important to conduct research that can provide answers to why students are not performing at the same levels as their public school peers. Because they have made a choice for their children, parents are perceived to be more involved in their children's education at charter schools, but this concept has not been tested. Looking at the students' perceptions of their parents' involvement is important, especially in high school. The interaction between self-efficacy and locus of control, while linked to student outcomes in public schools, has not been examined in charter schools.

In this study, I examined psychosocial variables, self-efficacy, and locus of control, as well as students' perceptions of their parents' involvement in their academic achievement that could provide information on the underlying factors that could influence academic achievement. The present study was conducted with minority students attending charter high schools in Michigan. Students in these schools were not limited to a specific school district or geographic area. Instead, they could be attending school in one area and living in different areas.

Researchers (Anderson et al., 2005; Curtis-Fields, 2010; Ding et al., 2007; Fredrick et al, 2009; Hong & Ho, 2005; Iskender & Akin, 2010; Lloyd et al., 2005; Meece et al., 2006; Motiagh et al., 2011; Schunk & Pajares, 2002) have examined one or a few of the key variables (self-efficacy, locus of control, parental involvement, grade level, gender difference, academic achievement) at the same time. However, these scholars did not focus on student achievement in charter schools or among minority

students. No published literature has linked these variables in charter schools to academic achievement. Therefore, educators and researchers cannot be sure that the same theoretical constructs apply to these students or if they are different because of the educational venue. Parents living in urban areas who make decisions to send their children to charter schools in the suburbs often feel that their children are receiving a more rigorous education and can achieve academic success that has eluded them in the traditional public school.

Statement of the Problem

As high school students have to complete more rigorous graduation requirements, greater numbers of students are dropping out of (Byrd-Bennett & Ulery, 2010; Edmondson & White, 1998; Gray, 2008; NCES, 2009; Provasnik et al., 2007; Suh & Shu, 2007; Turner, 2007; Wolk, 2006). The average graduation rate in the 50 largest cities in the United States is 53%, with minority dropout rates as high as 85% in urban areas (Dillon, 2009; Jordan et al., 2012). Leaving school without a diploma has negatively affected students, parents, families, and educators.

The role of self-efficacy and locus of control are factors that are associated with academic achievement (Tella et al., 2008); however, most of these studies have been done in public schools. According to Gurian (n.d.), parent involvement is an important component in helping student perform optimally in school, however, parental involvement has been generally studied from the perspective of parents or educators. Few scholars have examined students' perceptions of their parents' involvement in their academic success. High school students are typically distancing themselves from their

parents and aligning themselves with their peers. Understanding how they feel about their parents' involvement in their education may help school administrators and teachers understand how to develop programs to increase parent involvement.

There is a gap in the current literature on how all six variables (self-reported academic achievement, self-efficacy, locus of control, student perceptions of their parents' involvement in their academic achievement, grade, and gender) affect academic achievement at the same time among 10th, 11th, and 12th grade minority high school students. This study differs from previous research by using a group of male and female minority students attending a suburban charter school to determine how self-efficacy, locus of control, and perceptions of the importance of parent involvement contribute to minority students' self-reported academic achievement, as well as determining if these relationships differ by grade level and gender.

Purpose of the Study

The purpose of this cross-sectional, quantitative research study was to examine the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education and their self-reported academic achievement at a charter high school located in a suburb adjacent to a large urban area. In addition, I also determined if self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education differed by grade level and gender. Self-efficacy is defined as the extent to which individuals believe that they have the ability to complete tasks, either successfully or unsuccessfully (Bandura, 1994). Locus of control is a

personality trait involving the extent to which individuals believe that they can control the outcomes of a particular event (Rotter, 1966).

Research Questions and Hypotheses

I examined the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education in relation to their self-reported academic achievement and determined if these relationships differed by grade level and gender.,In this cross-sectional, quantitative research study, I addressed the following research questions and hypotheses:

Research Question #1. Which of the three predictor variables, self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement are most influential in predicting self-reported academic achievement of urban high school students?

$H_0$1: There is no relation between self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parents' involvement as measured by the Parental Influence Scale (PIF) and urban high school students' self-reported academic achievement.

$H_1$1: There is a relation between self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as

measured by the PIF and urban high school students' self-reported academic achievement.

Research Question #2. Do students in different grade levels (10th, 11th, and 12th) differ in their levels of self-efficacy, locus of control, and students' perceptions of the importance of their parent involvement?

$H_0$2: There is no difference among students in different grade levels (10th, 11th, and 12th) in their levels of self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

$H_1$2: There is a difference among students in different grade levels (10^{th}, 11^{th}, and 12^{th}) in their levels of self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

Research Question #3. Do male and female students differ in their levels of self-efficacy, locus of control, and students' perceptions of the importance of their parent involvement?

$H_0$3: There is no difference between male and female students in their levels of self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

$H_1$3: There is a difference between male and female students in their levels of self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

Theoretical Framework: Self-Determination Theory

Ryan and Deci (2000) indicated that self-determination theory (SDT) assumes that a propensity to be curious about a person's environment, interest in learning and developing an individual's knowledge is inherent and innate in human nature. All too often, however, educators introduce external controls into learning climates that can undermine the sense of relatedness between teacher and students, which in turn stifles the natural, volitional processes involved in high-quality learning. SDT differentiates between intrinsic and extrinsic motivation, identifying three main intrinsic needs that involve self-determination: (a) need for competence, (b) need for autonomy, and (c) need for relatedness (Deci & Ryan, 1991, 1995). The need for competence is similar to self-efficacy, which is defined as internal feelings that an individual has regarding his/her competence to complete a task (Meece, Glienke, & Burg, 2006). The need for autonomy is similar to locus of control in that students with an internal locus of control are more likely to accept responsibility for their success and failure. Students with high self-efficacy and an internal locus of control have been shown to have higher levels of academic achievement than students with low self-efficacy and an external locus of control (author, year). The third component of SDT is the need for relatedness. When students have positive perceptions that their parents' involvement in their education is

important, they recognize the need for a relationship with their parents. The basic assumptions of SDT are (a) human beings are active (rather than passive) in their development, (b) human beings are naturally inclined toward growth and development, and (c) human beings have a set of basic psychological needs that are universal for all people (author, year). Two important parts of SDT that are useful in understanding development are motivation and support for the basic needs of autonomy, relatedness, and competence.

In this study, I focused on the application practices that suggest how optimal learning takes place in education. Educators have a tendency to inflict external controls into the learning climates that can chip away at a students' sense of relatedness between the teachers and students, which interferes with the natural and volitional processes concerned in high-quality learning of the educational practices (Niemiec & Ryan, 2009). The focus of this study was on applying self-determination theory to self-efficacy, locus of control, and the students' perceptions of the importance of their parents' involvement in their educational achievement, subsequently connecting the relationship of these variables to academic success and/or failure.

Nature of the Study

A cross-sectional, quantitative research design was used for this study. This type of research design was appropriate for this study because the independent variables in this study were not manipulated and no treatment or intervention was provided to the participants. In addition, cross-sectional research designs are descriptive and, according to McNabb (2008), descriptive studies "provide a description of an event or define a set

of attitudes, opinions, or behaviors that are observed or measured at a given time and environment" (p. 97). Therefore, the cross-sectional, quantitative research design was appropriate for examining the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education in relation to their self-reported academic achievement, as well as determining if these relationships differed by grade level and gender. Four self-report instruments were used as the primary data collection sources for this study: Self-in-School (SIS; Smith, 1988), Levenson Multidimensional Locus of Control Scale (Levenson, 1981), Importance of Parent Involvement (IPI; DePlanty et al., 2007), and a short demographic survey.

A purposive (judgmental) sample of 272 male and female minority students enrolled in the 10th, 11th, and 12th grades at a charter high school located in a suburb adjacent to a large urban city participated in the study. All 10^{th}, 11^{th}, and 12^{th} grade students were surveyed; however, survey data from European American students were excluded from the study's data analysis because I focused on minority students. To answer the three research questions, data from the surveys were entered into password-protected file for statistical analysis using IBM-SPSS version 21.0. Data analysis included the use of various sets of statistical analyses, such as cross tabulations, frequency distributions, and measures of central tendency and dispersion; baseline information on the scaled variables; and inferential statistics, to include multiple linear regression analysis/correlation (MRC) and multivariate analysis of variance (MANOVA). The nature of the study is discussed in further detail in Chapter 3.

Operational Definition of Terms

High achieving students: Students who have earned a cumulative grade point average of 3.0 or higher on a 4.0 scale.

Importance of Parent Involvement: The Importance of Parent Involvement (IPI) was developed by DePlanty, Coulter-Kern, and Duchane (2007) and is used to examine student's perceptions of their parent's involvement in their education. This scale is one of three complementary scales that parents, teachers, and students complete to provide information regarding parent involvement. For the purpose of this study, only the student scale was used. The 11 items included on this scale are used to measure three subscales: (a) parent structure, (b) time management, and (c) school attendance.

Low achieving students: Students who have earned a cumulative grade point average below 2.0 on a 4.0 scale.

Locus of control: A personality trait involving the extent to which individuals believe that they can control the outcomes of a particular event (Rotter, 1966). Rotter divided locus of control into external and internal categories. A person with an external locus of control believes that particular experiences are under the control of a powerful being or occur by chance. People with an internal locus of control believe that they can control the outcomes of a particular experience.

Levenson Multidimensional Locus of Control Scale: The 24-item Levenson Multidimensional Locus of Control Scale was developed by Levenson(1973, 1981) and is used to measure three components of locus of control: internal, chance, and powerful.

Parental involvement: Defined as the extent to which parents are participating in and contributing to their child's education by attending programs and conferences at school, providing a place for homework and study, and talking to their child about school and the need for education. (Epstein, 2007).Parents in this study pertains to the primary at home caregiver that the student lives with, such as biological, adopted, step, or foster parents; guardians, and extended family members.

Self-efficacy: Defined as the extent to which individuals believe that they have the ability to complete tasks either successfully or unsuccessfully (Bandura, 1994).

Self-in-School: Originally developed by Smith (1988), Self-in-School (SIS) is a measure of academic self-efficacy.

Socioeconomic status: The weighted combination of education and occupation that defines the socioeconomic status of a family in society (Hollingshead, 1976). For the purpose of this study, a student who has a low socioeconomic status was one who qualifies for free or reduced lunch programs according to federal guidelines.

Assumptions

Assumptions made for this study were

- The surveys, SIS, Levenson Multidimensional Locus of Control Scale, PIF, and a short demographic survey, were appropriate for examining the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education in relation to their self-reported academic achievement, as well as determining if these relationships differ by grade level

and gender

- The surveys were worded so that the participants could accurately interpret the information being asked and that the participants provided their honest opinions.
- The surveys accurately measured what they are intended to measure.
- High school students were expected to move through the same developmental stages at approximately the same age. Therefore, using a cross-section of students at each of the three grade levels (10th, 11th, and 12th grades) will provide similar results to a longitudinal study that would require 3 years to complete (Anderman, 2012).

Scope and Delimitations

This study applies to urban minority high school students in the 10th, 11th, and 12th grade at a charter high school located in a suburb adjacent to a large urban city. All 10th, 11th, and 12th grade students were surveyed; however, survey data from European American students were excluded from the study's data analysis because I focused on minority students. Therefore, generalizations based on the findings of this research were limited to a similar population of minority students in the 10th, 11th, and 12th grades. Findings were not generalizable to students in other grade levels. The charter school is an urban charter high school; therefore, the generalizability of the findings were limited to urban minority high school students in the 10th, 11th, and 12th grades who attend charter high schools. I focused on the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents'

involvement in their education in relation to their self-reported academic achievement, as well as determining if these relationships differ by grade level and gender.

Limitations

This cross-sectional, quantitative research study had several limitations. Generalizing the results of the study was one possible limitation because a purposive (judgmental) sample of 272 male and female minority students enrolled in the 10th, 11th, and 12th grades at a charter high school located in a suburb adjacent to a large urban area, was used. All 10^{th}, 11^{th}, and 12^{th} grade students were surveyed. Therefore, the findings were limited to urban minority high school students in the 10^{th}, 11^{th}, and 12^{th} grades who attended charter high schools. As a result, findings can only be generalized to a similar population of minority students and not to students attending public and private schools or students in other grade levels. Future studies could be replicated with a charter high school sample population that has greater diversity in race and the results compared to the findings of this study.

To obtain information on academic achievement, students were asked to self-report their academic achievement using a 13-point scale ranging from all As to mostly Fs. General academic achievement is a measure of how students have done in high school through their present grade. General academic achievement was not intended to determine how students have done on standardized tests, class test, specific assignments, or in particular classes. Instead, general academic achievement was students' perceptions of their overall academic achievement. Using a sample of minority charter high school students, future researchers could incorporate other measures of academic achievement.

A cross-sectional research design was used in this study, which is typical of most psychological research (Howitt & Cramer, 2011). Therefore, the same variable was measured on one occasion for each participant. The question of causality cannot be tested definitively but the relationships obtained could be used to support potential causal interpretations. This design helped determine the direction and the strength of the association between the variables.

Another possible limitation of the study was self-report or social desirability bias, which had to be considered as students might want to be perceived positively so they may not respond honestly. In addition, when completing self-report data, participants might not accurately or fully self-evaluate themselves. However, to address this bias, the Likert-scale format was used; therefore, students would not be able to include additional information that they felt was important.

Significance of the Study

Academic achievement has been examined by educational researchers to determine ways to improve student outcomes. Previous researchers generally investigated students' achievement from the perspective of what educators and parents can do to motivate them. However, few scholars have examined psychosocial factors (self-efficacy and locus of control) that could be contributing to students' achievement. In addition, parent involvement has been shown to be an important component of a child's education. Researchers have looked at parent involvement using parents and educators as the participants. This study adds to the literature by using students' perceptions of the

importance of their parents' involvement in their education, thus providing a different point of view.

There is a gap in research on the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education in relation to their self-reported academic achievement, as well as determining if these relationships differ by grade level and gender. This research study adds to the literature by filling a gap in the psychology and education literature by examining all six variables with a sample of minority students who attended a charter school. Previous researchers focused on public schools. Along with the fields of psychology and education, a wide array of other fields, agencies, and organizations might be interested in the research findings as well, to include in the field of public policy and administration, the Department of Education, and the National Alliance for Public Charter Schools. Findings from the present study could lead to positive social change by assisting parents, educators, and mental health professionals in better understanding the relationship between psychosocial variables and academic achievement and developing policies and programs geared towards helping students achieve academic success.

Summary

The purpose of this cross-sectional, quantitative research study was to examine the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education in relation to their self-reported academic achievement at a charter high school

located in a suburb adjacent to a large urban city. In addition, I also determined if self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education differed by grade level and gender. This study helped fill the gap in the psychology and education literature by examining all six variables with a sample of minority students who attended a charter school. The most important focus on the establishment of public education is on student achievement and as a result, a significant amount of research has been allocated to studying students' ability to learn while in school.

The theoretical framework for this study was Deci and Ryan's (1991, 1995) SDT. Four self-report instruments were used as the primary data collection sources for this study: SIS (Smith, 1988), Levenson Multidimensional Locus of Control Scale (Levenson, 1981), IPI (DePlanty et al., 2007), and a short demographic survey.

Participants of this study included a purposive (judgmental) sample of 158 male and female minority students enrolled in the 10th, 11th, and 12th grades at a charter high school located in a suburb adjacent to a large urban city. Data analysis included the use of various sets of statistical analyses, such as cross tabulations, frequency distributions, and measures of central tendency and dispersion; baseline information on the scaled variables; and inferential statistics, to include multiple linear regression analysis/ correlation (MRC) and MANOVA. Findings from study could lead to positive social change by assisting parents, educators, and mental health professionals in better understanding the relationship between psychosocial variables and academic achievement

and developing policies and programs geared towards helping students achieve academic success.

In Chapter 1, I reviewed the background of the problem, statement of the problem, purpose of the study, research questions and hypotheses, theoretical framework, nature of the study, operational definitions of terms, assumptions, scope and delimitations, limitations, significance of the study, and summary. Chapter 2 presents the literature search strategy; theoretical foundation: self-determination theory (self-determination theory, foundations of self-determination theory, and intrinsic motivation and basic psychological needs); current research literature (school outcomes and dropout rates, academic achievement, key variables in current study, recent related research, and socioeconomic status and student achievement); and summary and conclusions. Chapter 3 provides the research design and rationale, sample and setting, instrumentation, variables, methodology appropriateness, threats to validity and reliability, feasibility and appropriateness, informed consent and ethical considerations, and summary. The results of the data analysis are included in Chapter 4, with a discussion of the findings, limitations of the study, implications for social change; and recommendations for further research presented in Chapter 5.

Chapter 2: Review of Related Literature

Introduction

The purpose of this study was to examine the relations between students' academic outcomes and levels of self-efficacy, locus of control, and perceptions of the importance of their parents' involvement in their education. This chapter presents a comprehensive overview of relevant literature that has been published on SDT, self-efficacy, locus of control, and students' perceptions of their parents involvement towards their academic achievement in the urban school community. The role of socioeconomic status is discussed with regard to urban students' academic achievement, as well as problems associated with high school drop-outs and risk factors in the urban schools.

Research Strategy

This review included a combination of peer-reviewed journal articles, books, and information from Internet sites on each of these variables and their interrelationships. The primary sources of information were obtained from educational and psychological databases, including PsychINFO, ERIC, Dissertation Abstracts, and Wilsons that were available at Walden University and Wayne State University. In addition, other academic resources available on the Internet and selected books were used to provide background data on the variables included in the study. Search terms that were used for this review included *self-determination theory, self-efficacy, locus of control, parent involvement, academic achievement, urban students*, and *at-risk students*. These terms were used to obtain research that was specific to the topics included in the review of literature.

Theoretical Framework of Self-Determination

SDT (Deci & Ryan, 2000, 2008) is used to examine the psychological processes that occur within a social setting and then relate/predict how self-determined people interact within this social setting. When self-determined, people in their various experiences exhibit a clear sense of freedom that allows them to do what is interesting, personally important, and most vitalizing (Vansteenkiste, & Ryan, 2013). The basic assumptions of SDT are that (a) human beings are active (rather than passive) in their development, (b) human beings are naturally inclined toward growth and development, and (c) human beings have a set of basic psychological needs that are universal for all people (Vansteenkiste, & Ryan, 2013). Two important parts of SDT that are useful in understanding development are motivation and support for the basic needs of autonomy, relatedness, and competence.

SDT initially was used in studies to compare intrinsic and extrinsic motives while observing the dominant role that extrinsic motivation played in an individual's behavior (Lepper, Greene, & Nisbett, 1973). Developed during the mid 1980s, the theory was first introduced and accepted as a valid empirical theory and has been applied to many different areas in social psychology (e.g., sports, health care, work demands, parenting, and teaching) within the last decade (Deci & Ryan, 2000, 2008).

In a study that was key to the emergence of SDT, Deci and Ryan (2000) focused on intrinsic motivation, which is the initiation of an activity for its own sake because of self-interest instead of doing an activity to achieve an external goal. SDT was expanded upon when researchers differentiated between intrinsic and extrinsic motivation and

identified three main intrinsic needs that involve self-determination: (a) need for competence, (b) need for autonomy, and (c) need for relatedness (Deci & Ryan, 1991, 1995). SDT also pertains to goal attainment, which is the degree to which individuals seek to satisfy their psychological needs and attain their valued outcomes. According to SDT, an understanding of human motivation requires a consideration of innate psychological needs for competence, autonomy, and relatedness (Deci & Ryan, 2000). Specifically, motivation is the innate or learned concept of satisfying intrinsic and extrinsic needs (Deci & Ryan, 1980, 1985, 1991).

Deci (1971) investigated the effects of external rewards on intrinsic motivation and explored two possible responses: a decrease in intrinsic motivation to perform a task and a decrease in performance on a task following an external reward. The hypothesis tested was that if people perform activities because of intrinsic motivation, providing extrinsic rewards can decrease the intrinsic motivation needed to complete the task (Deci, 1971). Deci (1971) studied 24 undergraduate psychology students who participated with a test group (N=12) and a control group (N=12). Three sessions were conducted on three different days; each group participated in each session. The task consisted of a puzzle that was assumed to be an activity that would be intrinsically motivating for college students to do and could be configured numerous ways. The experimental conditions were the same for each group. However, during Session III, the control group was given a dollar for completing each puzzle within the time frame. When verbal praise and positive feedback was given as an external reward, enhancement of performance in the task increases a persons' intrinsic motivation to perform. Verbal praise as an external reward,

rather than the reward of money, increases intrinsic motivation. The perceived locus of control to perform the task is now looked at differently with the person enjoying tasks that are performed autonomously.

Pritchard, Campbell, and Campbell (1975) conducted a study validating Deci's hypothesis that extrinsic reward decreases intrinsic motivation. After evaluation of their participants doing assigned tasks and rewards offered, a significant difference was found between participants who received monetary versus verbal praise and feedback. Pritchard et al. found that the paid group exhibited a significant decrease in time spent on the task during free time versus the unpaid group. Pritchard et al. confirmed Deci's (1971) hypothesis that intrinsic motivation to perform an activity decreases when money is offered as a reward.

Three of the components of SDT are competence, autonomy, and relatedness. Deci and Ryan (2002) referred to competence as the ability to view oneself as capable and skilled in controlling the environment and being able to predict outcomes reliably. Deci and Ryan defined autonomy as the need to participate actively in influencing personal behavior that includes the need to choose his/her actions as a result of independent choice without interference from external forces. In terms of relatedness, Deci and Ryan asserted the need to take care of and have relations with others is the base of relatedness. This relatedness includes the need to have reciprocal feelings from others, as well as a sense of satisfaction from interacting with and within one's social relationships.

The Foundations of Self-Determination Theory

SDT has developed and expanded into many concepts throughout the years. SDT is comprised of five minitheories (Deci & Ryan, 2002).

1. Cognitive Evaluation Theory (CET). CET is used to examine how contextual factors influence intrinsic motivation. Intrinsic motivation is influenced by two types of external events: psychological needs for autonomy and competency. CET theorists further assert that the extent to which specific external environmental aspects (e.g., rewards, punishments, deadlines, etc.) influence intrinsic motivation is dependent on whether these factors support or impede the subject in achieving the basic psychological needs.
2. Organismic Integration Theory (OIT). Intrinsic motivation can be manipulated when certain activities are endorsed by others who hold influence over the individual (i.e., significant others, social groups, etc.). When such activities are supported by the group, the motivation becomes internalized and incorporated with sense of self. This theory further divides extrinsic motivation based on the level of internalization or internal regulation.
3. Causality Orientation Theory (COT). Individual differences in motivational orientation are influenced by that individual's experiences. Social context also plays a role, and inner resources develop as a result of these interactions (Deci & Ryan, 2002). Causality orientations are at the

highest level of generality, with domain-specific regulatory styles below them.

4. Basic Psychological Needs Theory (BPNT). BPNT includes three basic psychological needs: autonomy, competence and relatedness. Proponents of BPNT consider the role these needs plays in the healthy development and functioning of an individual.
5. Goal Contents Theory (GCT). This theory grows out of distinguishing between intrinsic and extrinsic goals and their contact on motivation and wellness. Goals are seen as differentially affording basic need satisfactions and are thus differentially linked with well-being. Extrinsic goals, such as financial success, appearance, and popularity/fame, have been distinctively contrasted with intrinsic goals such as community, close relationships, and personal growth, with the past more likely associated with lower wellness and greater ill-being.

According to Deci and Ryan (2002), these five minitheories together are the driving energy of SDT theory. The integration of these five minitheories underlies SDT theory as a combined theory wrapped in a methodological approach that has expanded both in breadth and depth theoretically. I stopped reviewing here due to time constraints. Please go through the rest of your chapter and look for the patterns I pointed out to you. I will now look at Chapter 3.

Deci and Ryan (2002) cited that healthy development is based fundamentally on three components; autonomy, competence, and relatedness. The extent to which the three

components, or needs, are satisfied can influence a person's ability to develop and function in a healthy way. Both self-motivation and mental health are enhanced when these three needs are satisfied. Conversely, the failure to satisfy these needs has been associated with deficits in well-being and development of other need substitutes.

In the early 1970s when operant theory was a relatively strong force in empirical psychology, a few researchers (Deci, 1971; Lepper, Greene, & Nisbett, 1973) began to explore the concept of intrinsic motivation focusing on the three needs; autonomy, competence and relatedness. Their intent was to link these three needs as the basis for the social, contextual, and individual difference antecedents to growth, integrity, and well-being outcomes.

These researchers cited how individuals involved themselves in intrinsically motivated activities that were interesting and sufficed in the place of operationally separable consequences, (i.e., monetary reward or verbal praise). White (1959) proposed that people would engage in activities that allowed them to experience efficacy or competence. DeCharms (1968) asserted that people had a primary innate motivation that made them feel responsible in respect to their own actions. Additionally, Deci (1975) rebutted with the idea that intrinsically motivated behaviors are based on people's needs to feel competent and self-determined.

SDT theory examined the psychological processes within a social setting and then related and/or predicted how self-determined people interact in this social setting. Self-determined, people exhibit a sense of freedom that allows them to participate in interesting,

personally important and most vitalizing activities (Ryan & Deci, 2000; SDT theory, 2007). The basic assumptions of SDT are:

1. human beings are active (rather than passive) in their development,
2. human beings are naturally inclined toward growth and development, and
3. human beings have a set of basic psychological needs that are universal for all people.

Luyckx and Vansteenkiste (2009) cited two studies that used high school and college students (N = 714). These studies were conducted to examine (a) the cross-sectional relationships between need satisfaction and identity dimensions and (b) the direction of effects using cross-lagged analyses. The intention was to examine the completion of the basic psychological needs for autonomy, competence, and relatedness as postulated within SDT. SDT was hypothesized to play an energizing role in identity formation and was conceptualized as multiple proportions of exploration and commitment. A positive relationship was found between need satisfaction and commitment, identification, and exploration. High school and college students who used proactive exploration strategies to develop a sense of personal identity had the highest scores for the three needs. Need satisfaction was lowest among adolescents who had a diffused identity status and a ruminative approach to identity. Furthermore, the results of the cross-lagged analyses indicated a reciprocal effects model between identity formation and basic need satisfaction. This relationship was mutually reinforcing across time.

Intrinsic Motivation and Autonomy

According to Lepper, Greene, and Nisbett (1973), a major shift in behavioral motivation occurs when rewards are offered for intrinsic activities because people often feel controlled by rewards. This shift is better known as the perceived locus of causality (PLOC). The behavior also changes from internal to external. Although this type of behavior is labeled as a phenomenon and is controversial, it has been firmly established and widely replicated via a meta-analysis of 128 studies by Deci, Koestner, and Ryan (1999) spanning three decades.

These studies confirmed that both monetary rewards, as well as all contingent tangible rewards significantly undermined intrinsic motivation (Deci, et al, 1999). Eisenberger and Cameron (1998) had repudiated previous claims that showed the undermining effect of rewards as largely a myth. Additional studies have supported the hypothesis that autonomy is essential to intrinsic motivation, (i.e., threats [Deci, Cascio, & Krusell], surveillance [Lepper & Greene], evaluation [Smith], and deadlines [Amabile, Dejong, & Lepper]; as cited in Gagné & Deci, 2005). Their studies also led to the undermining of intrinsic motivation, presumably because they also prompted a shift toward a more external perceived locus of causality (E-PLOC). Conversely, providing choices acknowledge people's inner experiences (Zuckerman, Porac, Lathin, Smith & Deci as cited in Gagné & Deci (2005). According to Zuckerman et al. (as cited in Gagné & Deci, 2005) indicated that "external factors, such as providing choice about aspects of task engagement tend to enhance feelings of autonomy, prompt a shift in PLOC from external to internal and increase intrinsic motivation" (p. 332). This move to a PLOC

resulted in enhanced intrinsic motivation and improved people's confidence in their performance (Tafarodi, Milne, & Smith as cited in Leguga, 2010).

Intrinsic Motivation and Competence

According to Deci (as cited in Lechuga, 2010), intrinsically motivated behaviors are representative of the archetype of self-determined activities. Such activities are what people tend to do naturally and with spontaneity when feeling liberated to follow their internal interests. For example, students exhibit competency when they are able to meet the challenges presented in their schoolwork. Bandura (1989) indicated that most importantly, satisfaction of both autonomy and competency needs is essential to maintaining intrinsic motivation, which is opposing to what is hypothesized by the self-efficacy theory. Consequently, students who sense that they are competent, but not autonomous, might not maintain intrinsic motivation for learning. Research has continued to support the SDT postulate that both autonomy and competence are necessary conditions for the preservation of intrinsic motivation (Gagné & Deci, 2005; Lechuga, 2010).

Intrinsic Motivation and Relatedness

Deci and Ryan (2000) cited that autonomy and competence have been found to be powerful influences on intrinsic motivation. However, theory and research suggested that relatedness also played a role in the maintenance of intrinsic motivation. When children are shown to engage in productive, interesting activities in the presence of an adult who ignored their attempt to interact, a very low level of intrinsic motivation became evident.

School Outcomes

Urban schools are the most severely challenged schools in the American public education system (Haberman, 2011). Daily reports on dropout rates, publicity on violent incidents among students, discouraged teaching staffs, and failing academic achievement have persuaded many stakeholders that urban public schools are among the worst in the nation. Along with these observations, the report, "A Nation at Risk" (National Commission on Excellence in Education [NCEE], 1983) suggested that attempts to solve urban educational troubles and problems have failed. No matter how well thought-out the proposed solutions to these problems are, goals are seldom achieved. Due to the challenging demands of educational stakeholders, including parents, boards of education, and state departments of education, regional agencies, federal courts, teacher unions, and neighborhood groups, American education is at its worst in the nation's urban school systems (Gamoran, 2001; Haberman, 2011; Marx, 2006).

Academic Achievement

Students who experience failing grades may exhibit emotional, behavioral, or cognitive problems. Students "who fail in school may feel 'stupid,' displaying emotional and/or mental health problems and hidden learning disorders. Low intelligence is often considered a root cause of their inability to meet the standards of a school" ("Human Diseases and Conditions," 2010, p. 3). Understanding how self-efficacy, locus of control, and students' perceptions of parent involvement in their education contribute to academic outcomes can help stakeholders develop strategies and programs that can help students stay motivated to achieve academic success.

Fisher (2007) conducted a study at Hoover High School in San Diego California that included teachers, parents, and administrators. The purpose of Fisher's study was to identify risk factors and levels of risk for high school dropouts that prevented them from graduating. These stakeholders in Hoover High School worked together to provide a four-year intervention program that was designed to improve school-wide vocabulary achievement success for adolescent students in an urban school. Hoover High School enrollment included more than 2,300 students who were multilingual. The school was eligible for Title I funding, based on the percentage of students qualifying for free or reduced lunch program. In 1999, Hoover was the lowest performing high school in the district and the state. The average student in ninth through twelfth grades was reading at a 4.3 grade level, as established by the Gates-MacGinitie reading assessment. Consequently, the majority of students at Hoover were unable to comprehend texts that were assigned and the average reading performance was less than .5 for each year in school (Fisher, 2007). This school had the highest crime rate, the highest teen pregnancy rate, the highest poverty rate, and the absolute total lowest academic achievement rate. Unquestionably, Hoover students were considered to be at risk for educational failure.

According to Fisher (2007), the faculty believed that improving comprehension of text content could result from vocabulary improvement and promoting strong accountability to meet the state and federal target level. In turn, these improvements could help students pass the high school exit exam. The program consisted of five initiatives:

1. readings across the school,

2. reading aloud and sharing readings,
3. developing vocabulary instruction to match course content,
4. developing academic vocabulary, and
5. creating weekly word lists on common affixes and roots" (Fisher, 2007).

Each initiative focused on a specific goal that could result in school-wide changes and also influence each student's learning capacity in this urban school. Over the four years, vocabulary achievement improved, providing evidence that a greater number of students were reading better than ever before implementing the initiative.

School Dropout Rate

The National Center for Education Statistics (NCES, 2009) reported that the high school dropout rate (i.e., the percentage of persons not enrolled in school and not having completed high school) among 16- to 24-year-olds in rural areas was higher than in suburban areas, but lower than in the urban cities. Research data showing that the U.S. Department of Education, the Congress, the states, and other education policymakers, practitioners, data users, and the general public were concerned about the state of education in this country (Haberman, 2011; Provasnik et al., 2007).

Approximately 40% to 50% of students attending urban schools leave school between the ninth and twelfth grades (Wolk, 2006). School failure does not occur suddenly; instead it results from students falling behind until they lose the motivation to try. Many urban students have the ability and intelligence to be successful, but may be unwilling or unable to apply these characteristics in school. As a result, they become disconnected from the education system, leaving school prior to graduating. They can

begin falling behind at any time during their education, but most likely failure is noted at a time of transition (e.g., graduating from elementary to middle school, after moving to a new school, and upon entering high school).

According to the issue of *The Detroit Teachers News Paper* (2010), high school students, on average, missed 46 days of school during the 2008-2009 academic years, with 10% missing at least 100 days. The attendance problem is considered to be a risk factor for high school students leaving school prior to graduating. This attendance problem is not as pervasive at the elementary level, with data showing that students who were in school every day tended to learn more and perform better on standardized and classroom tests.

Gray (2008) argued that the dropout rate for major US cities was nearly 50%. According to a report written by retired general and former Bush administration Secretary of State Colin Powell, public high school students in the 50 largest U.S. cities fail to graduate. The report further asserted that approximately 52% of public high school students in these cities graduate after four years. However, according to research, the national high school graduation average is approximately 70%. The averages indicated that 1.2 million public high school student's dropout every year. Powell (as cited in Gray, 2008) concluded that the number of students dropping out of school is greater than 1 million a year, it is no longer a problem, but is a tragedy. These findings were based on Department of Education statistics for the 2003-2004 school years and reported by the America's Promise Alliance (Gray, 2008). The Alliance found that only about half of students served by the public school systems in the nation's largest cities receive

diplomas. The students in suburban and rural public school system were more likely to graduate than their counterparts in urban public high schools (Gray, 2008).

While these dropout rates are extremely high in the 50 US largest cities, Detroit, Indianapolis and Cleveland rank lowest in graduation rates. One particular high school in Detroit had the highest dropout rate in the city. In Detroit public schools, 24.9% of the students graduated from high school, with 30.5% of students graduating in Indianapolis Public Schools and 34.1% students received diplomas in the Cleveland Municipal City School District. Given data from this report, the prospects of the urban public high school students getting to college is quite low. Consequently, whether focusing in on Detroit Schools or any of the other districts, the patterns appear to be the same (Gray, 2008).

High school graduates make more money, live longer, have healthier and better educated children, are less likely to become teen parents, are less likely to commit crimes, and are less likely to rely on government social and medical services. The unemployment rate in Michigan is the worst in the country, with the high percentage of drop-outs directly linked to the unemployment rates, who claims the blame for this social ill (Gray, 2008).

Turner (2007) cited that the dropout rate both by minority and by their socioeconomic status for at risk students has reached epidemic proportions in many communities (National Center for Education Statistics, 2000; Turner, 2007). High school counselors have a major challenge in retaining students who are at risk for academic failure (Edmondson & White, 1998; Turner, 2007). Turner's (2007) study of 147 eighth grade inner-city students examined academic preparation, career developmental skill

efficacy, parental assistance, and social/environmental barriers that are connected with indicators of their psychological foundation to make a successful transition to high school. The participants had a mean age of 13.05 (*SD* = .70) years and were culturally mixed; African American (47.6%), Asian American (2.7%), Hispanic/Latino (6.1%), were Native American (40.1%), and mixed heritage (3.4%). The graduation rate for the school district was below 50%. The findings of the study indicated that psychological preparation for transition to high school was important in retaining students to graduation. The most important variables influencing adolescents were academic performance, career development skills efficacy, significant other support, and social/environmental barriers. The author concluded that parents' support was a positive predictor of a good transition to high school (Turner, 2007).

Suh and Suh (2007) cited a research study using data from the National Longitudinal Survey of Youth (NLSY), a database from the U.S. Department of Labor. The participants were randomly selected via a national sample of approximately 9,000 youths, 12 to 16 years old as of December 31, 1996. A total of 2,792 students who were either enrolled in high school or were not enrolled but working toward a General Educational Development (GED) certificate, because they neither completed high school nor dropped out were disqualified. The final sample (*N* = 6,192) included 3,111 males and 3,081 females, who had either completed high school (*n* = 5,244) or dropped out (*n* = 948) without receiving a diploma or a GED by December 31, 2000.

Of the 180 variables from the NLSY considered as common causes of dropping out, three main risk factors; academic failure, low socioeconomic status, and behavioral

problems were found to have a major drive on the decision to drop out of school. The purpose of this study was to identify risk variables of high school dropouts, as well as determine the likelihood that two or more risk factors accelerate the probability of dropping out (Suh & Suh 2007). Suh and Suh concluded that early interventions by school counselors that actively involving teachers and parents in collaboration and consultation was the most often cited strategy for school completion. Further research is needed to investigate individuals, home, and school influences of factors beyond the three risk factors identified in this study.

Self-Efficacy

Self-efficacy describes a belief in one's capability to produce at their level of attainment (i.e., to perform in a certain manner to reach a certain goal). Self-efficacy differs from efficacy in that one is the power to produce an effect (efficacy) and the other is the belief in the power to produce that effect (self-efficacy; Schunk & Pajares, 2002).

In general, self-efficacy beliefs, behavior changes, and outcomes are highly correlated, with self-efficacy an excellent predictor of behavior patterns (Schunk & Pajares, 2002). Ultimately, self-efficacy is not a matter of how capable one is, but how capable one believes oneself to be. Self-efficacy research has been conducted in many disciplines, such as medicine, athletics, media studies, business, social and political changes, psychology, psychiatry, and education. Most importantly, psychological research has focused on studies of clinical problems, such as: phobias, depression, social skills, assertiveness, smoking behavior, and moral development.

Bandura (1977) first introduced the construct of self-efficacy with the seminal publication of "Self-efficacy: Toward a Unifying Theory of Behavior Change." A decade later, Bandura (1986) situated the construct within the social cognitive theory of human behavior that developed within a sociostructural network of influences. Bandura (1997) also published "Self-efficacy: The Exercise of Control," in which he further established self-efficacy within a theory of personal and collective agencies that operates in concert with other sociocognitive factors in regulating human well-being and attainment.

During this two-decade period, the tenets of self-efficacy components of social cognitive theory have been tested widely in varied disciplines and settings, receiving support from a growing body of findings from diverse fields. Self-efficacy beliefs have been found related to clinical problems such phobia, addiction, depression, assertiveness, to stress in a variety of contexts, to smoking behavior, to pain control to health and to athletic performance (Bandura, 1994; Barling & Abel, 1983; Davis & Yates, 1982; Gracia, Schmitz, & Doerfler, 1990; Jerusalem & Mittag, 1995; Lee, 1982, 1983, 1984; Manning & Wright, 1983; Marlatt, Baer, & Quigley, 1995; Moe & Zeiss, 1982; O'Leary, 1985).

Self-Efficacy and Student Achievement

Self-efficacy can be a significant predictor of academic performance. Many students may not attempt an act if they do not believe that they can be successful. Self-efficacy is germane in a discussion about academic performance, mainly because students' beliefs influence performance (Bandura, 1997). Perceived self-efficacy is fundamental to scholastic performance because it directly influences actions and has links

to cognitive, motivational, decisional, and affective determinants (Bandura et al., 2003). Zimmerman, Bandura, and Martinez-Pons (1992) studied effects of self-efficacy on personal goal-setting with a sample of 102 high school students. The academic goals were studied. Parental goals, self-efficacy beliefs, and personal goals at the beginning of the semester served as indicators of final course grades in social studies. Students with higher levels of self-efficacy were notably more successful than students with lower levels at meeting their academic goals.

According to Bandura (1977), self-efficacy is one of numerous psychosocial variables that can be coupled with academic performance. This academic performance in connection to self-efficacy has been studied at all levels from kindergarten through college (Multon, Brown, & Lent, 1991; Wilhite, 1990). Because self-efficacy is within the affective domain, it can be used to understand many emotional attributes displayed by children in schools. Attention, cognitive, and psychosocial dysfunction can be explained to some degree by studying self-efficacy in children (Bower, 1992). Children's beliefs about their efficacy contribute to variance in developmental outcomes within the multifaceted interplay of socioeconomic, familial, educational, and peer influences (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996, 2001).

Self-efficacy beliefs are developed and reinforced by mastery, modeling, and encouragement during socialization, and reduction of stress reactions (Bandura, 1994). These contributors to student achievement can happen with reliability in an educational setting. Students gain proficiency when they experience success through repetitious events. For instance, students who experience greater frequencies of complimentary

outcomes are less likely to give in to failure. Students with higher levels of self-efficacy are more likely to try new experiences and less likely to be unenthusiastic by failure. Students with high self-efficacy are more likely to attribute academic failure to lack of effort than to external sources (Bandura et al., 2003).

A safe and sound sense of academic self-efficacy can reduce vulnerability to despair by promoting academic attainments and shifting the control and management of failure (Bandura, Barbaranelli, & Caprara, 1999). Students with higher levels of self-efficacy respond to academic challenge by increasing their efforts and are less likely to identify failure as an indication of individual deficiency. This method of academic reconditioning is important in experiencing a greater number of achievements in schools. Students' beliefs in their capability to master academic actions can influence their aspirations, their level of interest in academic activities, and their academic achievements (Bandura, 1994). Tuckman and Sexton (1989) found that levels of self-efficacy play a important roles in characteristics of high and low performing students.

Accomplishments of students with lower levels of self-efficacy is less promising as those students who are more likely to disengage themselves from educational pursuits and drift towards peers who favor risky activities (Dishion, 1990; Jessor, Donovan, & Costa, 1991; Patterson, Capaldi, & Bank, 1991). Students who exhibit low self-efficacy lack beliefs in their academic capability, although these beliefs are not rooted in their actual abilities. According to Bandura et al. (2003), students who display behavior that is consistent with low self-efficacy can be led easily to involve themselves in negative behaviors (e.g., quitting school) that can affect their lives. In many instances, these

students lack motivation to be successful in school because they envision failure before they can begin to achieve academic success. Students with poor self-efficacy are prone to hopelessness, where past failures and setbacks are seen as reasons to not make efforts to be successful (Bandura et al, 2003). Because these students possess an unsupported belief system about their lack of abilities, they often get into situations that can lead to negative social behaviors, especially in situations they often feel are defenseless to control.

Locus of Control

Rotter (1966) originally developed Locus of Control theory concept in the early 1950s. He theorized that the perception an individual has about the causes and/or events in his or her life is seen as destiny, such as their fate/change (i.e., God, or powerful others.) These are the underlying external/internal forces that are called locus of control, and which are an important aspect of one's personality. Internal control (actions) versus external control (events outside of our control/actions) drives the belief about whether the outcomes of our actions are contingent on what we do. Rotter's concept of locus of control distinguishes between two types of individuals; internals, who perceive the likelihood of an event occurring as a product of their own behavior; and externals, who view events as contingent on luck, chance or other people. Rotter (1966) developed the Internal-External (I-E) Locus of Control scale, which was designed to assess an individuals' degree of internality or externality with regards to motivation for their behavior. The locus of control scale is a 13 item questionnaire which measures generalized expectancies for internal versus external control of reinforcement. Scores

range from 0 to 13. A low score indicates an internal control while a high score indicates external control.

Rotter (1966) believed, as do most social learning theorists, that if you see a link between behaviors and reinforcers, then your behavior is affected by the reinforcers. If you don't see the link, then you react less predictably to reinforcers (learning is not as likely to occur). The term Rotter coined for these beliefs about whether a behavior will meet with a rewarding outcome was Locus of Control, meaning position or internal (high general expectancy). Locus of control people believe that through their behavior they can control the likelihood of receiving reinforcers. "External" (low general expectancy) locus of control people do not see as much link between their behavior and the likelihood of being rewarded. Conversely, people with an internal locus of control tend to be highly motivated (Rotter, 1966). They are more likely to believe that they possess all of the abilities that are necessary to complete a task. They are more apt to consider that their actions or inactions alone that can determine an outcome. People with an internal locus of control are more likely to pursue challenges and persevere until the task is complete. They are less likely to suffer from stress because they understand that any outcome is a function of their own resourcefulness.

People with an external locus of control often feel that they are the victims of circumstances. They often look outside themselves or believe that their limited intellect is the reason for their failures. Often people with an external locus of control believe that success is a function of chance rather than a predictable result of preparation. They often lack the perseverance needed to complete a task.

Rotter (1966) reported that people with an external locus of control are more apt to respond to stress as they are more likely to concentrate their attention on obstacles rather than opportunities. Many people with an external locus of control often do not take credit for their successes or failures. They are more likely to attribute both of these to favorable pre-existing conditions rather than as a testament to their own ingenuity. They are often inactive in situations, believing that their activities in any given scenario cannot influence the outcome. Many people with an external locus of control lack motivation. Also, some people see a direct and strong connection between their behavior and the reward/punishments received. The core of the Rotter approach/theory, called Expectancy Value Theory, is determined not just by the presence or size of reinforcements, but by beliefs about results of specific behaviors,.

Many studies have shown individual differences in Locus of Control. Rotter saw locus of control as being very general, whereas subsequent research suggests that it may be specific to different domains (e.g., academic, health, sports, etc.). Rotter also saw this Internal/External continuum as a personality trait whereas others disagree. Therapy based on Rotter's work often includes social skills training, as he believes that Low Expectancies discourage the individual from engaging in the world sufficiently to learn them on one's own. Upon Rotter's observation of people in therapy, he noticed that most people, given the identical conditions for learning, learned different things. Some people responded predictably to reinforcement and those others less so, responding unpredictably.

Therefore, people with external loci of control believe that they are powerless to act in a manner that could manipulate results of a given situation and neither presume personal fault in failure nor take accountability for success. Events occur autonomously of individuals' actions or inactions, which is why many people with an external locus of control lack drive and perseverance through adversity (Kalechstein & Nowicki, 1997).

Levenson (1973) provided another model that presented an alternative to Rotter's conceptualization view of locus of control (internal to external). Levenson's (1973) model expanded on Rotter's model believing that an internal orientation will increase one's motivation to continue in an activity, while external orientation decreases one's willingness to persist in an activity where one's feelings have very little ability to influence the activity or outcome.

Levenson's model asserts that there are three independent dimensions of locus of control: Internality, Chance, and Powerful Others. One might believe simultaneously and equally that oneself and powerful others have influence about outcomes, but that chance does not. Levenson hypothesized this second type of external (powerful others) might have just as much motivation to succeed in future events as do internals, and thus be different from individuals who believe luck and fate control them (Levenson, 1973).

Health researchers have adopted locus of control as a concept for explaining behavior actions. One scale in particular is the most widely used health-specific measure: the Multidimensional Health LOC Scale (Wallston, Wallston, & DeVellis, 1978). This tool supports Levenson's three dimensions, but relates to the outcomes that are specifically connected to health, such as staying well or becoming ill. The

Multidimensional Health LOC scale attempts to discover whether reinforcements for health-related behaviors fit into one of three categories: primarily internal, a matter of chance or under the control of powerful others. These scales were developed out of earlier research with a general Health Locus of Control scale (Wallston, et.al.). That general health LOC scale is based on earlier social learning theory proposed by Rotter (Levenson, 1973). The possible utilization of these scales is shown to be useful based on experimental data with functionally psychotic and neurotic inpatients. Data from 115 volunteers (mean age 42 years) were utilized. Equivalent forms of the scales are presented along with initial internal consistency and validity data. Possible means of utilizing these scales are provided in chapter three.

Locus of Control and Student Achievement

Leone and Burns (2000) state that locus of control (Rotter, 1954) is one of the greatest researched constructs in the field of personality psychology. Locus of control is the tendency of people to ascribe achievements and failures either to internal factors, i.e., effort, ability, motivation, or external factors (chance, luck, and other's actions) (Rotter, 1966). Previously research indicates that the construct of locus of control is associated with students' attitudes toward participation and achievement in school (Nunn, Montgomery, & Nunn, 1986). Current research has reiterated the correction between self-efficacy and grades for high school students. Specially, higher achievement has been related to a more internal locus of control.

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Anderson, Hattie, and Hamilton (2005) examined the relationship between locus of control, self-efficacy, and motivation with high school students in three schools based on their structure: School A had high structure and competition and low cooperation, School B was low structure and competition and high cooperation, and School C was neutral and not extreme on either competition or cooperation. Anderson et al. (2005) compared the male and female students on their levels of locus of control and found no statistically significant differences. However, statistically significant differences were found in academic achievement, with girls outperforming the boys in English classes. An interesting finding of Anderson et al. (2005) was that locus of control was a multidimensional construct, with students having both high internal and high external scores. This finding contrasted earlier research that indicated high internal scores were associated with low external scores, indicating that locus of control was a one-dimensional concept. The authors reported that the findings of their study supported previous research that academic achievement and locus of control was related. The authors reporting that high externality might be damaging in regard to academic

achievement while high internality might not have a strong favorable effect on academic achievement.

In a study of elementary and middle school students, Lloyd, Walsh, and Yailagh (2005) examined the relationship between mathematics achievement, performance attributions, and self-efficacy. The study included 62 fourth grade and 99 seventh grade students who completed the Foundation Skills Assessment (FSA) Numeracy subset test, the attribution scale that measure locus of control, and the self-efficacy scale. The findings of the study indicated that boys and girls did not differ in regard to either attributions for success or failure in regard to mathematics outcomes. While girls and boys did not differ on their mathematics outcomes, girls had lower levels of self-efficacy than boys, although this difference was not statistically significant (Lloyd et al., 2005).

Meece, Glienke, and Burg (2006) examined literature on self-efficacy and academic competency beliefs. When compared across gender, the results on self-efficacy are mixed. The authors explained the mixed findings of previous research might be due to the use of domain-specific efficacy beliefs in earlier studies. In considering gender role orientations, the difference between male and female students are no longer statistically significant, although higher levels of self-efficacy have been associated with higher academic achievement.

Parental Influence on Student Achievement

Research evidence shows that parental involvement continues to improve student achievement (Henderson & Berla, 1994). It appears that widespread support for parental involvement is reflected in current educational policies and practices. Unfortunately, the

meaning of this is not always clear. Parental involvement can include a wide assortment of behaviors but commonly refers to parents' and family members' bring into play an investment of resources in their children's schooling; volunteering in the classroom, attendance at workshops, or attending school programs and sporting events. Most of these investments can and will take place outside or inside the walls of the school, with the objective of improving the children's learning capability. On the other hand, parental involvement in the home can incorporate activities such as understanding about school, assisting with homework, and most of all reading with children (Henderson & Berla, 1994).

Parental involvement is considered a key component of educational reform movements, but more information is needed to determine the specific dimensions that benefit students and the pathway through which they operate. It has been shown that middle and high school students with parents who are highly involved in their education have higher level of achievement on average than those with less engaged parents (Desimone, 1999; Fan, 2001; Hao & Bonstead-Bruns, 1998; Jeynes, 2009; Sui-Chu & Williams, 1996). The most important thing to understand is that there is little consistency in how parental involvement is measured. This alone makes it difficult for policymakers and educators to draw lessons from the literature when designing parental involvement programs.

It appears that much of the early research on parental involvement focused on children in elementary school. Until recently, it was commonly held that parent involvement significantly decreases as children age. While parents of adolescents do

typically spend less time helping with homework or volunteering in the classroom, researchers have found that different types of involvement are present during the middle and high school years (Epstein & Sanders, 2002). Studies of the adolescents have expanded to measure parental involvement to include these behaviors.

Regardless of the flood of literature on parental involvement (e.g., Hong & Ho, 2005; Seginer, 1983; Walbert, 1984), primarily in elementary and middle school contexts, conclusion about the effect of parental involvement on high school student outcomes are questionable and inclusive. For example, one study found that parental involvement exerts both a direct and indirect effect on high school grades (Fehrmann, Keith & Reimers, 1987). Singh et al. (1995) drew similar conclusions using four parental involvement activities; "parental aspirations for children's education; parent-child communication about school; home structure; and parent's involvement in school-related activities" (e.g., meeting with teachers) in a nationwide representative sample of 8th graders.

In contrast, Adams and Singh (1998) studied Black high school students in 10th grade using two measures of parental involvement (e.g., frequency of talking about college, parental aspirations). They found that parental involvement did not have a significant effect on student achievement, controlling for an extensive array of intervention variables. The authors admit that this finding may reflect, at least in part, the way in which parental involvement was measured in their study. Additional studies are needed that include multiple measures of parental involvement in the academic lives of urban high school students.

The current study aims to build on this research by examining the effects of students' perceptions of their parents involvement on high school students' academic achievement and the mechanism through which it operates. Specifically, it seeks to determine if student perceptions of the importance of parents' involvement positively affects students' academic achievement. Previous research has identified school engagement as a strong predictor of academic achievement that is impressionable to change, making it an appropriate target for interventions aimed at improving academic achievement (Fredrick et al, 2009).

Socioeconomic Status and Student Achievement

Research lends itself to the notion that high achievement and high socioeconomic status are related. This concept was noted officially in the Coleman Report of 1966 (as cited in Mirel, 1999). The study called, "Equality of Educational Opportunity," written by Coleman found that poor urban children performed better academically in integrated middle-class schools. The report was important in initial attempts to promote ethnic balance amongst schools. The now-famous Coleman Report found that socioeconomic factors were the strongest correlates of both Black and White achievement levels (Mirel, 1999). According to the Coleman Report, "Schools make no difference; families make the difference." The Coleman report indicated that conservatives' used the report to support their agreement that family structures, core values, and cultural norms are basic to educational achievement.

In part, due to findings of the Coleman Report and others (i.e., A Nation at Risk, 1983) that followed, the federal government initiated policies that integrated schools and

ended de facto segregation produced by income level and local ethnic/cultural composition. A major result of the report was busing schoolchildren to school districts outside their neighborhoods. The aim was to accomplish racial balance among schools by preventing urban children enrollment from exceeding 60% minority composition (Unger, n.d.).

The way that parents communicate with their children can be influenced by socioeconomic class. For example, professional parents speak an average of 2,000 words per hour to their children; while working-class parents speak about 1,300 words per hour. In contrast, parents who receive welfare speak only about 600 words per hour to their children (Hart & Risley, 1995). The most important factors related to the acquisition of vocabulary are economic advantages of children's homes and the frequency of language experiences. Hart and Risley's study found that children who were born into homes with fewer economic resources learned fewer words. They concluded that the delay in attaining adequate vocabulary skills could affect student achievement because teachers may not be aware of early inequities in teaching these children. From the onset of schooling, these children were likely to face "language barriers" in the classroom. In addition to an increased vocabulary, children from families with a greater amount of economic resources also received a greater frequency of encouraging words from their parents.

Health differences are another factor of socioeconomic status that can affect student achievement. For example, children's learning ability can be affected if they have problems with vision, hearing, and dental care. These learning problems can be

exacerbated if the parent lacks the ability to provide adequate health care for their children. Access to appropriate health care, for the most part, can depend on the family's socioeconomic status. For example, children from families with low socioeconomic statuses are more likely to have uncorrected vision problems (Starfield, 1997). The causes of these problems can range from the quality of prenatal care to nutritional deficiencies. These two reasons may reflect the socioeconomic status of the parents.

Vision problems can cause difficulty in learning to read and can be the reason that a greater number of low-income urban school students are referred for special education services. Rothstein (2004) stated that, sometimes the explanation for why urban school students are experiencing difficulty in learning to read may be as simple as they cannot see well. Student achievement also can be influenced by differential dental care. When a child has a toothache, he/she may be unable to listen attentively to the teacher. Children with healthy teeth are not as distracted as those experiencing dental problems. According the General Accounting Office (GAO; 1999), cognitive ability can be negative affected by lead in the blood. Children in families with low socioeconomic status tend to live in older homes located in urban areas. These homes often have flaking lead-based paint that can increase exposure to lead. Rothstein (2004) asserted that the factors that are used to characterize socioeconomic status can have an effect on learning.

Gender Differences

Curtis-Fields (2010) investigated gender and grade level differences (tenth, eleventh, and twelfth) for self-efficacy, locus of control, and perceived parent involvement in a public school environment. Statistically significant differences were

found between male and female students regarding self-efficacy, with female students having higher scores than male students. Eleventh graders scored higher on self-efficacy than tenth graders. Eleventh grade females had the highest self-reported grades among the students in the study. This finding may be an indication that eleventh grade students in the district under study are currently taking classes that are of particular interest to the colleges. Students in the eleventh grade were more likely to be co-enrolled in their third year of foreign language, trigonometry, and chemistry. These students seem to understand the "now or never" concept in terms of doing their best in school to make a good impression on their college transcripts. These students are completing ACT and SAT exams and have concluded that knowledge from their courses are important in achieving success on these exams. In addition, research has shown that girls have higher academic achievement than boys (Klecker, 2006; Ding, Song, & Richardson, 2007).

Chubb, Fertman, and Ross (1997) conducted a longitudinal study to determine if changes in self-esteem and locus of control occurred during children's high school years. Chubb et al. also examined gender differences in these variables. The participants (N = 174) were ninth graders in the spring of 1989. The students participated in the research for the four years that they were in high school. Data collection occurred in the Spring semester in each of the four years. Two-way analysis of variance (ANOVA) was used to test for changes in self-esteem and locus of control. Gender differences were also tested for both self-esteem and locus of control. The findings showed that girls' scores for self-esteem were lower than the boy's scores for each of the four years of the study. No differences were found for the effect of grade or for the interaction between grade and

gender. The comparison of scores for locus of control by gender and grade found no statistically significant differences for gender, with statistically significant differences found for grade and for the interaction between grade and gender. Both male and female students became more internal across the four years of the study. Chubb et al. (1997) concluded that the sense of personal empowerment increased from the freshman to the senior year in high school.

Mullins and McKinley (1989) examined the effects of gender-role orientation on self-esteem and locus of control of female adolescents; totaling 87 junior high school females and 48 senior high school females. All students completed the Bem Sex-Role Inventory, the Texas Social Behavior Inventory, and the Nowicki-Strickland Locus of Control Scale for children. Gender-role orientation was related to self-esteem, but not to locus of control. Adolescents classified as androgynous or masculine had higher self-esteem than adolescents classified as feminine and undifferentiated. Differential patterns of gender-role orientation effects were found for junior high school females when compared to senior high school females. The implications of these findings and directions for future research indicated that additional research is needed to determine the effects of gender on locus of control.

Recent Related Research

No current research was found that used the same variables; self-reported academic achievement, self-efficacy, locus of control, and students' perceptions of the importance of their parent involvement, that are being examined in the present study. However, some studies were found that examined one or two of these variables. For

example, the article, *Self-Efficacy and Locus of Control as Predictors of Academic Achievement among Secondary School Students in Osun State Unity School* (Tella, Tella, & Adika, 2008) tested the hypothesis that no statistically significant relationship existed among self-efficacy, locus of control, and academic achievement. The study was set in public schools in Osun State in Nigeria. The researchers used an ex post facto research design, with students completing the Self-Efficacy Scale and the Locus of Control Questionnaire, both of which had been developed by the researchers. They had tested the instruments for stability as measures of reliability. Data on academic achievement was obtained from student records. The study results found that self-efficacy was a statistically significant predictor of academic achievement, while locus of control was not. As a result, the null hypothesis was rejected. While the same type of research design is being used in both this study and the present study, it differs from the present study, as the students were at one grade level and parent involvement was not considered as an independent variable. The present study used three grade levels and included students' perceptions of their parents' involvement in academic success.

An article by Trusty and Lampe (1997) examined the relationship between high school seniors' perceptions of parental involvement and control to seniors' locus of control. Trusty and Lampe used a national database to obtain data to determine if a relationship existed among parenting styles, parental involvement, parental control and adolescents' locus of control. The National Education Longitudinal Study of 1988 that surveyed students at two-year intervals was used for this study. The results of the study produced statistically significant correlations between parent involvement and an internal

locus of control. The authors concluded that students who had the most internal locus of control perceived that their parents had high involvement in their education. This study differs from the present study because of the use of national data collected by the Department of Education. Self-efficacy and academic achievement were not used as variables in this study. The present study used locus of control, perceptions of parent involvement and self-efficacy as the independent variables to predict self-reported academic achievement.

A study by Gifford, Briceñio-Perriott, and Mianzo (2006) examined the relationship between locus of control, academic achievement, and retention in a sample of university freshman students. The quantitative study used a sample of 3,066 freshmen students completed the Adult Nowicki-Strickland Internal External Control Scale during their orientation the summer prior to entering college. Demographic data (gender, ethnicity) and indicators of academic achievement (cumulative GPA at end of freshman year and ACT scores) were obtained from the university databases. Males were more internal than females and White freshmen were more internal than minority students. Using a multiple linear regression analysis, ACT scores and locus of control were statistically significant predictors of cumulative GPA at the end of the freshman year. The relationship between GPA and locus of control was negative, indicating that students with higher GPAs tended to be more internal than students with lower GPAs. This study provided support that there was a linkage between locus of control and academic achievement. While both the present study and this study use a quantitative research

design, the samples differ. The present study used high school students, while Gifford et al. (2006) used a college sample in their study.

A study by Shepherd, Fitch, Owen, and Marshall (2006) examined the relationship between locus of control and academic achievement in high school students. A total of 187 students in 8th through 12th grades were asked to participate in the study. The study included 81 (43.3%) girls and 106 (56.7%) boys who completed the Nowicki-Strickland Locus of Control Scale and a short demographic survey. The students self-reported their grade point average (GPA) on the demographic survey. Shepherd et al. (2006) found that students with higher GPAs tended to be more internal (M = 13.3, SD = 4.5) than students with lower GPAs who were more likely to have an external locus of control (M = 15.8, SD = 4.7). The authors concluded that academic achievement was associated with locus of control. This study differs from the present study as students in the 8th through the 12th grade were included. The present study used 10th through 12th grade male and female students to assure that these students had adequate exposure to a high school environment to provide valid outcomes on the three surveys. In addition, the present study used three psychological constructs, self-efficacy, locus of control, and students' perceptions of their parents' involvement in their education, to determine their influence on students' academic achievement. Both studies used self-report of grade point averages as a measure of academic achievement.

Summary

The review of the literature presented in this chapter provides comprehensive overview of research that exists regarding self-determination theory (STD), self-efficacy,

locus of control, and students' perception of their parental influence on their academic achievement in the urban school setting. Self-determination theory was used as the theoretical framework for the study. Students who exhibit high levels of three components; autonomy, competence, and relatedness of STD are more likely to have high academic achievement. Autonomy is related to locus of control, with self-efficacy associated with competence. The relatedness in STD is parent involvement in the students' education. Most previous research has focused on the role of external factors, such as socioeconomic status, teacher-student relationships, school climate, etc., on student achievement; little research has been conducted to examine the inter-relationships among these three psychological constructs (self-efficacy, locus of control, and students' perceptions of their parents' involvement in their academic achievement) with academic achievement of high school students. This study added to the literature and determined which of the three factors, self-efficacy, locus of control, and students' perceptions of their parents' involvement in their education, could predict male and female 10^{th}, 11^{th}, and 12^{th} grade student success in school as measured by self-reported grades in school.

Chapter 3: Methodology

Introduction

In this chapter, I present the methods that were used to collect the data needed to address the research questions. The topics included in this chapter are restatement of the problem, research design, participants, instruments, data collection procedures, and data analysis. Each of these sections is presented separately.

Research Design

A cross-sectional, nonexperimental, causal-comparative research design was used for this study. This type of research design was appropriate as the independent variable was not manipulated and no treatment or intervention was provided for the participants. Four self-report instruments, SIS (Smith, 1988), Levenson Multidimensional Locus of Control Inventory (Levenson, 1981), IPI (DePlanty et al., 2007), and a short demographic survey, were used as the primary data collection sources for this study.

This type of research design allowed me to examine differences among the variables at a specific point in time. According to Gay, Mills, and Airasian (2008), causal-comparative research is used when attempting to determine the cause or reason for differences among groups of individuals. The primary weakness with causal-comparative research designs is randomization. The students in the present study could not be randomized as they were being grouped by grade and gender. Causal-comparative research allows for the use of a variety of descriptive and inferential statistical analyses. In addition to the causal-comparative analyses, predictive analyses using multiple linear regression analysis were used to determine which of the predictor variables (i.e., self-

efficacy, locus of control, and students' perceptions of the importance of their parent's involvement in their education) could predict self-reported overall academic achievement. This analysis also was used to determine the relative strength of each predictor variable. Correlational designs cannot be used to determine causation. The results of the analyses can be used to indicate the existence of a relationship, but no further conclusions can be drawn regarding the cause of the relationship. After determining the relations among the variables, multivariate analysis of variance procedures could be used to determine differences between the groups. For example, in the present study, the variables were compared between male and female students and among the three grade levels (10^{th}, 11^{th} and 12^{th}).

Research Questions and Hypotheses

Research Question #1. Which of the three predictor variables, self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement are most influential in predicting self-reported academic achievement of urban high school students?

$H_0$1: There is no relation between self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parents' involvement as measured by the PIF and urban high school students' self-reported academic achievement.

$H_1$1: There is a relation between self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory,

students' perceptions of the importance of their parent involvement as measured by the PIF and urban high school students' self-reported academic achievement.

Research Question #2. Do students in different grade levels (10th, 11th, and 12th) differ in their levels of self-efficacy, locus of control, and students' perceptions of the importance of their parent involvement?

$H_0$2: There is no difference among students in different grade levels (10th, 11th, and 12th) in their levels of self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

$H_1$2: There is a difference among students in different grade levels (10^{th}, 11^{th}, and 12^{th}) in their levels of self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

Research Question #3. Do male and female students differ in their levels of self-efficacy, locus of control, and students' perceptions of the importance of their parent involvement?

$H_0$3: There is no difference between male and female students in their levels of self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

$H_1$3: There is a difference between male and female students in their levels of self-efficacy as measured by the SIS, locus of control as measured by the Levenson

Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

Participants

Students enrolled in the 10th, 11th, and 12th grades at a charter high school were asked to participate in the study. Approximately 300 students were enrolled in the 10th, 11th and 12th grades. The racial composition of the student body was 92% African American, 7% European American, and <1% other. Fifty-four percent of the students were female, with the remaining 46% male. The attendance rate at the school was 91%. The students represented a variety of socioeconomic statuses, with 45% qualifying for free or reduced lunch programs.

Sample Size

A power analysis using G*Power 3.1 (Faul, Erdfelder, Buchner, & Lang, 2009) was used to determine the appropriate sample size for the study. Using a two-tailed test for a 3 x 2 factorial MANOVA, with an effect size of .25, and an alpha level of .05, a sample of 158 students was needed to achieve a power of .80. Additional participants increased the power of the analysis to make correct decisions regarding the null hypotheses.

Instruments

An extensive search of the literature was completed to determine available instruments to measure the constructs of interest, self-efficacy, locus of control, and students' perceptions of their parents influence on their academic outcomes. Many self-efficacy scales were available to measure specific dimensions of self-efficacy (e.g.,

health, social, emotional, academic, etc.). According to Bandura (1997), the self-efficacy measure should be specific to the problem being studied. As the problem in this study was high school students' self-efficacy, the search was narrowed to look for adolescent's perceptions of self-efficacy related to academic performance. The SIS (Smith, 1988) appeared to be the best instrument available. The SIS is short, has excellent reliability and validity, and has been used in previous research with high school students.

Locus of control was the second construct studied. Several instruments were considered (i.e., Locus of Control [Rotter, 1967], Nowicki-Strickland Locus of Control, [Nowicki & Strickland, 1973]; The Intellectual Achievement Responsibility Questionnaire [IAR; Crandall, Katkovsky, & Crandall, 1965] and the Levenson Multidimensional Locus of Control Inventory [Levenson, 1981]) were examined. The Rotter scale was considered too adult for use with the adolescent group and provided only a single measure of locus of control. The Nowicki-Strickland Locus of Control instrument has been used extensively in research, but with younger children. The IAR measures internal and external locus of control, but is confusing asking the participants to choose one of two options. In previous research, it has been cautioned that adolescents tend to be confused or misinterpret the items. The Levenson Multidimensional Locus of Control Inventory measures the three components of locus of control, internal, chance, and powerful other. The items are measured using a 5-point Likert scale. The validity and reliability for the Levenson Multidimensional Locus of Control Inventory is good. I

stopped reviewing here due to time constraints. Please go through the rest of your chapter and look for the patterns I pointed out to you. I will now look at Chapter 4.

While many instruments are available to measure parent involvement in their children's education, few were found that measured students' perceptions of the influence of the parents in their academic outcomes. Importance of Parent Involvement (IPI, DePlanty, Coulter-Kern, & Duchane, 2007) was found that measured how students perceived their parent's involvement in their education. This instrument is designed for high school students and has been shown to have good reliability and validity.

These three instruments, Self-in-School (Smith, 1988), Levenson Multidimensional Locus of Control Inventory (Levenson, 1973, 1981), Importance of Parent Involvement (IPI, DePlanty et al., 2007) were considered to be most appropriate as all have been used with a high school student population, are short, and can be completed in less than one class period. A short demographic survey was developed by the researcher specifically for use in the present study. Each of these instruments is discussed in detail. Appendix A includes a copy of each survey that will be used in the study.

Self-in-School (SIS).

The SIS is a measure of academic self-efficacy. The scale was originally developed by Smith (1988) and included 19 items to assess levels of academic self-efficacy in adolescents and young adults. The instrument was further refined by Smith (1988) to obtain a more accurate assessment of academic self-efficacy. Smith reduced the number of items from 19 to 15 and changed the response format from a 9-point scale to a 7-point scale, with the response options ranging from 1 for completely false to 7 for

completely true. The internal consistency for the new instrument increased to .91 and was considered adequate. Smith (1998) further tested the instrument for criterion validity by correlating the scores on the SIS with the students' grade point averages and SAT scores. The obtained correlations were statistically significant, indicating the instrument had good criterion validity.

Scoring. In the present study, the rating scale was changed from a 7-point to a 5-point scale. The ratings ranged from 1 for completely false to 5 for completely true. The reason for changing the scale was to create a simpler rating scale. The ratings for each of the 15 items were summed to obtain a total score, which was divided by 15 to develop a mean score for each of the participants. The mean scores reflected the original scale of measurement.

Reliability. The items on the scale were tested for internal consistency to determine the effects of changing the scale from a 7-point scale to a 5-point scale. The results of this analysis provided a Cronbach alpha coefficient of .96, providing an indication that the instrument using a 5-point scale had excellent internal consistency as a measure of reliability (Smith, 1988). Tests of reliability included internal consistency and stability. The internal consistency of the original scale was .89, with a test/retest reliability coefficient of .85 at a 10-day interval, providing assurances that the instrument had adequate reliability. Using a sample of Navajo American Indians, Bryan (2003) used a sample of 687 high school students to confirm the reliability of the instrument. He obtained an alpha coefficient of .89, which was the same as for the original sample.

Readability. To ensure that the instrument and the instructions would be comprehended by the students, the readability was tested using the Flesch-Kincaid readability index. The readability was found to be at a 4.5 grade level which should be easily comprehended by the high school students who will participate in the study.

Levenson Multidimensional Locus of Control Inventory

The 24 item Levenson Multidimensional Locus of Control Inventory (Levenson, 1973, 1981) was developed to measure three components of locus of control, internal (I), chance (C), and powerful others (P). Students who have high scores for internal exhibit a strong internal locus of control and usually take responsibility for their own behaviors. High scores for powerful others and chances are indicative of strong external locus of control. High scores for powerful others indicate adolescents believe that their fate is controlled by others, while high scores on chance indicate a belief that their fate occurs by chance. The scale was developed as a reconcepualization of Rotter's I-E scale, with substantial differences. Levenson (1981) indicated that these differences include:

1. They [scale items] are presented as a Likert scale, instead of in a forced-choice format so that their three dimensions are more statistically independent of one another than are the two dimensions of Rotter's scale.
2. The I, P, and C scales make a personal-ideological distinction. All statements are phrased so as to pertain only in the person answering. They measure the degree to which an individual feels he or she has

control over what happens, not what the person feels is the case for "people in general."

3. The items in the scales contain no wording that might imply modifiability of the specific issues. Both the factors of personal versus ideological control and systems modifiability were found by Gurin et al. (1969) to be contaminating factors in Rotter's I-E scale.
4. The I, P, and C scales are constructed in such a way that there is a high degree of parallelism in every 3-item set.
5. Correlations between items on the new scales and the Marlowe-Crowne Social Desirability Scale are negligible and nonsignificant. (p. 18)

The 24 items on the LMLCI are divided into the three subscales. For the purpose of this study, the scores for the three subscales will be used. Table 1 presents the items on each subscale and measures of internal consistency.

Table 1: *Levenson Multidimensional Locus of Control Inventory – Items and Reliability*

Subscale	Description	Items	Reliability	
			Internal Consistency*	Test-Retest**
Internal	The extent to which individuals believe they have control over their lives	1, 4, 5, 9, 18, 19, 21, 23	.64	.62
Powerful Others	The extent to which individuals believe that others control their lives	3, 6, 7, 10, 12, 14, 16, 24	.77	.66
Chance	The extent to which individuals believe that fate controls their lives	3, 8, 11, 13, 15, 17, 20, 22	.78	.64

*Kuder-Richardson Reliabilities (Levenson, 1974)
**Split-half correlations (Lee, 1976)

Scoring. The scale uses a 7-point scale that ranges from -3 for strongly disagree to +3 for strongly agree. A 0 is provided as a neutral point. The scores are summed to obtain a total score, with a constant of 24 added to assure that all scores have a positive value. Possible scores on each scale could range from 0 to 48, with higher scores on each scale indicating greater expectations of control by the designated source, with low scores reflecting nonbelief of that source of locus of control (Levenson, 1981). A low score on the chance subscale does not mean that a person has high locus of control on the power others scale. Because the scales are independent, a participant could have high or low scores on all three scales. Because having this type of inconsistent profile (all low or all high scores) is unlikely, the research would have to consider the possibility that confounding factors (e.g., compliant or random responses) have been provided by the respondent.

Reliability and validity. Levenson (1981) reported reliability estimates from a sample of 152 students that were moderate. Coefficients of .64 for the I scale, .77 for the P scale, and .78 for the C scale provide evidence of the internal consistency of the scale. She explained that the reason for these scores were because the items sample various events and situations. She reported that other researchers (e.g., Wallston, Wallston, and DeVellis, 1978) reported similar results in an adult sample (.51, .72. and .73 respectively). Test-retest estimates of stability for a 1-week period ranged from .60 to .79 (Levenson, 1981) and were consistent with findings of Lee (1976) over a 7-week test period (.66, .62, and .73 respectively).

Readability. Using the Flesch-Kincaid Reading Analysis, the items on the scale had a readability grade level of 7.0. As the participants in the study will be in high school, it is assumed that this readability will be appropriate for them.

Importance of Parent Involvement

The Importance of Parent Involvement (DePlanty, Coulter-Kern, & Duchane, 2007) was developed to examine student's perceptions of their parent's involvement in their education. The scale is one of three complementary instruments that parents, teachers, and students complete to provide information regarding parent involvement from three perspectives. For the purpose of this study, only the student scale will be used. The 11 items included on this scale are used to measure three subscales: (a) parent structure, (b) time management, and (c) school attendance. The items are rated by students using a 5-point Likert scale ranging from 1 for strongly disagree to 5 for strongly agree.

Scoring. The numeric values associated with the rating for the items on each subscale are summed to obtain a total score. The total score is divided by the number of items on the scale to create a mean score for each student on the three subscales. Using the mean scores provides scores that reflect the original unit of measure and allow direct comparison across scales with different numbers of items.

Reliability. DePlanty et al. (2007) tested the instrument for internal consistency as a measure of reliability. The Cronbach alpha coefficient for the student scale was .90, providing support that the instrument has good reliability.

Validity. The 11 items on the survey were included in a principal components factor analysis to determine construct validity. Three factors emerged with eigenvalues ranging from 1.06 to 3.69. The three factors, parent structure, time management, and attendance, accounted for 33.53%, 10.12%, and 9.61% of the variance in student's perceptions of parent involvement.

Readability. The items on the Importance of Parent Involvement were tested for readability. The results of the Flesch-Kincaid readability analysis indicated that the 11 items were at a 6.4 grade level. Based on these findings, it appears that the instrument can be read by high school students with ease.

Self-reported Academic Grades

Because of concerns of anonymity and confidentiality, examining student records to obtain information on academic achievement is not allowed. Parents are unwilling to allow researchers to check student records for academic achievement. To obtain information on academic achievement, students will be asked to self-report their

academic achievement using a 13-point scale ranging from all As to mostly Fs. General academic achievement is a measure of how students have done in high school through their present grade. Students are aware of how they generally perform in each of their courses and how they perform across all of their classes. General academic achievement was not intended to determine how they have done on standardized tests, on class test, specific assignments or in particular classes. It is their perception of how they do in school overall. Other studies (e.g., Fields, 2010; Stewart, 2012) have used the 13-point self-reported grade scale as their measure of general academic achievement during their high school years. The 13-point scale is as follows: All As = 13; Mostly As and Some Bs = 12; Mostly Bs and Some As = 11; All Bs = 10; Mostly Bs and Some Cs = 9; Mostly Cs and Some Bs = 8; All Cs = 7; Mostly Cs and Some Ds = 6; Mostly Ds and Some Cs = 5; All Ds = 4; Mostly Ds and Some Fs =3; Mostly Fs and Some Ds = 2; All Fs =1. High school students often are not aware of their actual GPAs, but are aware of their general academic grades across all subjects.

The use of self-reported academic achievement has been well documented in research. Researchers (Abdo, 2011; Pierce, Hamm, & Vandell, 1999; Valiente, Lemery-Chalfant, & Castro, 2007) developed 5-point self-report scales to allow students to self-report their mean grades across all academic subjects. A study by Graham, Updegraff, Tomascik, & McHale (1997) obtained information on students' academic performance three times. The first two times, information from student records was used. At the time of the third data collection, students were asked to self-report their grades. Graham et al. (1997) correlated the self-reported grades with the school records for Time 1 and Time 2.

The obtained correlations of .84 and .89 respectively provided support for the validity of the use of self-reported academic achievement. Francois, Overstreet, and Cunningham (2012) devised an 8-point scale to measure students' self-reported academic grades. Francois et al. (2012) tested the validity of self-reported grades by correlating them with their math and science GPA for the prior school year. The correlation between self-reported grades and GPA was moderate and the difference between self-reported grades and GPA was not statistically significant.

Self-reported academic achievement was dichotomized into high and low using a median split on the students' self-reported academic grades. See Appendix A for the Demographic Survey that includes the scale measuring self-reported academic achievement.

Demographic Survey

An original demographic survey was completed by participants to obtain information regarding their personal characteristics and background. The items on this survey were either forced choice or short answer. This survey was used to collect data on age, gender, grade level, and household composition. Household composition is important in relationship with parent involvement. Students who are living with both parents are more likely to have parents who are more involved in their education than are students who are residing with a single parent or are in homes with other family types (Carter, 2002).

Variables in the Study

The dependent variable in this study was the self-reported academic achievement of the students included in the sample. The independent variables were self-efficacy, locus of control, and perceptions of parent involvement on academic achievement. Age, gender, and grade level also were used as independent variables in this study.

Data Collection Procedures

Following approval by the Internal Review Board at Walden University, the researcher contacted the principal of the charter school to send informed consent forms to parents of all students in the 10^{th}, 11^{th}, and 12^{th} grades (See Appendix B). Parent informed consent forms, student assent forms (for students under 18 years of age, and student consent forms (for students 18 years of age and older) were sent to the homes of students who met the criteria for the study. Parents who wanted their children to participate had to sign and return a tear-off sheet indicating their children could participate in the study. Students whose parents did not reply were excluded from the study. Students also had to sign and return their assent and consent forms to the researcher before participating in the study.

The students who agreed to participate in the study and had parental permission met in the cafetorium to complete the surveys. Each grade met separately during their homeroom period. Survey packets that included a copy of each survey were distributed to the students. They were asked to remove the surveys from the envelopes and complete them. They were allowed to ask questions from the researcher who remained in the cafetorium with the students. The students were cautioned to not place any identifying

information on the surveys (e.g., name, student ID number, etc.) to provide anonymity for them.

After completing the surveys, the students were instructed to place the surveys back in the original envelope, seal the envelope, and return it to the researcher. As the students returned their surveys, they each received a $5.00 gift card for a fast food restaurant.

All surveys were completed in the cafetorium. Students were not allowed to remove any research materials from the cafetorium. Students who had parental permission to participate in the study, but were absent on the day that data were collected were excluded from the study.

To ensure the confidentiality of the students who participatedd in the survey, the researcher did not code the surveys in any way. The parental consent forms and student assent and consent forms that were returned allowing permission to participate in the study were stored in a locked file cabinet stored in the researcher's home office. By not coding the surveys, the confidentiality of students participating in the study was assured.

Data Analysis

The data from the surveys were entered into password-protected file for statistical analysis using IBM-SPSS ver. 21.0. The statistical analyses were divided into three parts. The first part used crosstabulations, frequency distributions, and measures of central tendency and dispersion to provide a profile of the students included in the study. The second section used descriptive statistics to provide baseline information on the scaled variables. The research questions and hypotheses were addressed in the third section of

the data analysis, using inferential statistics, including multiple linear regression analysis/correlation (MRC) and multivariate analysis of variance (MANOVA). Research question 1 was tested using MRC analyses. An intercorrelation matrix was created to determine which of the independent variables were significantly related to the dependent variables. Only those variables that were significantly related to the dependent variable were used in the multiple linear regression analyses. The second and third research questions were tested using a 2 x 3 MANOVA. If a statistically significant difference was found on the omnibus F for the MANOVA, the between subjects effects were tested to determine which of the dependent variables were contributing to the statistically significant MANOVA. If the dependent variables were differing between male and female students, the mean scores were examined to determine the direction of the difference. If differences are found on the grade levels, a posteriori tests comparing all possible pairwise comparisons using Scheffé post hoc tests. If significant differences were obtained on the interaction effects, simple effects analysis were conducted to determine which groups were contributing to the significant results. All decisions on the statistical significance of the findings were made using a criterion alpha level of .05.

Protection of Participant's Rights

The researcher took all steps necessary to protect the rights of the students who will be participating in the study. The use of an informed consent form allowed parents to be aware of the study, the procedures that were used with their children, and provided assurances that all information was confidential. The consent form also allowed parents to either allow or refuse participation by their children by signing and returning a tear-off

form included with the consent form. Students also were sent an adolescent assent form that described the study and their participation in the study. It also indicated that all information obtained on the surveys was confidential and that no individual or group would be identifiable in the final results. Students were required to sign the assent form; before participating in the study.

After the data were collected, the researcher used a password-protected file stored on a USB drive to analyze the data. The completed surveys were stored in a locked file cabinet located in the researcher's home. After the dissertation has been completed and accepted, the researcher stored the USB drive in a locked file cabinet. Seven years after completing the dissertation process, the researcher will shred the surveys and erase the USB drive. These procedures should protect the identity of any participants in the study.

Threats to Validity and Reliability

In this cross-sectional, quantitative research study, surveys were used to gather data. Even though the use of surveys had many strengths, it also had several weaknesses. In relation to this study, one of the possible validity threats was that surveys were inflexible in many ways (Babbie, 2007). A Likert-scale format was used and participants might be resistant to this format. When completing the surveys, participants may find some questions ambiguous but the researcher was present to answer participants' questions. In addition, bias issues, such as social desirability, had to be taken into account when using surveys (Trochim & Donnelly, 2007). Social desirability had to be considered as participants might want to look good so they may respond dishonestly.

Feasibility and Appropriateness

The use of surveys in this cross-sectional, quantitative research was appropriate and feasible in examining the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education in relation to their self-reported academic achievement, as well as determining if these relationships differ by grade level and gender. License to administer the Levenson Multidimensional Locus of Control Scale (Levenson, 1981) was obtained from the developer (see Appendix J). Both the Self-in-School (Smith, 1988) and the Parental Influence Scale (DePlanty, Coulter-Kern, & Duchane, 2007) were free and permission was not required to use the instruments. The researcher developed the short demographic survey.

Informed Consent and Ethical Considerations

The study was conducted in accordance with the parameters established by the Walden University IRB (approval number 05-01-14-0098958) to ensure the ethical protection of research participants. The researcher took all steps necessary to protect the rights of the students who participated in the study. Participants of this study were a purposive (judgmental) sample of 159 male and female minority students enrolled in the 10th, 11th, and 12th grades at a charter high school located in a suburb adjacent to a large urban city.

The researcher reviewed laws in the State of Michigan that were relevant to the study and the researcher had completed the National Institutes of Health (NIH) training. The researcher complied with all federal and state regulations, which includes informing

participants about the level of confidentiality in the study. Following the approval of Walden University's IRB, the researcher contacted the principal at the included charter high school, requesting cooperation to conduct the study at the school (see Appendix A). Upon approval from the principal to conduct the study (see Appendix B), the researcher provided parent informed consent forms, student assent forms (for students under 18 years of age) and student consent forms (for students 18 years of age and older) to the office staff for mailing to the homes of students in the 10th, 11th, and 12th grades. The

The informed consent forms that were sent to parents outlined the voluntary nature of the study and informed parents that they and their children could withdraw from the study at any time. The consent form outlined the minimal to non-existent risks (physical or psychological) their children might experience and noted that participants were not obligated to complete any parts of the surveys with which they were not comfortable. Parents were provided with the contact information for the researcher and the Dissertation Committee Chair in case they had any further questions or concerns about the research. Parents were provided with the contact information of the Walden University representative with whom they could talk privately about their rights as a participant.

Two consent forms (see Appendixes F and G) were sent to the homes of the students, one for students who were under 18 years of age and one for students 18 years of age and older. Like their parents, participants were informed of the voluntary nature of the study, the minimal to non-existent risks (physical or psychological) the participants might experience, and informed that they are not obligated to complete any parts of the

surveys with which they are not comfortable. The students were asked to read the forms, sign and return them if they wanted to participate in the study. Each student who was under 18 years of age required both a signed parental informed consent form and an adolescent assent form. Students who were 18 years of age or older had to return their consent form if they wanted to participate in the study.

The office staff gave all parental informed consent forms and student assent forms to the researcher. The research was conducted in cafetorium. Students whose parents had not given permission for their participation were asked to remain in their classrooms while the remaining students were completing the surveys in the cafetorium.

The students were instructed to not place any identifying information on the surveys (e.g., name, student identification number), thus providing participants with confidentiality. To ensure the confidentiality of the students who participated in the survey, the researcher did not code the surveys in any way since information pertaining to students 'age, gender, grade level, grade, home caregiver, and race were on the demographic survey. All 10^{th}, 11^{th}, and 12^{th} grade students were surveyed, however, survey data from White students were excluded from the study's data analysis since the study focused on minority students. To answer the four research questions, data from the surveys were entered into password-protected file for statistical analysis using IBM-SPSS version 21.0 and data analysis included the use of various sets of statistical analyses. Data were kept secure in a locked file cabinet and password protected computer where only the researcher would have access to the records. Data will be kept for a period of at least 5 years, as required by Walden University.

Summary

In summary, the purpose of this cross-sectional, quantitative research study is to examine the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education in relation to their self-reported academic achievement at a charter high school located in a suburb adjacent to a large urban city. In addition, the research also determined if self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education differ by grade level and gender. Four self-report instruments were used as the primary data collection sources for this study: SIS (Smith, 1988), Levenson Multidimensional Locus of Control Scale (Levenson, 1981), PIF (DePlanty et al., 2007), and a short demographic survey. Data analysis included the use of various sets of statistical analyses, such as cross tabulations, frequency distributions, and measures of central tendency and dispersion; baseline information on the scaled variables; and inferential statistics, to include multiple linear regression analysis/correlation (MRC) and MANOVA.

The study was conducted in accordance with the parameters established by the Walden University IRB to ensure the ethical protection of research participants. The researcher took all steps necessary to protect the rights of the students who were participating in the study. Participants of this study were be a purposive (judgmental) sample of 159 male and female minority students enrolled in the 10th, 11th, and 12th grades at Michigan Collegiate High School in Warren, Michigan.

Following the approval of Walden University's IRB, the researcher contacted the principal at the charter high school, requesting cooperation to conduct the study at the school (see Appendix A). The informed consent forms and student assent forms that were sent to parents and the consent and assent forms provided to students outlined the voluntary nature of the study and informs parents and students that they can withdraw from the study at any time. The forms also outlined the minimal to non-existent risks (physical or psychological) that children might experience and notes that participants are not obligated to complete any parts of the surveys with which they were not comfortable. Parents were provided with the contact information for the researcher and the Dissertation Committee Chair in case they have any further questions or concerns about the research. Parents also were provided with the contact information of the Walden University representative with whom they could privately talk to about their rights as a participant. Students' identity were kept confidential and data were kept secure in a locked file cabinet and password protected computer where only the researcher had access to the records. Data were kept for a period of at least 5 years, as required by Walden University.

Chapter 3 reviewed the research design and rationale, sample and setting, instrumentation, variables, methodology appropriateness, threats to validity and reliability, feasibility and appropriateness, informed consent and ethical considerations, and summary.

Chapter 4 presents the results of the statistical analysis to address the research questions of the study and includes descriptive and demographic characteristics of the

sample, descriptive statistics that appropriately characterize the sample, description of the study variables, statistical analysis of findings, and summary of results.

Chapter 5 includes a summary and interpretation of findings, limitations of the study and recommendations for future research, positive social change and recommendations for practice, and conclusion.

Chapter 4: Results

Introduction

Chapter 4 presents the results of the data analysis that was used to describe the sample and provide results of the inferential analyses used to test the hypotheses and address the research questions. This chapter is divided into three sections. The first section includes frequency distributions to provide a profile of the sample, with descriptive statistics used in the second section to present baseline statistics on the scaled variables. The results of the inferential statistics used to test the hypotheses are included in the third section of the chapter.

The purpose of this cross-sectional, quantitative research study was to examine the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education and their self-reported academic achievement at a charter high school located in a suburb adjacent to a large urban area. In addition, I also determined if self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education differed by grade level and gender.

Three research questions and associated hypotheses were developed for this study:

Research Question #1. Which of the three predictor variables, self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement are most influential in predicting self-reported academic achievement of urban high school students?

$H_0$1: There is no relation between self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parents' involvement as measured by the PIF and urban high school students' self-reported academic achievement.

$H_1$1: There is a relation between self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF and urban high school students' self-reported academic achievement.

Research Question #2. Do students in different grade levels (10th, 11th, and 12th) differ in their levels of self-efficacy, locus of control, and students' perceptions of the importance of their parent involvement?

$H_0$2: There is no difference among students in different grade levels (10th, 11th, and 12th) in their levels of self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

$H_1$2: There is a difference among students in different grade levels (10^{th}, 11^{th}, and 12^{th}) in their levels of self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

Research Question #3. Do male and female students differ in their levels of self-efficacy, locus of control, and students' perceptions of the importance of their parent involvement?

$H_0$3: There is no difference between male and female students in their levels of self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

$H_1$3: There is a difference between male and female students in their levels of self-efficacy as measured by the SIS, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the PIF.

A total of 300 informed consent and adolescent assent forms were sent to the parents of students enrolled at a charter school located in a suburban area of a large metropolitan area in the Midwest part of the United States. Of this number, 275 granted permission for their child to participate in the study. The same number of students assented to participate in the study.

The data were collected using paper and pencil surveys. The data from the surveys were entered into a computer file for analysis with IBM-SPSS ver. 22.0. While reviewing the file, three students were removed from the study as they did not complete all of the surveys. A total of 272 students were included in the study.

A missing values analysis was used to determine the effects of missing values. As few of the 272 students had missing values, it was decided to replace the missing values with the means for each of the scales. Table 2 presents the missing value analysis.

Table 2

Missing Value Analysis: Scaled Variables

Variable	Number	Missing	Percent
Internal Locus of Control	272	0	0.0
Powerful Others	272	0	0.0
Chance	272	0	0.0
School Self-efficacy	270	2	0.7
Parent Structure	268	4	1.5
Time Management	268	4	1.5
School Attendance	267	5	1.8

According to IBM-SPSS (2013), this method for replacing missing values is appropriate when less than 5% of the data for any variable is missing.

Description of the Sample

The students completed a short demographic survey that provided information on their personal characteristics, including age, gender, grade in school, self-reported academic achievement, and living status. Table 3 presents results of the frequency distributions used to summarize their responses to these items.

Table 3

Frequency Distributions: Personal Characteristics of the Students (N = 272)

Personal Characteristics	Number	Percent
Age		
15	35	13.3
16	81	30.8
17	88	33.5
18	54	20.5
19	5	1.9
Missing	9	
Gender		
Male	141	53.6
Female	122	46.4
Missing	9	
Grade Level		
Tenth	88	33.0
Eleventh	106	39.7
Twelfth	73	27.3
Missing	5	
Self-Reported Academic Grades		
All As	3	1.1
Mostly As and some Bs	48	18.4
Mostly Bs and some As	32	12.3
All Bs	4	1.5
Mostly Bs and some Cs	92	35.2
Mostly Cs and some Bs	26	10.0
All Cs	6	2.3
Mostly Cs and some Ds	31	11.9
Mostly Ds and some Cs	6	3.1
All Ds	1	0.4
Mostly Ds and some Fs	2	0.8
Mostly Fs and some Ds	4	1.5
All Fs	4	1.5
Missing	11	
Living Arrangements		
Both parents	84	32.1
Mother and Stepfather	38	14.5
Father and Stepmother	6	2.3
Mother only	103	39.3
Father only	8	3.1
Grandparents	6	2.3
Other relatives	5	1.9
Legal guardian	2	0.8
Other	10	3.8
Missing	10	

The largest group of students (n = 88, 33.5%) reported their age as 17 years, with 81 (30.8%) indicating their age was 16 years. Fifty four (20.5%) students reported their age as 18, while 35 (13.3%) indicated they were 15 years of age. Five (1.9%) students were 19 years of age at the time of the study. Nine students did not provide their age on the survey.

The majority of participants (n = 141, 53.6%) reported their gender was male, with 122 (46.4%) participants indicating their gender as female. Nine students did not provide a response to this question.

The largest group of students (n = 106, 39.7%) were in the 11th grade, with 88 (33.0%) students reporting they were in the 19th grade. Seventy three (27.3%) students were in the 12th grade at the time of the study. Five students did not provide their grade level on the survey.

The students self-reported grades ranged from all As (n = 3, 1.1%) to all Fs (n = 4, 1.5%). The largest group of students (n = 92, 35.2%) reported their grades were mostly Bs and some Cs, while 48 (18.4%) indicated their grades were mostly As and some Bs. Eleven students did not self-report their grades on the survey.

The largest group of students (n = 103, 39.3%) were living with their mothers only, while 84 (32.1%) were living with both parents. Thirty eight (14.5%) students were living with mother and stepfather, with 6 (2.3%) indicating they were living with their father and stepmother. Ten students did not provide a response to this question.

Description of Scaled Variables

The students' responses on the surveys were scored using the authors' protocols. The mean scores for the students were summarized using descriptive statistics to provide base line information for readers. Table 4 presents the results of this analysis.

Table 4

Descriptive Statistics: Scaled Variables

					Range	
Variable	*N*	Mean	*SD*	Median	Minimum	Maximum
Locus of Control						
Internal	272	3.99	.85	4.00	1.75	6.00
Powerful Others	272	2.48	1.12	2.50	0.00	5.88
Chance	272	2.32	1.06	2.25	0.00	5.63
School Self-efficacy	272	4.14	.66	4.27	1.00	5.00
Perceptions of Parent Involvement						
Parent structure	272	2.48	1.11	2.33	1.00	6.00
Time management	272	3.02	1.01	3.00	1.00	6.00
School attendance	272	3.02	1.02	3.00	1.00	6.00

The mean score for internal locus of control was 3.99 (*SD* = .85), with a median of 4.00. The range of actual scores was from 1.75 to 6.00. Powerful others had a mean score of 2.48 (*SD* = 1.12), with a median score of 2.50. The range of actual scores for powerful others was from 0.00 to 5.88. Actual scores for chance ranged from 0.00 to 5.63, with a median score of 2.25. The mean score for chance was 2.32 (*SD* = 1.06). Higher scores on the three subscales measuring locus of control means students were more internal, higher perceptions that powerful others and chance were responsible for their circumstances. I stopped reviewing here due to time constraints. Please go through

the rest of your chapter and look for the patterns I pointed out to you. I will now look at Chapter 5.

The mean score for school self-efficacy was 4.14 (*SD* = .66), with a median of 4.27. The actual scores for school self-efficacy ranged from 1.00 to 5.00, with higher scores indicating greater feelings of self-efficacy for school outcomes.

Parent structure, as a measure of students' perceptions of their parents' involvement in their academic achievement had a mean score of 2.48 (*SD* = 1.11), with a median score of 2.33. Actual scores on this subscale ranged from 1.00 to 6.00. The range of actual scores for time management was from 1.00 to 6.00, with a median score of 3.00. The mean score for time management was 3.02 (*SD* = 1.01). School attendance had a mean score of 3.02 (*SD* = 1.09), with a median score of 3.00. Actual scores ranged from 1.00 to 6.00 for school attendance. Higher scores on the three subscales measuring students' perceptions of their parents' involvement in their academic achievement indicated more positive feelings about their parents being involved with school and school outcomes.

Relationship among the Scale Variables

A correlation matrix using Pearson product moment correlations was developed to examine the relationships among the scaled variables. Table 5 presents results of these analyses.

Table 5

Pearson Product Moment Correlations: Scaled Variables

	Locus of Control			School Self-Efficacy	Perceptions of Parent Involvement		
	Internal	Powerful Others	Chance		Parent Structure	Time Management	School Attendance
Locus of Control							
Internal	--						
Powerful Others	.22**	--					
Chance	.14*	.73**	--				
School Self-Efficacy	.26**	.01	-.07	--			
Parent Involvement							
Parent Structure	.20**	.14*	.11**	.22**	--		
Time Management	.21**	.16*	.13*	.24**	.66**	--	
School Attendance	.22**	.09	.10**	.30**	.61**	.75**	--

*$p < .05$; **$p < .01$

The subscale measuring internal locus of control was significantly related to school self-efficacy ($r = .26$, $p < .001$), parent structure ($r = .20$, $p < .001$), time management ($r = .21$, $p < .001$), and school attendance ($r = .22$, $p < .001$). The correlations between powerful others as a measure of locus of control was significantly correlated with parent structure ($r = .14$, $p = .05$) and time management ($r = .16$, $p = .05$), but not to school self-efficacy ($r = .01$, $p > .05$) or school attendance ($r = .09$, $p > .05$). The locus of control subscale, chance, was significantly related to parent structure ($r = .11$, $p = .05$), time management ($r = .13$, p = .05, and school attendance ($r = .10$, $p = .05$), but not to school self-efficacy ($r = -.07$, $p > .05$. Positive correlations indicated that

higher scores on one variable were associated with higher scores on the second variable. Negative correlations provided evidence that as one variable was increasing the second variable was decreasing. Based on these findings, it appears that locus of control is positively related to school self-efficacy and students' perceptions of their parent involvement in academic achievement.

Research Questions and Hypotheses

Three research questions and associated hypotheses were developed for this study. Each of these research questions were addressed using inferential statistical analyses. All decisions on the statistical significance of the findings were made using a criterion alpha level of .05

Research Question #1. Which of the three predictor variables, self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement are most influential in predicting self-reported academic achievement of urban high school students?

H_{01}: There is no relation between self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parents' involvement as measured by the Parental Influence Scale (PIF) and urban high school students' self-reported academic achievement.

H_1: There is a relation between self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional

Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the Parental Influence Scale (PIF) and urban high school students' self-reported academic achievement.

A stepwise multiple linear regression analysis was used to determine if the three subscales measuring locus of control, school self-efficacy, and the three subscales measuring students' perceptions of parent involvement in their academic achievement could be used to predict self-reported academic achievement. The results of this analysis are presented in Table 6.

Table 6

Stepwise Multiple Linear Regression Analysis: Academic Achievement by Locus of Control, School Self-Efficacy, and Student Perceptions of Parent Involvement

Predictor	Constant	*b*-Weight	*β*-Weight	ΔR^2	*t*-Value	Sig
Included Variables						
School self-efficacy	3.40	1.57	.42	.15	7.48	<.001
Parent structure		-.39	-.18	.03	-3.16	.002
Excluded Variables						
Internal locus of control			.01		.12	.905
Powerful others			-.01		-.24	.809
Chance			.02		.33	.743
Time management			.02		.31	.753
School attendance			.14		1.96	.051
Multiple *R*	.42					
Multiple R^2	.18					
F Ratio	29.20					
DF	2, 269					
Sig	<.001					

Two predictor variables, school self-efficacy and parent structure, entered the stepwise multiple linear regression equation, accounting for 18% of the variance in academic achievement, F (2, 269) = 29.20, $p < .001$. School self-efficacy entered the regression equation first, accounting for 15% of the variance in academic achievement, $\beta = .42$, $t = 7.48$, $p < .001$. This finding indicated that students with higher school self-efficacy had higher academic achievement. An additional 3% of the variance in academic achievement was accounted for by parent structure, as a subscale of students' perceptions of their parents' involvement in their academic achievement, $\beta = -.18$, $t = -3.16$, $p = .002$. The negative relationship between academic achievement and parent structure provided evidence that higher school self-efficacy was associated with lower parent structure. The remaining independent variables did not enter the stepwise multiple linear regression equation, indicating they were not statistically significant predictors of academic achievement. Based on these findings, the null hypothesis of no relationship is rejected.

Research Question #2. Do students in different grade levels (10th, 11th, 12th) differ in their levels of self-efficacy, locus of control, and students' perceptions of the importance of their parent involvement?

H_{02}: There is no difference among students in different grade levels (10th, 11th, 12th) in their levels of self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the Parental Influence Scale (PIF).

H_2: There is a difference among students in different grade levels (10^{th}, 11^{th}, and 12^{th}) in their levels of self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the Parental Influence Scale (PIF).

A one-way analysis of variance (ANOVA) was used to compare students' school self-efficacy by the grade level of the student. The results of this analysis are presented in Table 7.

Table 7

One-way Analysis of Variance: Student School Self-Efficacy by Grade Level

Grade Level	Number	Mean	*SD*	*DF*	*F* Ratio	Sig	η^2
Tenth	88	4.14	.56	2, 264	.19	.654	<.01
Eleventh	106	4.17	.64				
Twelfth	73	4.08	.78				

The results of the one-way ANOVA comparing school self-efficacy by grade level was not statistically significant, F (2, 264) = .19, p = .654, η^2 < .01. This finding indicated that students' levels of self-efficacy for school did not differ by grade level. In further examination of the mean scores, students in the twelfth grade (M = 4.08, SD = .78) had the lowest scores, with students in the eleventh grade having the highest scores (M = 4.17, SD = .64).

The three subscales, internal, powerful others, and chance, measuring locus of control were used as dependent variables in a one-way multivariate analysis of variance (MANOVA). The grade level of the student was used as the independent variable in this analysis. Table 8 presents results of this analysis.

Table 8

One-way Multivariate Analysis of Variance: Locus of Control by Grade Level

	Wilks' Lambda	*DF*	*F* Ratio	Sig	η^2
Multivariate Tests	.964	6, 524	1.60	.143	.02
	Univariate Tests				
Grade Level		Number	Mean		*SD*
Internal					
Tenth		88	4.01		.87
Eleventh			3.99		.82
Twelfth			3.99		.86
Powerful Others					
Tenth		106	2.23		1.16
Eleventh			2.56		1.04
Twelfth			2.69		1.15
Chance					
Tenth		73	2.17		1.08
Eleventh			2.41		1.01
Twelfth			2.37		1.08

The results of the one-way MANOVA used to compare the three subscales measuring locus of control by the grade level of the student was not statistically significant, F (6, 524) = 1.60, p = .143, η^2 = .02. This result provided support that locus of control did not differ relative to the grade level of the student. An examination of the

descriptive statistics for each of the subscales provides support that students, regardless of their grade levels, had similar scores for the three measures of locus of control.

A one-way MANOVA was used to determine if the three subscales measuring students' perceptions of the importance of their parents' involvement in their academic achievement differed across the three grade levels of the students. The results of this analysis are presented in Table 9.

Table 9

One-way Multivariate Analysis of Variance: Importance of Parent Involvement by Grade Level

	Wilks' Lambda	*DF*	*F* Ratio	Sig	η^2
Multivariate Tests	.98	6, 524	1.12	.352	.01
	Univariate Tests				
Grade Level		Number	Mean		*SD*
Parent structure					
Tenth		88	2.48		1.07
Eleventh		106	2.35		.98
Twelfth		73	2.66		1.33
Time management					
Tenth		88	2.97		1.03
Eleventh		106	2.97		.87
Twelfth		73	3.13		1.18
School attendance					
Tenth		88	2.95		.98
Eleventh		106	2.90		.95
Twelfth		73	3.01		1.13

The results of the MANOVA comparing students' perceptions of the importance of their parents' involvement in their academic achievement across the three grade levels was not statistically significant, F (6, 524) = 1.12, p = .352, η^2 = .01. Based on this result,

it appears that students' perceptions of the importance of their parents' involvement in their education did not differ across the three grade levels. In examining the mean scores, students in the twelfth grade had the highest scores for each of the three subscales, with students in the eleventh grade having the lowest scores, although these differences were not statistically significant.

The outcomes of the three analyses used to test the hypotheses that students' school self-efficacy, locus of control, and perceptions of their parents' involvement in their education, did not differ significantly across the three grade levels. As a result, the null hypothesis of no difference among students in the tenth, eleventh, and twelfth grade on the three measures was retained.

Research Question #3. Do male and female students differ in their levels of self-efficacy, locus of control, and students' perceptions of the importance of their parent involvement?

H_{03}: There is no difference between male and female students in their levels of self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory, students' perceptions of the importance of their parent involvement as measured by the Parental Influence Scale (PIF).

H_3: There is a difference between male and female students in their levels of self-efficacy as measured by the Self-in-School, locus of control as measured by the Levenson Multidimensional Locus of Control Inventory,

students' perceptions of the importance of their parent involvement as measured by the Parental Influence Scale (PIF).

A one-way ANOVA was used to determine if school self-efficacy differed significantly between male and female students. The results of this analysis are presented in Table 10.

Table 10

One-way Analysis of Variance: Student School Self-Efficacy by Gender

Grade Level	Number	Mean	*SD*	*DF*	*F* Ratio	Sig	η^2
Male	141	4.09	.72	1, 261	2.61	.107	.01
Female	122	4.22	.57				

The comparison of school self-efficacy between male and female students was not statistically significant, F (1, 261) = 2.61, p = .107, η^2 = .01. Female students (M = 4.22, SD = .57) had higher scores for school self-efficacy than male students (M = 4.09, SD = .72), although this difference was not statistically significant.

The scores on the three subscales, internal, powerful others, and chance, measuring locus of control were used as dependent variables in a one-way MANOVA. The gender of the student was used as the independent variable in this analysis. Table 11 presents results of this analysis.

Table 11

One-way Multivariate Analysis of Variance: Locus of Control by Gender

	Wilks' Lambda	*DF*	*F* Ratio	Sig	η^2
Multivariate Tests	.99	3, 259	.52	.667	.01
	Univariate Tests				
Gender		Number	Mean		*SD*
Internal					
Male		141	4.04		.84
Female		122	3.97		.86
Powerful Others					
Male		141	2.54		1.11
Female		122	2.42		1.13
Chance					
Male		141	2.39		1.11
Female		122	2.24		.99

The comparison of the three subscales measuring locus of control between male and female students was not statistically significant, F (3, 259) = .52, p = .667, η^2 = .01. This result indicated that when taken as a group, the three subscales, internal, powerful others, and chance, did not differ significantly between male and female students. Male students generally had higher scores on each of the three subscales than female students.

The three subscales, parent structure, time management, and school attendance were used as the dependent variables in a one-way MANOVA. The gender of the student was used as the independent variable in this analysis. Table 12 presents results of this analysis.

Table 12

One-way Multivariate Analysis of Variance: Importance of Parent Involvement by Gender

		Wilks' Lambda		*DF*	*F* Ratio	Sig	η^2
Multivariate Tests		.97		3, 294	2.92	.034	.03
		Univariate Tests					
Gender	Number	Mean	SD	*DF*	F	Sig	η2
Parent structure							
Male	141	2.65	1.10	1, 261	7.28	.007	.03
Female	122	2.29	1.11				
Time management							
Male	141	3.10	1.02	1, 261	2.37	.125	.01
Female	122	2.91	1.00				
School attendance							
Male	141	3.05	1.02	1, 261	.54	.462	.01
Female	122	2.96	1.00				

The comparison of the three subscales measuring students' perceptions of their parents' involvement in their education between male and female students was statistically significant, F (3, 294) = 2.92, p = .034, η^2 = .03. The effect size of .03 provided evidence that while the difference between the male and female students was statistically significant, the result had little practical significance. To determine which of the three subscales was contributing to the statistically significant result, the univariate F tests were examined. The results of these analysis provided support that one subscale, parent structure differed significantly between male and female students, F (1, 261) = 7.28, p = .007, η^2 = .03. Male students (M = 2.65, SD = 1.10) had significantly higher scores for parent structure than female students (M = 2.29, SD = 1.11). The differences

between male and female students on time management and school attendance were not statistically significant, although male students had higher scores on each subscale.

Summary

A total of 272 students participated in the study, including 141 (53.6%) males and 122 (46.4%) females, with 9 students not reporting their gender on the survey. The students ranged in age from 15 to 19 and were in the 10^{th} (n = 88, 33.0%), 11^{th} (n = 106, 39.7%), and 12^{th} (n = 73, 27.3%) grades. The students generally self-reported grades that were mostly Bs and Cs. Most of the students lived with their mothers only (n = 103, 39.3%), with the second largest group indicating they were living with both biological parents (n = 84, 32.1%).

Three research questions and associated hypotheses were developed for the study. Each of these hypotheses was tested using inferential statistical analyses. All decisions on the statistical significance of the findings were made using a criterion alpha level of .05.

The first hypothesis examined the relationships between school self-efficacy, locus of control, and students' perceptions of their parents' involvement in their academic achievement on students' self-reported academic achievement. Using a stepwise multiple linear regression analysis, school self-efficacy and parent structure were found to be statistically significant predictors of self-reported academic achievement. Students who had higher levels of school self-efficacy tended to self-report higher academic achievement, while students' whose parents provided more structure were likely to have lower self-reported academic achievement. As a result of the two statistically significant

predictors of self-reported academic achievement, the null hypothesis of no relationship was rejected.

The second hypothesis compared school self-efficacy, locus of control, and students' perceptions of their parents' involvement in their academic achievement by the grade level of the student. Students in the three grade levels did not differ significantly on school self-efficacy, the three subscales measuring locus of control, or the three subscales measuring students' perceptions of their parents' involvement in their academic achievement. Based on these findings, the null hypothesis of no difference was retained.

The third hypothesis compared school self-efficacy, locus of control, and students' perceptions of their parents' involvement in their academic achievement as dependent variables between male and female students. No statistically significant differences were found for school self-efficacy or the three subscales measuring locus of control. A statistically significant difference was found for students' perceptions of the importance of their parents' involvement in their academic achievement. In comparing the three subscales, parent structure, time management, and school attendance by gender, parent structure was found to differ between the male and female students. Male students ($M = 2.65$, $SD = 1.10$) had significantly higher scores on this subscale than female students ($M = 2.29$, $SD = 1.11$). Although a statistically significant difference was found for one subscale, the lack of statistically significant differences on the other measures (school self-efficacy and locus of control) provide support to retain the null hypothesis of no difference between male and female students.

The results of the statistical analysis have been presented in this chapter. A discussion and interpretation of the findings, implications for social change, limitations of the study, and recommendations for further research can be found in Chapter 5.

Chapter 5: Summary, Conclusions, and Recommendations

Introduction

The purpose of this study was to investigate the influence of self-efficacy, locus of control, and perceived parental influence on the self-reported academic achievement of 10^{th}, 11^{th}, and 12^{th} grade high school students in a charter high school located in a suburb adjacent to a large urban area. A cross-sectional, quantitative research study was conducted to collect the data needed to address the research questions posed for this study. In addition, self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education were compared by grade and gender.

According to key findings of the data analysis, students with higher school self-efficacy and lower levels of parental structure were more likely to self-report higher academic achievement. No statistically significant differences were found for school self-efficacy, locus of control, or students' perceptions of the importance of their parents' involvement in their academic achievement by grade level. One statistically significant difference was found for students' perceptions of parent structure as part of their parents' involvement in their academic achievement by gender. Male students had significantly higher scores on this subscale than female students.

In this chapter, the interpretation of the findings of the study, limitations of the study, recommendations for future studies, implications for positive social change, and the conclusions of this study are presented. Three research questions and associated hypotheses were developed for this study.

Interpretation of the Findings

The first research question included stepwise multiple linear regression analysis to examine the relationship among student's self-reported academic achievement, school self-efficacy, locus of control, and students' perceptions of their parents' involvement in their education. Two independent variables, school self-efficacy and parent structure, a measure of students' perception of their parents' involvement in their education, were statistically significant predictors of self-reported academic achievement. Students who had higher levels of school self-efficacy tended to self-report higher academic achievement, while students whose parents provided more structure were more likely to have lower self-reported academic achievement.

According to Bandura, Barbaranelli, and Caprara (1999), school self-efficacy can promote academic achievement. Students with higher levels of self-efficacy typically react to academic challenge by expending greater efforts and do not consider or equate failure as an indicator of an inability to be successful in school. In contrast, students with lower levels of self-efficacy tend to disengage themselves from educational pursuits and drift towards peers who favor risky activities (Dishion, 1990; Jessor et al., 1991; Patterson et al., 1991). Students with low self-efficacy do not believe that they can be academically successful, although their beliefs may not be related to their actual abilities.

The finding that parent structure was related to lower self-reported academic achievement is contrary to research literature that supported parent involvement was important in improving student academic achievement. Measuring parent structure was used to determine if parents monitored the students' academic activities (homework,

planners, etc.). By the time students were in high school, this type of monitoring might not be needed. However, if students had low academic achievement, parents might provide more structure as a way to improve their child's academic performance. Parents of students who had high academic performance might not have to monitor their children in these ways.

Parental involvement continues to improve student achievement (Henderson & Berla, 1994). Fehrmann et al. (1987) found that parental involvement exerted both direct and indirect effects on high school academic achievement. Singh et al. (1995) drew similar conclusions using four parental involvement activities: parental aspirations for children's education, parent/child communication about school, home structure, and parent's involvement in school-related activities (e.g., meeting with teachers, in school classroom support, and involvement in their children extracurricular activities) in a nationwide representative sample of eighth graders. Contrary to these findings, Adams and Singh (1998), in studying African American high school students in 10^{th} grade, using two measures of parental involvement (e.g., frequency of talking about college and parental aspirations) found that parental involvement did not have a significant effect on student achievement.

In the second research question, I compared school self-efficacy, locus of control, and students' perceptions of their parents' involvement in their academic achievement by the grade level of the student. Students in the three grade levels, 10^{th}, 11^{th}, and 12^{th} grade, did not differ significantly on school self-efficacy, the three subscales measuring locus of control, or the three subscales measuring students' perceptions of their parents'

involvement in their academic achievement. Based on these findings, the null hypothesis of no difference was retained. Contrary to previous findings that self-efficacy generally improves as children mature, the results of this study showed that the students at the three grade levels had similar levels of self-efficacy. This lack of difference could be the result of the high levels of self-efficacy found in the students at this school. The mean scores for students were above 4.00, indicating high self-efficacy at all three grade levels. Locus of control also was similar across the three grade levels, with students generally having high internal locus of control and low scores for powerful others and chance. Although students generally become more internal as they mature, these students all appeared to have good internal locus of control. Self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their academic achievement was not affected as they progressed through the grade levels.

In the third research question, I compared school self-efficacy, locus of control, and students' perception of their parents' involvement in their academic achievement between male and female students. No statistically significant differences were found for school self-efficacy or the three subscales measuring locus of control. A statistically significant difference was found for student' perceptions of the importance of their parents' involvement in their academic achievement. In comparing the three subscales, parent structure, time management, and school attendance by gender, parent structure was found to differ between the male and female student. Parent structure was defined as making sure that homework was done, student planners were checked, and time was set aside for homework. Male students had significantly higher scores on this subscale than

female students, indicating parents were more likely to monitor the boys than the girls. Girls are more likely to be involved in school-related activities without prompting from their parents. Boys are more interested in sports and extracurricular activities and spend less time on their schoolwork. Parents of male students may be more vigilant because of sending their children to a charter school. The lack of difference in self-efficacy and locus of control between male and female students was unexpected. Males usually have lower self-efficacy and lower internal locus of control. Their scores were similar to the girls in the study, providing support that the school and parents were creating environments that helped students become more independent and able to take responsibility for their learning. Although a statistically significant difference was found for one subscale, the lack of statistically significant differences on the other measures (school self-efficacy and locus of control) provided support to reject the null hypothesis of no difference between male and female students partially.

According to Deci and Ryan (1985), the SDT is a macro theory of human motivation that differentiates between autonomous and controlled forms of motivation; the theory has been applied to predict behavior and inform behavior change in many contexts including: education, health care, work organizations, parenting, and sports, as well as many other area. In the context of the theoretical conceptual framework for this study (Deci & Ryan, 1985), extrinsic motivation versus intrinsic motivation, which involves doing schoolwork or not doing schoolwork because it is innately interesting or enjoyable or doing schoolwork because it can lead to a separable impressive outcome, is thus characterized as a motivated or unmotivated student. A student can be motivated

after learning a new set of skills because he or she understands their probable efficacy or worth or because learning the new skills can result in good grades and the privileges good grades afford (i.e., locus of control balance). Tthe amount of motivation does not essentially vary, but the nature and focus of the motivation does.

Self-efficacy has been identified as intrinsic motivation for students. Students in the present study with high self-efficacy were more likely to self-report higher grades. Locus of control is both intrinsic and extrinsic, with a statistically significant positive relationship found for scores on internal locus of control and school self-efficacy. The correlations between powerful others and chance as measures of locus of control were not related to school self-efficacy. As both self-efficacy and internal locus of control were considered to be associated with intrinsic motivation, students who self-reported higher grades were more likely to have intrinsic motivation.

Parent participation in their children's education would be considered an extrinsic motivator, as greater participation has been associated with higher academic performance. In the present study, students' perceptions of their parents' involvement related to structure was higher for male students than for female students. This finding provided additional support that boys may need greater extrinsic motivation to perform well in school. I stopped reviewing here due to time constraints. Please go through the rest of your study and look for the patterns I pointed out to you. I will now look at your references.

Limitations of the Study

This cross-sectional, quantitative research study has several limitations. Generalizing the results of the study was one possible limitation since a purposive (judgmental) sample of 158 male and female minority students enrolled in the 10th, 11th, and 12th grades at a charter high school located in a suburb adjacent to a large urban area, was used. All 10^{th}, 11^{th}, and 12^{th} grade students were surveyed. Therefore, the findings were limited to urban minority high school students in the 10^{th}, 11^{th}, and 12^{th} grades who attend charter high schools. As a result, findings can only be generalized to a similar population of minority students and not to students attending public and private schools or students in other grade levels. Future study could be replicated with a charter high school sample population that has greater diversity in race and the results compared to the findings of this study.

To obtain information on academic achievement, students were asked to self-report their academic achievement using a 13-point scale ranging from all As to mostly Fs. General academic achievement is a measure of how students have done in high school through their present grade. General academic achievement was not intended to determine how students have done on standardized tests, class test, specific assignments, or in particular classes. Instead, general academic achievement was students' perceptions of their overall academic achievement. Using a sample of minority charter high school students, future research could incorporate other measures of academic achievement. While most schools do not allow researchers to access student records because of privacy

concerns and confidentiality, teachers could be asked to rate academic performance using the 13-point scale to verify the students' self-report of academic achievement.

A cross-sectional research design was used in this study, which is typical of most psychological research (Pearson, 2010). Therefore, the same variable was measured on one occasion for each participant. The question of causality cannot be tested definitively but the relationships obtained could be used to support potential causal interpretations. This design helped the researcher determine the direction and the strength of the association between the variables.

Another possible limitation of the study was self-report or social desirability bias, which had to be considered as students might want to be perceived positively so they may not respond honestly. In addition, when completing self-report data, participants might not accurately or fully self-evaluate themselves.

Recommendations for Further Research

To examine the influence of self-efficacy, locus of control, and students' perception of their parents' involvement on their academic achievement, one recommendation for future research is a longitudinal study that could follow students from middle school through high school using the same psychosocial variables to determine the extent and direction of change as students mature. The present study used a cross-sectional design that assumes most students go through the same maturation process at approximately the same time. A longitudinal study would eliminate the differences in maturation.

A second recommendation for future research is to use same psychosocial variables; self-efficacy, locus of control, and students' perception of their parents involvement in their academic achievement with a sample of students' in other types of educational settings, such as public, private, parochial, and online schools to determine if students differ based on the educational setting.

Implications for Social Change

The present study may contribute to social change by helping mental health professionals and educators understand the importance of psychosocial variables in helping students perform better in charter schools. Educators need to study the effects of psychosocial factors, such as self-efficacy, locus of control, and the students' perception of their parent involvement on students' academic achievement on students' academic outcomes.

Along with professionals in the fields of psychology and education, the findings of the study may be relevant to public policy and administration, such as the Department of Education, and the National Alliance for Public Charter Schools. Findings from the present study could lead to positive social change by assisting parents, educators, and mental health professionals to understand the relationship between psychosocial variables and academic achievement better. Programs and interventions could be developed to help students develop higher levels of self-efficacy and become more internal in accepting responsibility for their decisions and performance.

Programs and interventions could be developed to help students develop higher levels of self-efficacy and become more internal in accepting responsibility for their

decisions and performance. Some of these programs could include parent workshops and professional development for educators to introduce the concepts associated with self-efficacy and locus of control. The need for parent involvement also could be discussed with the parents to inform them of the importance of attending parent-teacher conferences, talking to their students about school, monitoring homework and school planners, and maintaining contact with teachers on a regular basis. The professional development programs for educators could include information from psychologists regarding the effects of self-efficacy and locus of control on academic achievement and provide ways for teachers to incorporate activities in their classroom to improve students' willingness to be responsible and try new things.

Recommendations for Practice

Administrators, teachers, parents and all stakeholders in educational practice need to adopt changes in the national curriculum. These changes are expected to add rigor to the requirements for high school graduation. As has been shown in previous research, student's self-efficacy, locus of control, and students' perceptions of their parents' involvement can have an effect on their academic achievement. Educators and school psychologists should consider developing programs to help students improve their self-efficacy for academic achievement and take responsibility for their success and failure in school. Parents should become aware of what their children think about their involvement in their academic outcomes. Being cognizant of factors that can influence academic achievement can help students become successful.

Conclusions

In this research study, I investigated psychosocial variables that were associated with academic achievement by students attending a Charter High School located in a suburb adjacent to a large urban metropolitan area. The students' were in the 10th, 11th, and 12th grades and between the ages of 16 to 19 years. This study provided evidence that self-efficacy, locus of control and the students' perception of their parents influence on their academic achievement were important factors in their self-reported academic achievement. In combination with continued research, a broader perspective on how these variables are likely to affect other students' in charter schools as well as public and private schools can be provided in these same areas accomplished in this study.

Educators, parents, and other stakeholders need to be concerned with helping students internalize their responsibility and sense of self-value, as well as their "free choice" (Deci, 1971). Measures of intrinsic and extrinsic motivation that is associated with students' sense of competence, autonomy, and psychological relatedness of their behavior could alienate them to extent of poor academic achievement and result in problems associated with becoming productive members of the global society.

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Appendix A: Cooperation Request Sent to Michigan Collegiate High School

Helen Clay-Spotser, LMSW, ACSW

Dear ,

As a doctoral candidate at Walden University, I am currently working on my dissertation entitled "A Cross-Sectional Analysis of Self-Efficacy, Locus of Control, and Parental Involvement on Minority High School Students' Academic Achievement." This project is attempting to add to theory on the importance of self-determination as a means of assisting high school students become successful in achieving their academic goals.

The students in your school will be asked to complete four short surveys: Self-in-School (SIS; Smith, 1988), Levenson Multidimensional Locus of Control Inventory (Levenson, 1981), Parental Involvement Scale (PIF, DePlanty, Coulter-Kern, & Duchane, 2007), and a short demographic survey. These instruments are intended to measure the three elements of self-determination: self-efficacy, locus of control, and parent influence. I am enclosing copies of the surveys for your review and I can provide you with a copy of my proposal upon your request. .

The data collection process, to include consent and assent forms, answering questions, and completing the instruments will take approximately 1 hour. Before collecting data from students, parents will be asked to provide permission for their children to participate in the study. All participation by the students will be voluntary and all information obtained from the surveys will be confidential. Students who choose to participate will be given a McDonald's gift card as a thank you for being in the study.

I will be happy to share the results of my study with the school and parents. I can speak at a meeting or send a written report depending on how you want to disseminate the findings. The outcomes of this study are important, especially when the public is focusing

on student achievement and concerns about student dropout and school failure. The results can be used to establish programs to help students understand self-determination and develop the necessary skills to attain their academic goals.

Before I can begin my study, I need to have approval from the Institutional Review Board at Walden University. This board reviews all research to ensure that the study will be conducted in an ethical manner and that the rights of the participants are protected. As part of this approval, I need to have a cooperation letter from you on your school's letterhead. This letter will be forwarded to Walden University as part of the review process.

If you have any questions or require more information, I will be happy to meet with you to discuss this project. I can be reached by telephone or or email at to answer any questions or set up an appointment. Please feel free to contact me at your earliest convenience.

Thank you in advance for your help with this important research topic.

Sincerely,

Helen Clay-Spotser

Appendix B: Letter of Cooperation from Participating High School

Dear Ms. Helen Clay-Spotser,

Based on my review of your research proposal, I give permission for you to conduct the study entitled "A Cross-Sectional Analysis of Self-Efficacy, Locus of Control, and Parental Involvement on Minority High School Students' Academic Achievement" within the . As part of this study, I authorize you to coordinate data collection with 10th-, 11th-, and 12th-grade students' homeroom teacher, which will include obtaining parental consent and students' consent and assent before beginning the study. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: confirming to teachers, parents, and students that you have our permission to conduct the study at and to assist you in the data collection process of sending parents consent forms and providing classrooms where you will conduct the study and obtain consent and assent from students. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Appendix C: Parent Consent Form for Research

PARENT CONSENT FORM FOR RESEARCH

Your child is invited to take part in a research study of students' self-efficacy, locus of control, and perceptions of parent's involvement in their academic achievement. The researcher is inviting male and female minority students enrolled in the 10th, 11th, and 12th grades at , to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to allow your child to take part.

This study is being conducted by a researcher named Helen Clay-Spotser, who is a doctoral student at Walden University.

Background Information:
The purpose of this study is to examine the relationship between minority high school students' self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education in relation to their self-reported academic achievement, as well as determining if these relationships differ by grade level and gender.

Procedures:
If you agree to allow your child to be in this study, your child will be asked to:

- Complete the consent form if your child is 18 or older and complete the assent form is your child is below the age of 18. Students who are not participating in the study will be asked to go to the media center while the other students complete the study.
- Complete four survey instruments: (a) Self-in-School (SIS), (b) Levenson Multidimensional Locus of Control Inventory, (c) Parental Involvement Scale (PIF), and (d) a short demographic survey. The data collection procedure, to include obtaining consent and assent forms and completing the surveys will take approximately 1 hour.

Here are some sample questions:

1. I have the ability to do well in my school work.
2. Whether or not I get to be a leader depends mostly on my ability.
3. My parent makes sure that I have done my homework.
4. What grades do you typically receive in school?

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you want your child to be in the study. Of course, your child's decision is also an important factor. After obtaining parent consent, the researcher will explain the study and let each child

decide if they wish to volunteer. No one at will treat you or your child differently if you or your child decides to not be in the study. If you decide to consent now, you or your child can still change your mind later. Any children who feel stressed during the study may stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that your child might encounter in daily life, such as becoming upset due to the nature of the questions. Being in this study would not pose risk to your child's safety or wellbeing.

Anticipated benefits include a better understanding between self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement in their education in relation to their self-reported academic achievement by parents, educators, and mental health professionals. This understanding can lead to the development of new policies and programs geared towards helping students achieve academic success.

Payment:
Students will receive a McDonald's $5.00 gift card.

Privacy:
Any information your child provides will be kept confidential. The researcher will not use your child's information for any purposes outside of this research project. Also, the researcher will not include your child's name or anything else that could identify your child in any reports of the study. The only time the researcher would need to share your child's name or information would be if the researcher learns about possible harm to your child or someone else. Data will be kept secure in a locked file cabinet and password protected computer where only the researcher will have access to the records. Data will be kept for a period of 5 years, as required by the university.

Contacts and Questions:
If you have questions about the research or want to know the results, you may contact the researcher via . The researcher's dissertation chair is Dr. Gerald Fuller who can be reached at or by email at gerald.fuller@waldenu.edu. If you want to talk privately about your child's rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University staff member who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **IRB will enter approval number here** and it expires on **IRB will enter expiration date**.

The researcher will provide an extra copy of this form for you to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my child's involvement this optional research project. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Parent _____

Printed Name of Child _____

Date of consent _____

Parent's Signature _____

Researcher's Signature _____

Appendix D: Consent Form for Students Age 18 and Older

CONSENT FORM FOR STUDENTS AGE 18 AND OLDER

Hello, my name is Helen Clay-Spotser and I am doing a research project to learn about how self-efficacy, locus of control, and your perceptions of your parent's involvement in academic achievement are related to your academic achievement. I am inviting you to join my project. I am inviting all male and female minority students enrolled in the 10th, 11th, and 12th grades at to be in the study. I am going to read this form to you. I want you to learn about the project before you decide if you want to be in it.

WHO I AM:
I am a student at Walden University. I am working on my doctoral degree.

ABOUT THE PROJECT:
If you agree to be in this project, you will be asked to:

- Complete the consent form.
- Complete four survey instruments: (a) Self-in-School (SIS), (b) Levenson Multidimensional Locus of Control Inventory, (c) Parental Involvement Scale (PIF), and (d) a short demographic survey. The data collection procedure, to include reading and signing the assent form and completing the surveys will take approximately 1 hour.

Here are some sample questions:

1. I have the ability to do well in my school work.
2. Whether or not I get to be a leader depends mostly on my ability.
3. My parent makes sure that I have done my homework.
4. What grades do you typically receive in school?

IT'S YOUR CHOICE:
You don't have to be in this project if you don't want to. If you decide now that you want to join the project, you can still change your mind later. If you want to stop, you can.

Being in this project might make you tired or stressed, just like when you are completing your homework. But we are hoping this project might help others by understanding how self-efficacy, locus of control, and parent involvement affect academic achievement.

As a thank you gift for your participation, each student who completes the surveys will receive a $5.00 McDonald's gift certificate.

PRIVACY:
Everything you tell me during this project will be kept private. That means that no one else will know your name or what answers you gave. The only time I have to tell someone is if I learn about something that could hurt you or someone else.

ASKING QUESTIONS:
You can ask me any questions you want now. If you think of a question later, you or your parents can reach me at . The researcher's dissertation chair is Dr. Gerald Fuller who can be reached at or by email at gerald.fuller@waldenu.edu. If you or your parents would like to ask my university a question, you can call Dr. Leilani Endicott. Her phone number 612-312-1210.

I will give you a copy of this form.

Please sign your name below if you want to join this project.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Participant _____

Date of consent _____

Participant's Signature _____

Researcher's Signature _____

Appendix E: Adolescent Assent Form

ASSENT FORM FOR ADOLESCENTS

Hello, my name is Helen Clay-Spotser and I am doing a research project to learn about how self-efficacy, locus of control, and your perceptions of your parent's involvement in academic achievement are related to your academic achievement. I am inviting you to join my project. I am inviting all male and female minority students enrolled in the 10th, 11th, and 12th grades at to be in the study. I am going to read this form to you. I want you to learn about the project before you decide if you want to be in it.

WHO I AM:
I am a student at Walden University. I am working on my doctoral degree.

ABOUT THE PROJECT:
If you agree to be in this project, you will be asked to:

- Complete the assent form.
- Complete four survey instruments: (a) Self-in-School (SIS), (b) Levenson Multidimensional Locus of Control Inventory, (c) Parental Involvement Scale (PIF), and (d) a short demographic survey. The data collection procedure, to include reading and signing the assent form and completing the surveys will take approximately 1 hour.

Here are some sample questions:

5. I have the ability to do well in my school work.
6. Whether or not I get to be a leader depends mostly on my ability.
7. My parent makes sure that I have done my homework.
8. What grades do you typically receive in school?

IT'S YOUR CHOICE:
You don't have to be in this project if you don't want to. If you decide now that you want to join the project, you can still change your mind later. If you want to stop, you can.

Being in this project might make you tired or stressed, just like when you are completing your homework. But we are hoping this project might help others by understanding how self-efficacy, locus of control, and parent involvement affect academic achievement.

As a thank you gift for your participation, each student who completes the surveys will receive a $5.00 McDonald's gift certificate.

PRIVACY:
Everything you tell me during this project will be kept private. That means that no one else will know your name or what answers you gave. The only time I have to tell someone is if I learn about something that could hurt you or someone else.

ASKING QUESTIONS:
You can ask me any questions you want now. If you think of a question later, you or your parents can reach me at . The researcher's dissertation chair is Dr. Gerald Fuller who can be reached at or by email at gerald.fuller@waldenu.edu. If you or your parents would like to ask my university a question, you can call Dr. Leilani Endicott. Her phone number 612-312-1210.

I will give you a copy of this form.

Please sign your name below if you want to join this project.

Name of Child _____

Child Signature _____

Date _____

Researcher Signature _____

Appendix F: Self-in-School

Self-in-School

1	2	3	4	5
Completely False	Somewhat False	Neither True nor False	Somewhat True	Completely True

Place a check mark (✓) in the column that most closely how true or false each statement is about you.	1	2	3	4	5
1. I have the ability to do well in my school work.					
2. I put forth my best effort in all of my classes.					
3. I know how to study for each of my classes.					
4. I am a good student.					
5. I expect to gain a great deal from my school experience.					
6. I am as capable of succeeding as most students.					
7. I have the skills I need to do well in school.					
8. I am doing a good job in my classes.					
9. I expect that school will be rewarding to me.					
10. I am confident I will do well when I take tests.					
11. I am confident that I will succeed in school.					
12. I expect that I will graduate from school.					
13. I am confident that I will reach my academic goals.					
14. I am the type of person who does well in school.					
15. School is a good experience for me.					

Appendix G – Permission to use Self-in-School

XFINITY Connect *

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-
RE: Self-in-School Survey

From : Steve Smith <steve_smith@byu.edu>
Subject : RE: Self-in-School Survey
To :

Mon, Jun 11, 2012 04:00 PM
Attachment1 attachment

I apologize that you have had difficulty contacting me. You are more than welcome to use the survey and am glad if it fits your needs for your dissertation. I've attached the latest copy of the instrument for you to use. Please let me know if I can help in any other way.

Steve Smith

From:

[mailto:
Sent: Monday, June 11, 2012 12:41 PM
To: Steve Smith
Subject: Self-in-School Survey

Dear Dr. Smith

I was pleased to talk to you about obtaining permission to use the Self-in-School Survey in my dissertation that will examine the relationship between urban high school students' self-efficacy, locus of control, students' perceptions of parental involvement in their academic achievement, and self-reported academic achievement. This study is

important in determining factors that may be contributing to poor academic outcomes among urban students.

I need an email from you granting permission to use this scale to obtain IRB approval from Walden University.

If you need any additional information to process this request, please feel free to contact me at

Thank you for your help.

Helen Clay-Spotser

Appendix H: Levenson Multidimensional Locus of Control Scale

Levenson Multidimensional Locus of Control Scale

Directions:

Following is a series of attitude statements. Each represents a commonly held opinion. There are no right or wrong answers. You will probably agree with some items and disagree with others. We are interested in the extent to which you agree or disagree with such matters of opinion. First impressions are usually best. Read each statement carefully. Then indicate the extent to which you agree or disagree using the following scale.

Strongly Disagree	Somewhat Disagree	Slightly Disagree	Neutral	Slightly Agree	Somewhat Agree	Strongly Agree
0	1	2	3	4	5	6

Read each statement, and place a checkmark in the column that most closely matches the extent of your agreement or disagreement.	0	1	2	3	4	5	6
1. Whether or not I get to be a leader depends mostly on my ability.							
2. To a great extent my life is controlled by accidental happenings.							
3. I feel like what happens in my life is mostly determined by powerful people.							
4. Whether or not I get into a car accident depends mostly on who good a driver I am.							
5. When I make plans, I am almost certain to make them work.							
6. Often there is no chance of protecting my personal interests from bad luck happenings.							
7. When I get what I want, it is usually because I am lucky.							
8. Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of power.							
9. How many friends I have depends on how nice a person I am.							

Strongly Disagree	Somewhat Disagree	Slightly Disagree	Neutral	Slightly Agree	Somewhat Agree	Strongly Agree
0	1	2	3	4	5	6

Read each statement, and place a checkmark in the column that most closely matches the extent of your agreement or disagreement.	0	1	2	3	4	5	6
10. I have often found that what is going to happen will happen.							
11. My life is chiefly controlled by powerful others.							
12. Whether or not I get into a car accident is mostly a matter of luck.							
13. People like myself have very little chance of protecting our personal interests when they conflict with those of strong pressure groups.							
14. It is not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.							
15. Getting what I want requires pleasing those people above me.							
16. Whether or not I get to be a leader depends on whether I am lucky enough to be in the right place at the right time.							
17. If important people were to decide they did not like me, I probably would not make many friends.							
18. I can pretty much determine what will happen in my life.							
19. I am usually able to protect my personal interests.							
20. Whether or not I get into a car accident depends mostly on the other driver.							
21. When I get what I want, it is usually because I worked hard for it.							
22. In order to have my plans work, I make sure that they fit in with the desires of people who have power over me.							
23. My life is determined by my own actions.							
24. It is chiefly a matter of fate whether or not I have a few friends or many friends.							

Appendix I: Permission to Use Multidimensional Locus of Control Scale

Subject: Levenson
Date: Tue, Jun 12, 2012 01:18 AM CDT
From: Hanna Levenson hannalevenson@aol.com
To:

Yes, you have my permission to use the scales. Please send me your results when you have finished the study and best of luck!

Hanna Levenson, PhD

Appendix J: Importance of Parent Involvement

Importance of Parent Involvement

Please rate each of the items using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Place a check mark (✓) in the column that most closely matches your agreement with each of the following statements:	1	2	3	4	5
1. My parent makes sure that I have done my homework.					
2. My parent reviews my school planner on a regular basis.					
3. My parent sets a time for me to do my homework.					
4. My parent makes sure my activities and time with friends are not interfering with schoolwork.					
5. My parent talks to me about my classes and grades.					
6. My parent limits the time I watch television.					
7. My parent talks with my teachers about classes and grades.					
8. My parent attends activities at school.					
9. My parent talks with my friend's parents about school.					
10. My parent makes sure that I am at school every day.					
11. My parent attends parent-teacher conferences.					

Appendix K – Permission to Use

Importance of Parent Involvement

You have our permission ... as long as credit is given in your paper. Good luck, Helen.
KIM

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From:
Sent: Friday, March 02, 2012 3:23 PM
To: Duchane, Kim A.
Subject: Permission to use Perceptions of the Importance of Parent Involvement

Dear Dr. Duchane:

I am a doctoral student at Walden University. I am working on my dissertation proposal that will examine the relationship between self-efficacy, locus of control, and students' perceptions of the importance of their parents' involvement with their academic achievement.

I would like to use the Importance of Parent Involvement scale developed by Dr. DePlanty, Dr. Coulter-Kern and yourself. The IRB at Walden University will not approve the study until I submit an email from you or Dr. Deplanty giving me permission to use the scale.

If you have any questions or need additional information to process this request, please contact me at

Thank you in advance for helping me with this project. I will be happy to share my findings and data with you.

Helen Clay Spotser
Doctoral Candidate

Appendix L: Demographic Questionnaire

Age

_____ years

Gender

❏ Male
❏ Female

Grade

❏ Tenth
❏ Eleventh
❏ Twelfth

What grades do you typically receive in school?

❏ All As
❏ All Bs
❏ All Cs
❏ All Ds
❏ All Fs
❏ Mostly As and Some Bs
❏ Mostly Bs and Some Cs
❏ Mostly Cs and Some Ds
❏ Mostly Ds and Some Fs
❏ Mostly Bs and Some As
❏ Mostly Cs and Some Bs
❏ Mostly Ds and Some Cs
❏ Mostly Fs and Some Ds

Who do you live with?

❏ Married parents
❏ Mother only
❏ Father only
❏ Other _____

Race

❏ White Alone
❏ African American or Black Alone
❏ American Indian and Alaska Native Alone
❏ Asian Alone
❏ Hispanic, Latino, or Spanish Alone
❏ Native Hawaiian and Other Pacific Islander Alone
❏ More than one race (please specify _____)
❏ Other_____

Curriculum Vitae

HELEN F. CLAY-SPOTSER, LMSW, ACSW

Education

2014:	Walden University, Minneapolis, MN Doctor of Philosophy Major: Organizational Psychology
1981	University of Michigan, Ann Arbor, Michigan Master of Social Work Degree
1979	University of Detroit Mercy, Detroit, Michigan Bachelor of Arts Degree Major: Social Work

Professional Work History

2011 - 2013	Community Network Services (Clinical Therapist)
1993 - 2010	Detroit Public Schools, School Social Worker (Retired, 3/2010)
1992 - 1993	St. John/Riverview Hospital, Medical Master Social Worker
1988 - Present	Private outpatient Mental Health Clinical Psychotherapist

Accreditations

- Academy of Certified Social Workers (C.S.W.), May, 1988
- Licensed Master Social Worker (L.M.S.W.) August, 1979
- Marriage and Family Therapist, May, 2001
- Addiction Counseling Association, August, 1988
- Critical Stress Management Training, September, 1988
- Domestic Violence Training, 36th District Court, June, 1997
- P.A.M. (Parents as Mediator) Training, July, 1999
- Mediated Learning Training, October, 1999
- Court Mediation Training, April, 2001