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Effect of Culturally Based Arts Activities on Self-Efficacy, Self-Expression, and Achievement Motivation in Adolescent Inner-City Youth

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Abstract

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by

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MS, National Louis University, 2001

BA, National Louis University, 2000

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

This study examined the relationship between participation in a culturally-based arts program and the self-efficacy, self-expression, and achievement motivation in at-risk youth attending Atlanta public schools. The theoretical base used to examine this relationship was grounded in the social cognitive. Interviews conducted with students and parents provided demographic information as well as data on the participation in a culturally-based arts program and the resulting effect on self-efficacy, self-expression, and achievement motivation. Participants included a sample of 108 students between 10 and 14 years of age (M = 11.6, SD = .90). The results of the ANOVA data analysis revealed significant mean differences in self-efficacy and self-expression between the culturally-based arts program participation intervention group and the control group. The analysis indicated no significant mean differences in achievement motivation. There were no significant mean differences in self-efficacy from the pretest and posttest between ages. However, there were significant mean differences in self-expression and achievement motivation scores from the pretests and posttests between ages. Social implications of the research revealed the impact of program involvement on the acceptance of diversity within adolescent development. Social change can happen as a result of this acceptance of diversity. With this knowledge, curricula developers and program implementers may better identify the negative views associated with free expression that have the potential to drive students toward a rejection of academic success or performance-avoidance in the educational environment.

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Dedication

This dissertation is dedicated to my husband, DeBron Delk, and my daughter, Denaja Lewis. They both have encouraged the pursuit of my doctoral degree and have been a source of strength throughout this journey.

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Chapter 1: Introduction to the Study

Introduction

Among other things, art programs have traditionally provided a means for adolescents to engage in activities that promote self-expression and successful task completion (Reeve, 2009). The evidence of task completion can be seen in visual and performing arts productions, as well as physical works of art created by students. The opportunity to complete tasks in an art program may further reinforce a foundation of academic self-efficacy, self-expression, and achievement motivation (Reeve, 2009). Georgia educators may fail to provide this opportunity when curriculum development focuses on meeting federal standardized testing and ranking requirements to the detriment of arts programs. The purpose of this first section of chapter one is to provide a description of the topic of this study, why the study needed to be conducted, and the potential positive social change implications of this study. There is also a preview of the major sections of the chapter.

Atlanta Public School System (APS) curricula development is influenced by Common Core State Standards that are in alignment with national career skill and college preparatory coursework (APS, 2013). Math and literacy skill advancement are the center of curriculum development for Common Core. According APS (2013), budget cuts reported will result in a reduction of funding for Arts in the APS curricula 2014-2015and 2015-2016 school years. This reduction could include arts programs that may promote self-efficacy, self-expression, and motivation for achievement motivation (Greenfield, 2009; Reeve, 2009). Efforts to incorporate Common Core into APS' curriculum have led

to budget cuts which reduced supplies needed to operate arts programs in APS (Atlanta Public School System, 2013). According to the APS' Budget for fiscal year 2013, for art program expenses decreased to $3,150,581 from the fiscal year 2012 budget $3,199,791. This decrease in funding is the result of the district's efforts to reallocate and repurpose funds to increase of the number of art teachers in the classrooms, which are needed to help meet core curriculum standards (APS, 2013).

Prior to implementation of the Common Core in 2013, the GDOE (2011) integrated fine arts into a core curriculum. Those efforts focused on the domains of creative thinking, response, assessment and reflection, contextual understanding, and connections (GDOE, 2011). Budget deficits increased because the APS district has had to pay $1 million a month in salaries to educators on payroll leave due to the Criterion-Referenced Competency Tests (CRCT) scandal (APS, 2013). With the reported budget for APS, an attempt at arts integration may be difficult to identify. Efforts to support academic learning for students in Grades 1 through 12 do not include arts as part of the core content areas for curriculum and instruction (APS, 2013). Art was a major component of the overall education of students and was used to develop well rounded young adults. According to APS (2013), graduation coaches have now been placed at each middle and high school campus to identify and monitor interventions to assist students at risk of non-graduation. Staff focus is now centered on readying students for college and career paths. The reduction of arts programs as a result of budgetary constraints and the uncoupling of arts programs from the Common Core restricts the methods by which ethnically diverse students who attend these schools are allowed to use

creativity and expression in the process of learning (Beveridge, 2010; Heilig, Cole & Aguilar, 2011). Such restriction has been associated with student dissatisfaction in curriculum and apathy in the classroom environment (Thompson & Allen, 2012) and may be reflected in dropout rates in other school districts. According to the GDOE (2012), annual dropout rates reported for Georgia equate to approximately 30.3% compared to the 25% national dropout rate. Specific to APS, the dropout rate is even higher at approximately 49.13% (GDOE, 2012). It remains to be seen what impact the changing curriculum and de-emphasis on the arts will have on APS dropout rates and achievement motivation.

Inner city schools are defined as schools located in resource-poor neighborhoods (Rothstein, 2004). These neighborhoods have been characterized by high crime and high unemployment (Zhou, 2003). Bemak, Chung, and Siroskey-Sabado (2005) identified inner-city school students as having higher rates of academic failure and greater school behavioral problems. Recent research regarding curricula development for inner city schools systems has focused on students in elementary or high school (Durlak, Weissberg, Dynicki, Taylor & Schellinger, 2011; Lemberger & Clemons, 2012). Far less emphasis has been found in the inner city regarding students in middle schools' sixth, seventh, and eighth grades (Seiler, 2013). Self-efficacy, self-expression, and achievement motivation have been selected for measure in this study because they impact the process of development during adolescence, have been shown to impact academic success, and his/her study in relation to arts program participation will fill a gap in the literature.

Self-efficacy is defined as the way adolescents view his/her ability to accomplish a task or goal based on previous attempts to accomplish the task or goal (Bandura, 1977). Self-efficacy may seem to be more difficult for middle school students compared to elementary and high school students, as they start to struggle with the pressures of his/her peers within the classroom setting. Adolescents, in middle school, may experience a need for belonging that might allow for the influence of peer opinion to contradict a student's view of his/her abilities (Reeve, 2009). Likewise, by virtue of fewer resources available to them, lower income students, as compared to middle and higher income students, may experience socio-economic factors that do not promote positive messages of self-efficacy. For example, such students may experience lack of household income and lack of education, which fail to promote positive incentives for academic success through task mastery. In some cases, students avoid accepting academic challenges because the challenges may result in the display of a failed attempt to master a task (Cohn, Fredrickson, Brown, Mikels, & Conway, 2009). For example, a student may choose not to participate in a class discussion for fear of not having the correct response to the question being asked by the instructor. For adolescents, there may also be a desire to conform to lower expectations during the middle school years. This peer pressure to remain academically complacent may be more prominent in inner city schools than schools located in suburban neighborhoods or that are privately funded as reflected in lower rankings on standardized testing requirements (Lessard, Butler-Kisber, Fortin, & Marcotte, 2013). Academic complacency may lead to students' refusal to attempt new tasks and therefore miss the opportunity to witness an accomplishment of an achieved

goal. The promotion of self-efficacy could serve as a means to help inner city school students overcome the lack of household income and education that hinder development. The provision of a fundamentally culturally based theme embedded in arts curriculum has been shown to promote cognitive development in student participants (Swadener, 2012). The study contains, in part, an examination of the effect of participation in a culturally based arts program on self-efficacy.

In addition, this research examined the effect of participation in a culturally based arts program on the promotion of self-expression. Research has suggested that adolescent students are in the beginning stages of self-awareness and personality development (McLean, Breen & Fournier, 2010; Syed & Seiffge-Krenke, 2013). Self-expression can be a means by which the results of this personality development can be displayed. Participation in an arts program can serve as a means by which adolescents learn social scripts and develop positive social-emotional outcomes (Brouilette, 2010). Little evidence has been found on participation in an arts program and its relationship to self-expression in inner city middle school students.

Finally, achievement motivation was chosen for investigation in the research because the majority of research has focused on students in upper-level high school and students entering college (Byrd, & Chavous, 2011; Nichols, White, & Price, 2006; Travis, & Ausbrooks, 2012). In the academic setting, achievement is the measurement of what a student has learned or a skill he has acquired as the result of learning (Puckett & Black, 2005). Overall, achievement motivation is the force that directs and sustains the learning process for a student and his/her level of goal achievement (Watabe & Hibbard,

2014). According to Trumbull and Rothstein-Fisch (2011), the identification of achievement motivation for a student requires an understanding of the student's culture and how his/her culture recognizes success.

One aspect of culture is environment. Inner city high schools and colleges have been studied to determine outcomes on dropout rates as well as the probability of pursuing higher education as a result of the student's motivation to achieve greater academic success (Davidson et al., 2012). Very little has been found regarding achievement motivation for inner city middle school students as they develop an interest in his/her academics. This adolescent stage, between the ages of 13 to 18, can include a balance of both intrinsic and extrinsic motivation that may encourage academic achievement or hinder an adolescent's desire to succeed in the academic setting. Achievement motivation is important in the academic success of students (Wang & Eccles, 2013). Curriculum developers would do well to pursue resources that minimize the achievement gap between lower-income inner-city students and those who have a greater access to academic resources that include arts programs.

Currently, there is a deficiency in the curricula for lower-income inner-city middle school adolescents where arts programs are concerned (Rothstein, 2004; Williams, & Sánchez, 2013, & Zhou, 2003). Efforts from implementers of a culturally based art program to bridge the achievement gap between these at-risk students and those who have greater access to academic resources have the potential to alter a social norm of division between the established economic classes. Likewise, it is possible that social change could result if this research revealed that middle school students' participation in

an arts program is associated with the promotion of self-efficacy, self-expression, and achievement motivation. Social change has been defined as "the specific and localized perception of significant change" (Adams, 2007, p. ix). Addressing the effectiveness of participation in a culturally based arts program on adolescent middle school students in Grades 6, 7 and 8 attending Title I schools within the inner city district of the APS system can produce social change by providing insight to program developers and educators who are responsible for curricula development and implementation. This insight may expand the understanding of how participation in a culturally based arts program can facilitate self-efficacy, self-expression, and achievement motivation in early adolescent inner city students.

In sum, this quantitative research addressed the impact of participation in a culturally based arts program on adolescent middle school students in grades 6, 7 and 8 who attended inner-city schools in Atlanta. In particular, the relationship between students' participation in an extra-curricular culturally based arts program and his/her self-efficacy, self-expression, and achievement motivation were measured.

This chapter provides background information as it relates to research on the effect of participation in a culturally based arts program on self-efficacy, self-expression and achievement motivation in students. Identification of the research problem and current evidence of that problem are addressed. An examination of the association between cultural inclusion in an arts program and the social and achievement motivation of low-income adolescent students attending APS is also discussed, along with the theoretical base used to approach the research. Research questions and the hypotheses

related to these questions are delineated. The nature of the study, operational definitions of repeated terms, assumptions, scope, delimitations and limitations of the research are also addressed. Finally, this chapter concludes with the significance of the study and the potential for social change throughout low-income school systems and specifically to APS. The following section provides background information on the relationship between culturally based arts programs and self-efficacy, self-expression, and achievement motivation.

Background

Culturally Based Arts Programs

The provision of a fundamentally culturally based theme embedded in an arts curriculum has been shown to promote cognitive development in student participants (Swadener, 2012). Likewise, Gauvain, Beebe, and Zhao (2011) identified how culture adds to cognitive development. First, it can be seen in the behavior that promotes learning . For example, a student's family dynamic may encourage academic achievement by expressing the importance of scholarly success as a means of showing honor. Second, there could be identification with participation in activities (Gauvain et al., 2011). For instance, participation in an arts program could provide a historical view of the beliefs and values that are identified within a culture. Students may be able to gain a better understanding of cultural development, which may not be evident within traditional academic courses (Ballengee-Morris & Stuhr, 2001). Finally, according to Gauvain et al. (2011), a third identification may be observed in culture-specific symbolic and material

artifacts used to support the critical thinking process. In a culturally based arts program, for example, material artifacts would be the physical results of art projects completed by students in the program (Boykin et al., 2005). These artifacts could be representative of the students' culture and provide tangible means for that student to identify aspects of his/her culture.

Cultural influences on students include his/her ethnic identity and cultural practices that connect individuals to his/her ethnic community. Ethnic identity and cultural practices are evident in the language, music, religious practices, and community involvement for that ethnic group (Thomas & Columbus, 2010; Warikoo & Carter, 2009; Whaley & Noel, 2012). Hollins (1996) recommended a reframing of curriculum development to include culture to create a more responsive social context for students from varying cultures. Greenfield (2009) suggested that increasing resources in the educational environment may promote achievement motivation and stability for lower income students. This stability may change the cultural value of education for the students. Greenfield (2009) also stated that this change in educational value may influence achievement motivation in students who are afforded additional resources in his/her learning environment.

Self-Efficacy

Self-efficacy is defined as the way adolescents view his/her ability to accomplish a task or goal based on previous attempts to accomplish the task or goal (Bandura, 1977). Task mastery is the result of deep learning, an improvement of a current skill, and the acquisition of a new skill associated with a particular task (Elliot, 1999). When students

create his/her own works of art, they engage in a form of task mastery associated with increased self-efficacy (Diseth, 2011; Reeve, 2009). Art projects may have varying levels of difficulty associated with the task of mastering the artistic craft. In the process of accomplishing the task of mastering a craft, students gain additional critical thinking and problem solving skills (Cohn et al., 2009). Diseth (2011) stated that the opportunity for adolescents to progress from one level of difficulty to the next may provide an increase in his/her confidence levels. This increase in self-efficacy may be transferable from an artistic project to one more academic in nature (Cohn et al., 2009; Reeve, 2009).

In addition to the potential development of positive social-emotional outcomes of an arts program, students can complete various tasks that may aid them in the effort to attain goals within the academic setting. According to Daddis (2011), goal attainment for students is linked to autonomy. Adolescents, in particular, may have a strong desire to master tasks and attain goals in direct relationship to the level of attainment seen in his/her peers. Autonomy and peer autonomy then become associated with self-direction and personal endorsement needs for students in the academic setting (). According to Cohn et al. (2009), as adolescents accomplish goals associated with task completion in the arts program, there can be an increase in self-efficacy. This increase in self-efficacy from the participation in the arts program may then generalize to the academic setting (Cohn et al., 2009). Schuler, Sheldon and Frohlich (2010) affirmed that a noticeable increase in self-confidence, as aspect of self-efficacy, could occur with the instructors involved with a culturally based visual and performance arts program.

Self-Expression

Adolescence can be particularly difficult for youth when there is poverty, an unstable family structure, low academic achievement of parental figures, as well as an absence of social support (Burchainal, Roberts, & Zeisel, 2008). Still, according to Goza and Ryabov (2009), even among those adolescents most at-risk for developmental challenges, there is a great deal of cultural and community importance attached to ethnic identity.

Self-expression is the method by which an individual is able to express feelings, ideas or personality in a social setting or event (Wong, Zimmerman & Parker, 2010). When learning strategies have a cultural basis or component of self-expression, students may be more likely to use creativity in the learning process as they develop his/her critical thinking skills (Swadener, 2012). Such skill development may prove to be an addition to, and an enhancement of, an academic curriculum focused on standardized testing. Vera et al. (2011) agreed that including creativity in a culturally based curriculum may help to strengthen the relationship between culture and coping mechanisms for adolescents faced with economic and societal stressors.

Brouillette (2010) sought to understand social development in the adolescent phase of human development. Though ethnic culture per se was not addressed, she found that the use of performing arts (a form of self-expression) provided a means for students to understand social scripts and develop positive social-emotional outcomes. According to Brouillette (2010), involvement in performance groups provided guidelines for acceptable group behavior. Thus, with careful curriculum development that includes an arts program focused on the culture of its students, program participants may have a

greater connection to the artistic learning process of his/her artwork as well as the cultural influences of the art medium.

Achievement motivation

Achievement motivation is the force of energy that directs and sustains the overall learning process for a student and his/her level of goal achievement within the academic setting (Watabe & Hibbard, 2014). According to Trumbull and Rothstein-Fisch (2011), the identification of achievement motivation for a student requires an understanding of the student's culture and how that culture recognizes success. In the academic setting, achievement is the measurement of what a student has learned or a skill they have acquired as the result of learning (Puckett & Black, 2005).Within the context of the educational environment, several studies have examined the relationship between culture and achievement motivation in students (Greenfield, 2009; Hollins, 1996; Strauss & Quinn, 1997). According to Greenfield, 2009; Hollins, 1996; Strauss and Quinn, 1997, omitting culture from an arts curriculum may stifle the student's ability to openly express his/her views in a learning situation. This stifling action of cultural omission may affect the cognitive learning process for the student. DeCastella, Bryne and Covington (2013) focused on how achievement motivation is related to self-efficacy in students and found that achievement motivation was influenced by the fear of failure in the process of goal attainment. An increase in self-efficacy resulted in lower anxiety levels and fear of failure in the academic setting for students. Reeve (2009) stated that an external motivational approach to academic achievement is a viable method to positively affect a student's ability to relate to other students, autonomy and competence. Focus on the achievement

motivation of the student may aid in the effort to engage student participation and active learning. Catterall (2002) and Horn (1992) stated that participation in arts programs has been associated with academic motivation for students. The authors suggested that there is a transfer of learning in the context of the arts program to the academic setting. According to Catterall (2002), the participation in multi arts programs increases a student motivation in the academic setting in collaboration with community engagement.

According to Trumbull and Rothstein-Fisch (2011), the identification of achievement motivation in a student requires an understanding of the student's culture and how his/her culture recognizes success. With the understanding of the student's culture, it may be possible to determine how success is measured for the student within her or his community. For example, the measurement of success may be more influenced by individual career goals rather than the perception of praise received by members of the student's family (Urdan, 2009).

Reeve (2009) noted the arousal principle as it relates to these social and avoidance motivation approaches to academic achievement. According to Balsan, Phelps, Theokas, Lerner, Lerner (2009) and Shernoff (2010), motivation levels depend on the situational aspects for the participant. Students may experience a noticeable increase or decrease in the arousal level for each participant in accordance to the related situation. Continued participation in the program is promoted by the level of sufficient motivation felt by the students. When the motivation levels are insufficient, the probability of a reduction in participation or withdrawal from the program in the effort to obtain satisfaction increases. Although stimulation is desired, an abundance of stimulation may prove to overwhelm

the participant and bring forth unwanted anxiety. Implementers may then see another source for potential withdrawal (Balsano et al., 2009; Shernoff, 2010). Successful program development and implementation may obtain a sufficient level of achievement motivation for student engagement and the attainment of mastery goals (Frey-Monell, 2010). An indication of the appropriate level of achievement motivation needed for each student could be obtained from the response to the initial activities provided by the program.

This section provided background information for a culturally based arts program and the identified variables (self-efficacy, self-expression, and achievement motivation) contained in this research. The purpose of the research was to obtain a better understanding of self-efficacy, self-expression, and achievement motivation in middle school students who participate in a culturally based arts program and attend APS. This examination may provide educators and curriculum developers with understanding of the importance including arts programs that offer cultural diversity education to adolescent students. In the next section, the lack of cultural arts program inclusion in middle school curricula is addressed, along with the gap in the literature in this area and concomitant opportunities for social change.

Problem Statement

Middle school curricula that do not include a cultural arts program may limit the potential academic success of students. Research has found that participation in a culturally based arts program can have a positive effect on the academic achievement of young students (Bailey & Bradbury-Bailey, 2010; Catterall, Dumais & Hampton-

Thompson, 2012; Portowitz, Linchtenstien, Egorova, & Brand, 2009; Rapp-Paglicci, Stewart & Rowe, 2011). Students who attend schools that lack an arts program may suffer due to this exclusion (Bailey, & Bradbury-Bailey, 2010). Many components of an arts program that serve to motivate academic achievement may stem from the self-efficacy and self-expression of students. When students have a forum for free-expression, there may be a decrease in scholastic pressure and an increase in self-efficacy and self-esteem (Durlak el al., 2010; Fredricks & Eccles, 2008). For this reason, free expression in adolescent participants in an arts program may aid in the overall development of the student, which includes academic and social development.

Academic achievement has been the focus of several studies (Bailey & Bradbury-Bailey, 2010; Braun, Wang, Jenkins & Weinbaum, 2006; Fantuzzo, LeBoeuf, Rouse, & Chen, 2012; Horton, 2005) but little has been found on the impact of culturally based art program participation on achievement motivation. Although the need for a program to be specific to the individuals for whom it is designed has been noted (Briggs Reis, & Sullivan, 2008; Catterall et al., 2012), there is a substantial gap in the research on the self-efficacy, self-expression, and achievement motivation associated with arts program participation in grade 6,7, and 8 students. In the academic setting, researchers have found students gravitate toward culturally based activities which offer familiar traits associated with his/her social, academic, and home environments (Durlak et al., 2010; Kerpelman, Eryigit & Stephen, 2008). Participation in a culturally based arts program arts activity has also been reported to increase self-efficacy and enhance self-expression (Fredricks & Eccles, 2008; Hughes, Witherspoon, Rivers-Drake, & West-Bey, 2009).

However, the following researchers—Frey-Monell, 2010; Hanlon, Simon, Grady, Carswell & Carswell, 2009—, left gaps in his/her inquiries with regard to the inclusion of culture in the development of art programs for students. Additionally, the majority of the research (Cheema & Kitsantas, 2013; Covay & Carbonaro, 2010; Güzeller & Özkal, 2013; Ozgen & Binak, 2011; Patrick, Care & Ainley, 2011 & Shin, 2011) on self-efficacy, self-expression, and achievement motivation has focused on either elementary or high school students. Concentration on elementary and high school students overlooks the transitional years of adolescent development that take place in middle school. Efforts to close this gap include conducting valid and reliable studies designed for this middle school age group. Results from these studies, could be used to design curricula that address the cultural arts program components of self-efficacy, self-expression, and achievement motivation development in middle school students.

This study addressed the research gap regarding the cultural component of the arts program that is associated with self-efficacy, self-expression, and achievement motivation for these adolescent students. In the study, academic achievement, self-expression, and self-efficacy, of sixth, seventh, and eighth grade students participating in cultural art activities that focus on visual and performance arts were measured. Addressing the effectiveness of participation in a culturally based arts program on adolescent middle school students in grades 6, 7 and 8 attending schools within the inner city district of the Atlanta Public School system can produce positive social change by providing insight to program developers and educators who are responsible for curricula

development and implementation. In the next section, the purpose of this quantitative study is discussed.

Purpose of the Study

The purpose of this quantitative study was to examine the effect of participation in extracurricular cultural arts programs on the self-efficacy, self-expression, and achievement motivation of adolescents who attended inner-city middle schools in the APS. Additionally, this study's purpose was to address the prospect of social change that may exist if the research results disclose an affirmative association between art program participation and the promotion of self-efficacy, self-expression, and achievement motivation for these middle school students. The specific arts program curriculum includes visual and performance activities that focus on repurposing materials for art, spoken word performance of poetry, painting and pottery. Previous studies have examined the effectiveness of art in the academic environment (Altman & De, 2010; Brown & Sax, 2012; Covay & Carbonaro, 2010; Shernoff, 2010) and identified the significance to the self-esteem of students who benefit from it (Burchinal et al., 2008; Durlak et al., 2010; Morton, Montgomery, & Morton, 2011). However, less understood is the effectiveness of participation in a culturally based arts program on adolescent students attending inner-city schools. This study addressed the research gap regarding the cultural component of the arts program and its association with self-efficacy, self-expression, and achievement motivation in middle school participants. The research assessed the significance of cultural inclusion with participation in a visual and performing arts program for students who attend schools in the Atlanta Public School system.

The quantitative study used analysis of variance (ANOVA) to determine the relationship between participation in a culturally based arts program and the self-efficacy, achievement motivation, and self-expression of the adolescent participants from the APS. Reports of self-efficacy, self-expression, and achievement motivation were measured among participants enrolled in a summer, center-based arts program. Nonparticipants of the culturally based arts program from the center were also included in the study as the control group. In the next section, the research questions and hypotheses are discussed.

Research Questions and Hypotheses

This study was based on the following research question:

> Is participation in a culturally based arts program associated with a significant difference in self-efficacy, self-expression, and achievement motivation in adolescent inner-city, middle school youth?

H_{01}**:** There is no significant difference in self-efficacy, as measured by the Adolescent Social Self-Efficacy Scale (Connolly, 1989), between students who participate in a culturally based arts program and those students who do not.

H_{1A}: There is a significant difference in self-efficacy, as measured by the Adolescent Social Self-Efficacy Scale (Connolly, 1989), between students who participate in a culturally based arts program and those who do not.

H_{02}**:** There is no significant difference in self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), between

students who participate in a culturally based arts program and those students who do not.

H_{2A}: There is a significant differences in self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), between students who participate in a culturally based arts program and those students who do not.

H_{03}**:** There is no significant difference in achievement motivation, as measured by the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997), between students who participate in a culturally based arts program and those students who do not.

H_{3A}: There is a significant difference in achievement motivation, as measured by the Patterns of Adaptive Learning Scales–Goal Orientation Scales (Midgley et al., 1997), between students who participate in a culturally based arts program and those students who do not.

Instruments that were used to measure the association between independent variable of participation in a culturally based arts program and the dependent variables of self-efficacy, self-expression, and achievement motivation included the Adolescent Social Self-Efficacy Scale (Connolly, 1989;see Appendix: C), the Personal Expressiveness Scale (Schwartz & Waterman, 2005;see Appendix: B), and the Patterns of Adaptive Learning Scales (PALS); Goal Orientation Scales (Midgley et al. 1997;see Appendix: A). In the next section, the theoretical basis of the study is discussed.

Theoretical Base

This research study was grounded in social cognitive theory (Bandura, 1986), which is based on the original concept of *self-efficacy* and *motivation* introduced by Bandura (1977) as well as *self-concept* introduced by Rosenberg (1986).The theory was developed by Albert Bandura (1986; 1997;) and is centered on the assumptions of personal factors related to cognitive processes, such as self-beliefs of competency or self-efficacy beliefs. The social cognitive theory is a driving force in the determination of goals or outcomes (Frey-Monell, 2010). Social cognitive theory can be used to examine adolescent achievement motivation and educational plans as they arise from a relationship between social factors and the behavior of the student (Shunk & Pajares, 2009). With social cognitive theory, individuals are thought to be proactively engaged in the development of his/her lives. Social cognitive theory also includes an individual's ability of forethought, learning through vicarious experience, self-regulation, and self-reflection (Shunk & Pajares, 2009). Bandura (1986) identified the capability of self-reflection as being the most prominent in self-efficacy. For example, students remember being faced with a task and then being able to complete the task. This self-reflection of accomplishment can positively influence the student's perception of being able to accomplish the repeated task or a task requiring a higher degree of skill. Within the academic setting, social cognitive theory has been used to improve student's emotional states by correcting negative personal factors, behaviors, and environments (Shunk & Pajares, 2009). In this study, social cognitive theory was used to predict the function of participation in a culturally based arts program. For example, using social cognitive

theory would predict that, as outlets for skill mastery go up, so do students' self-efficacy, self-expression and achievement motivation.

Nature of Study

This quantitative study examined the impact of participation in a culturally based arts program involvement on student development in the areas of self-efficacy, self-expression, and achievement motivation. ANOVA was used as a form of data analysis for the quantitative research. Independent variables of the research included participation in a culturally based arts program. Dependent variables in this research were self-efficacy, self-expression, and achievement motivation. Quantitative data for participants was gathered with pretest and posttest instruments for a better understanding of the relationship between participants and nonparticipants in a culturally based arts program and self-efficacy, self-expression, and achievement motivation.

The culturally based arts program was 2 weeks in duration. Data were collected during the summer. Questionnaires completed by the participants in the study provided feedback that was used to examine the arts program participation with self-efficacy, self-expression, and achievement motivation. Questionnaires were completed at the beginning and end of program participation. Weekly data collecting took place. The culturally based arts program and the control recreational program were completed in 2-week intervals at the designated School of Music and Dance during the summer.

Middle school participants who attend at-risk schools within the Atlanta public school system and were enrolled in the School of Music and Dance summer recreational program were recruited for the study. The participants of this study included a sample of

108 students attending Title I schools within the inner city district of the Atlanta Public School system and parents of these students. Students who participated in the study ranged between the grades of sixth, seventh, and eighth and ages of 10 and 14. A quasi-experimental designed was chosen for the research due to the limitation of random assignment to groups. Students were assigned to the groups by the School of Music and Dance that provided the culturally based art programs.

This section provided the rationale for selection of the design for the study. There was also a description of the key variables which included independent, dependent and covariates. Finally there was a summary of the methodology for the study which identified data source and the methods chosen to obtain then analyze the data. The next section provides operational definitions for the terms used throughout the study.

Operational Definition of Terms

The following terms are used throughout the study:

Achievement motivation: For the purposes of this study, achievement motivation is the measurement of motivation a student has for acquiring a skill or the learning of an academic subject within the educational environment (Tuckman, 1999; Watabe & Hibbard, 2014).

Culturally based arts program: Visual and/or performing arts program that involves, music, art, theater, and which has a curriculum rooted in culturally relevant ideas that promote strong group identity (King, 2012).

Self-efficacy: The way an adolescent views her or his ability to accomplish a task or goal based on previous attempts to accomplish the task or goal. Results from

successful task mastery of projects that require varying levels of difficulty in the effort to attain a skill (Bandura, 1977).

Self-expression: The method by which an individual is able to express his or her feelings, ideas or personality in a social setting or event (Wong et al., 2010).

Title 1: Federally funded program that helps youth with educational disadvantages. Title 1 schools are schools where generally at least 35% of students are from low income families (GDOE, 2012).

Assumptions

This study was based on three assumptions—aspects of the study that are believed but cannot be demonstrated to be true.

1. Arts program and recreational implementers would provide his/her honest and best efforts in the implementation of the culturally based program curriculum offered to participants in the program.
2. The sampled participants are representative of the total population of sixth, seventh, and eighth grade students at the facility that offered art activities to students who attend Title I schools within the inner-city district of the Atlanta Public School system.
3. The measurements collected were unbiased responses from participants each time the assessmentswere administered.

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Limitations

This study had limitations that involved the participation of parents, or guardians, and implementers of the program's curriculum. Parents and guardians of the students who participated in the program may have had restrictions on his/her participation in the study due to his/her various work schedules and other commitments. The study also had limitations based on the chosen quantitative method. With the limitations of the chosen method, the researcher might not have been aware of a phenomena occurring because of the focus on theory of the hypotheses testing (Creswell, 2009). To decrease these limitations within the study, an open forum of email, website and telecommunications was offered to the parents, or guardians, program implementers. In the next section there is a discussion of the scope and delimitations of the study.

Scope and Delimitations

This study involved grade 6, 7 and 8 students attending Title I schools within the inner city district of the system. Self-efficacy, self-expression, and achievement motivation was examined to understand the potential influence of participation in a culturally based arts program. To gain a better understanding of the effect of participation in a culturally based arts program, this study included the feedback of students and his/her parents or guardians who did and did not participate in the program. According to Creswell (2009), delimitations are the tools that are used to refine the scope of the research. Within this study, and the boundaries assigned by the school district for APS and the fact of the participants' enrollment in the facilities providing the program, served as natural delimitations. The aim of this study was to provide a basis for curriculum

development for other urban school districts. In the next section the significance for the study is discussed.

Significance

The significance of this study was to determine if self-efficacy, self-expression, and achievement motivation would be statistically different among adolescent middle school students in attending Title I schools within the inner city district of the Atlanta Public School system that do and do not participate in a culturally based arts program. Addressing the effectiveness of participation in a culturally based arts program on adolescent middle school students in grades six, seven and eight attending Title I schools within the inner city district of the Atlanta Public School system can produce positive social change by providing insight to program developers and educators who are responsible for curricula development and implementation. This insight may expand his/her understanding of how participation in a culturally based arts program can facilitate self-efficacy, self-expression, and achievement motivation in early adolescent inner city students. Furthermore, social change may reveal that middle-schoolers' participation in an arts program is positively associated with the promotion of self-efficacy, self-expression, and achievement motivation. This study may aid in the recognition of the influence a child's culture has in the promotion of positive social development prosocial behaviors in the educational environment. The research data may assist in future efforts to increase the levels of self-confidence and decrease apprehension that are connected with student perceptions of acceptance from others (Huitt, 2011).

Schuler et al. (2010) reported that such an increase in student's self-confidence could then be exhibited in the academic setting as well as in social settings

Summary

The intent of this introductory chapter was to bring recognition of to the importance of self-efficacy, self-expression, and achievement motivation for middle school students between the ages of 10 and 14 attending Title I schools within the inner city district of the APS system. This explained the goal of measuring the relationship between self-efficacy, self-expression, and achievement motivation when the adolescents participate in an arts program based on his/her culture.

The significance of the study was identified in the effort to recognize the importance of cultural inclusion for these students and the inclusion of various teaching styles to accommodate his/her diverse skill sets. Local significance that addressed the Atlanta school district and surrounding areas was identified in conjunction with the implications redefining the methods by which curriculums are designed for all students.

Self-efficacy, self-expression, and achievement motivation were addressed from a theoretical base within this chapter. This theoretical foundation was grounded in the social cognitive theory. The social cognitive theory was chosen in the effort to examine how participation in a culturally based program is related to an adolescent's self-efficacy, self-expression, and achievement motivation. This study's hypotheses were that there is a significant relationship between program participation and an adolescent's self-efficacy, self-expression, and achievement motivation. The remaining chapters of the study contain

a literature review, research method for the study, results of the data analysis and a summary of the statistical findings..

Chapter 2: Literature Review

Introduction

The purpose of this chapter was to provide a critical evaluation of research related to participation in a culturally based arts program and the self-efficacy, self-expression, and achievement motivation of adolescent students in the APS district. Academic achievement has been the focus of several studies (Bailey & Bradbury-Bailey, 2010; Braun, Wang, Jenkins & Weinbaum, 2006; Fantuzzo, LeBoeuf, Rouse, & Chen, 2012; Horton, 2005), but little has been found on the impact of culturally based art program participation on self-efficacy, self-expression and achievement motivation. Although the need for a program to be culturally specific to the pupils for whom it is designed has been noted (Briggs, Reis, & Sullivan, 2008; Catterall et al., 2012), there is a substantial gap in the research. Additionally, the majority of the research on self-efficacy, self-expression, and achievement motivation has focused on elementary and high school students. Thus the transitional years of adolescent development that take place in middle school have been overlooked.

Previous studies examined the effectiveness of arts programs in the academic environment (Altman & De, 2010; Brown & Sax, 2012; Covay & Carbonaro, 2012; Shernoff, 2010) and identified the significance to self-esteem in students who participate (Burchinal, Roberts & Zeisel, 2008; Durlak et al., 2010; Morton et al., 2011). However, less understood is the effectiveness of participation in a culturally based arts program on adolescent students attending inner-city schools. This study addressed the research gap regarding the cultural component of the arts program that is associated with self-efficacy,

self-expression, and achievement motivation for these adolescent students. The research assessed the significance of cultural inclusion with participation in a visual and performing arts program for students who attend schools in the Atlanta Public School system.

The purpose of this chapter was to highlight and critically evaluate research on participation in a culturally based arts program and the effect of that participation on self-efficacy, self-expression, and achievement motivation. To accomplish this goal, the chapter is divided into literature search strategy, background information on the Atlanta Public School system and budgetary changes that have led to a restructure of staff and curriculum. The literature search strategy used for this study is discussed in this chapter. Additionally, the chapter includes literature regarding the theoretical framework of this research. This chapter classifies the concepts found that relate to participation in an arts program and how they affect self-efficacy, self-expression, and achievement motivation for middle school students. Finally, the chapter delivers a review of literature to identify the gap in literature regarding participation in an arts program. The following section provides information on the literature search strategy for the research.

Literature Search Strategy

Four strategies were used to search the literature for the study.

1. The APS website and the GDOE website were mined for background information.
2. The following databases were used to obtain published journal articles: Science Direct, SAGE, ERIC, ProQuest, eBrary e-book collections, and A to

Z E-Journal List. The following keywords were used: *cultural arts programs, art program participation, effect of culture on self-efficacy, effect of culture on self-expression, effect of culture on achievement motivation, self-efficacy, self-expression, achievement motivation, social cognitive theory, adolescents,* and *middle school.*

3. Google Scholar and Walden University Library Services: Tests and Measurements, PsycTESTS, and the Mental Measurements Yearbook were used to locate research instruments.
4. PsycTESTS was used to obtain full text tests and scales; Adolescent Social Self-Efficacy Scale, Personal Expressiveness Scale, and PALS.

In the following section, arts programs in the Atlanta Public School System are discussed to provide background information for the research.

Background

The Atlanta Public School system has undergone budgetary deliberations that have led to a restructuring of staff and curricula. The restructuring of staff and curricula has resulted in the reduction of funds allocated to art programs for the district's middle schools (APS, 2013). Middle school curricula that do not include an arts program may limit the potential academic success of students. In the effort to understand the relationship between participation in a culturally based arts program and the self-efficacy, self-expression, and achievement motivation for students attending schools in the Atlanta Public School System, it is important to identify the budgetary occurrences that have led to the restructuring in staff and curricula which that have left APS without the resources

to provide these art programs. Georgia educators striving to meet federal standardized testing and ranking requirements have influenced the structure of Atlanta public primary, middle, and high school curricula. In 2009, the Atlanta Public School System (APS) was investigated for test-tampering (Perry & Vogell, 2009). This tampering is believed to have stemmed from APS administrators' attempts to meet federally-mandated standardized testing criteria (Samuels, 2011). According to Dwyer (2004) and Hursh (2013), school principals and instructors are pressured by school system administrations to make alterations to curricula in an effort to produce higher test scores. Such scores are used as the measure of academic achievement in students and, hence, have the potential to impact federal funding tied to achievements rankings.

Since the 2012-2013 school year, one consequence of this influence on curricula is the current shift from measuring the acquisition of knowledge and skills based on Georgia state standards to federal Common Core State Standards for the Atlanta Public School System which align with national standards for career choice and college preparation (APS, 2013). The focus of these core standards is on what APS determined is a more rigorous academic curriculum that centers on mathematics and literacy development (APS, 2013). Common Core State Standards for APS include science and social science as a part of the curriculum, although the focus is on math and literacy development. Unfortunately, such a narrow focus by the APS have already indirectly resulted in the reduction of arts programs as a previous standard and integral part of a well-rounded curriculum (Thompson & Allen, 2012; Vincent, 2004). Budget reports from the Atlanta Public School System (2013) included a reduction in funding for staff

members who were assigned to facilitate these art programs. Culturally based arts programs can address the need of students for self-expression and to be valued for his/her diverse cultures. These programs can also provide a platform for respect and cultural identity for students while promoting his/her ability to achieve academic success (Powell, 2012).

APS reported the need for budget cuts in arts expenses for the 2013-2014 school year in order to meet the Common Core Standard requirements in the areas of math and science. These reported budgets cuts include a reduction of staff and delays in pay increases for current staff (Bailey-Covin, 2013). Non-salaried expenses are budgeted for $20,967,470 which is a 27% reduction from fiscal year 2012 reported $26,656,723. The amended budget for APS Art reports an allocation of $7,133 for fiscal year 2013 with a tentative 72% reduction to $4,149 in fiscal year 2014 for non-salary experiences (APS, 2013). According to the GDOE (2013), as of April 2013 there were 49,354 students enrolled in APS. Of these, 77% were African American, 14% Caucasian, 7% Hispanic, 1% Asian and 1% bi-racial. As funding for curriculum implementation is dependent on the budgetary restraints of the school system, a lack of funds can heavily influence the resources available for programming outside of the core standards areas of language arts, mathematics, science and social science. Reported budget cuts for the APS fiscal year 2013 budget show a reduction in salaries and positions in the arts program. Projected fiscal year 2014 includes cuts for non-salaried expenses, which affect professional services and supplies for the APS Arts program (APS, 2013). These cuts would affect the number of professional artists contracted to serve in the school system. A decrease in

funding may also decrease the amount of materials that are required for students to participate in the art program. Additional concerns for APS funding are the result of Atlanta's decline in tax revenue due to foreclosures, loan modifications and short sales in Atlanta's real estate market (Robinson, 2012). According to Robinson (2012), APS has seen a loss of tax revenue in the amount of $120,000,000 in the past years. Georgia has been one of the top ten cities in the United States' foreclosure market since 2006. Atlanta, in particular, ranks as one of the top 25 cities in the United States with the highest foreclosure rates from 2006-2011 (Robinson, 2012).

Throughout the United States, budgetary constraints are found most commonly in urban school systems that are considered low-income areas (Thompson & Allen, 2012). APS are no exception. For example, in the APS system, low-income students are identified as students eligible for free or reduced meals (GDOE, 2013). The GDOE (2013) reported that 76% of the students enrolled in the APS were eligible.

IgniteArt (2013) reported advocacy efforts from the Assess Reflect Transform Succeed (ArtsAPS) foundation have been developed to address a portion of the deficit in art funding for APS middle school students. ArtsAPS uses visual and music thinking strategies to aid students in the attainment of level appropriate artistic knowledge and development skills outlined by the Common Core standards (IgniteArt, 2013). Funding for the ArtsAPS comes from a major grant awarded to ArtsAPS by the U.S. Department of Education and is not a recurrent source of funding in the budget for APS (IgniteArt, 2013). Despite such worthy programs that reflect a federal concern for arts awareness and the role of arts in the public school curriculum, as shown, the APS budget and core K-12

curriculum is focused on the building of skill sets identified for college entry and technical skills for workforce employment using the Common Core Standards.

This section provided background information specific to APS and the research population. In the following section, there is a discussion of the theoretical foundation of the study.

Theoretical Foundation

The theoretical foundation selected for this research study is grounded in social cognitive theory (SCT). Social cognitive theory is based on the original concept of self-efficacy and motivation introduced by Bandura (1977) as well as self-concept introduced by Rosenberg (1989). There are five core concepts associated with SCT: self-efficacy, observational learning/modeling (self-expression), goal setting (achievement motivation), outcome expectancy, and self-regulation (Rhodes, Brickman & Bushman, 2007).

Social cognitive theory is centered on assumptions related to cognitive processes, such as self-beliefs of competency or self- efficacy beliefs, and is a driving force in the determination of goals or outcomes (Frey-Monell, 2010). Social cognitive theory can be used to examine adolescent achievement motivation and educational plans as they arise from the interaction of personal, behavioral, and environmental factors for the student (Shunk & Pajares, 2009). With social cognitive theory, individuals are thought to be proactively engaged in his/her development. Social cognitive theory also includes an individual's ability of forethought, learning through vicarious experience, self-regulation, and self-reflection (Shunk & Pajares, 2009). Bandura (1986) identified the capability of self-reflection as being the most prominent in self-efficacy. This self-reflection of

accomplishment can positively influence the student's perception of being able to accomplish the repeated task or a task requiring a higher degree of skill. Within the academic setting, the social cognitive theory has been used to improve student's emotional states by correcting negative personal factors, behaviors, and environments (Shunk & Pajares, 2009). In the study, social cognitive theory was used to predict the function of participation in a culturally based arts program such that there is an increase in reported self-efficacy, self-expression, and achievement motivation for middle school students who attend APS.

Research on the social cognitive theory has provided evidence of a relationship between socio-economic factors, culture, and the development of self-efficacy (Burke et al., 2009), self-expression (Neitzel, 2009), and achievement motivation (Zimmerman, Bandura, & Martinez-Pons, 1992). The introduction of cultural themes to an arts program has a direct link to the social learning process for an adolescent. During these formative years of development, students are introduced to his/her culture and how its history has influenced the development of his/her society. Culture, in addition to the various experiences of an individual, shapes his/her self-perception (Barrett, 2010; Herman, Trotter, Reinke, & Ialongo, 2011). This perception is known as a person's self-concept (Rosenberg, 1989). During adolescence, children experience the self-discovery process. Key elements in this process include: frames of reference, attributions, appraisals hers, mastery experiences (Bong & Skaalvik, 2003).

Frames of reference provide the basis for how traits are judged and then set for comparisons to other individuals. Here we have a direct relationship to the social surroundings that influence the student (Kornilova, Kornilov, & Chumakova, 2009).

This initial portion of the section provided an overview of the theoretical foundation of the study. In the following subsections, there is a discussion of variables self-efficacy, self-expression and achievement motivation and his/her relationship to social cognitive theory.

Self-Efficacy

Self-efficacy, or a student's self-concept, can be greatly affected by the appraisal received from individuals who have a significant role in his/her lives (Bong & Skaalvik, (2003; Neitzel, 2009). If a child consistently hears negative comments about his/her intellectual capacity from a parent or guardian, they may be more inclined to accept the role of being a low achiever in the academic setting, thus adopting a low self-efficacy for academic achievement. On the other hand, when students achieve a goal, they are more inclined to take a positive attitude in the academic setting associated with a concomitant increase in self-efficacy associated with goal attainment. Such goal attainments are considered mastery experiences and are also found to be effective in increasing the self-efficacy process of students (Heckhausen, Wrosch, & Schulz, 2010). Self-efficacy, as it relates to education, is associated with students' self-efficacy. Self-efficacy is defined as a student's belief about themselves (Shunk & Parajes, 2009). This belief is the result of the student mastering a skill which can lead to an increase in effort, activeness, paying attention, and motivation within an educational setting (Shunk & Pajares, 2009).

The importance of self-efficacy for adolescents can be found in the final area of self-concept, psychological centrality. Here a person rates the importance of goal achievement in accordance to his/her performance in that goal area (Osborne & Jones, 2011). For example, when a middle school student is asked to rate his/her academic subjects in order of importance, it is likely that the child will bestow the most importance to the subject in which they have reached the most triumph. Lesser value is placed on a task with lower goal attainment for that student. Self-efficacy is comprised of this method of self-assessment of the importance of goals. Within the arts program, participants experience goal achievement every time they complete a skilled task at the performance stage of the activity. Choice of subsequent activities by a student could then be the result of the importance given to the activity by the student and the desire to enhance his/her artistic skill set (Rhodes, Brickman, & Bushman, 2007). In addition to understanding the relationship between art program participation and the self-efficacy of adolescents, a goal of the study was to identify the relationship between art program participation and the ability of self-expression for adolescents.

Self-expression (Observational Learning/Modeling)

The social cognitive theory can be used to examine the act of self-expression as well as the role self-expression has in the social development of an individual (Landau et al., 2010). According to Landau et al. (2010), the intrinsic self-concept an individual possesses is directly related to the self-expression displayed by that individual. When self-concept is positive, an individual may be more expressive of self and less conforming to the opinions of others. There is reason to believe that participation in art

programs promotes self-expression for adolescent students by providing a venue for confidence building through various methods of artistic expression. Ewing (2011) studied the relationship between the social cognitive theory and the self-expression of students. In this review of art education in Australia, Ewing (2011) sought to examine the assumptions of art curriculum and the resulting self-expression of the students who participated in various art courses. The review of Australian arts education found that participation in an arts program could increase a student's capability to interact with his/her peers and foster self-expression within a social and academic setting. The study examined the participation in an arts program for adolescents to understand its relationship with the development of self-expression. Additionally the study examined the participation in an arts program and the achievement motivation, goal setting, for adolescent students who attend APS.

Achievement motivation (Goal Setting)

Goal setting, derived from social cognitive theory, was used in this study as a foundation for achievement motivation. Bandura (1977) defined goal setting as reflection of cognitive representations of future desired outcomes. This theoretical proposition states that the models of behavior available to a student will play a role in the inter-related process of his/her attention, retention, and his/her motivation (Bandura, 1977). As students progress through the educational process, they are introduced to various vocational opportunities related to his/her educational choices. Patrick, Care, and Ainely (2011) suggested that these choices are directly related to models that have been made

available to the students which serve as a motivating factor in the academic choices and ultimately vocational choices of students.

This section discussed the theoretical foundation grounded in the social cognitive theory selected for this research study. The social cognitive theory was used to examine adolescent achievement motivation and educational plans as they arise from the participation in a culturally based arts program and the variables of self-efficacy, self-expression and achievement motivation. The following section will identify the conceptual framework of the research.

Conceptual Framework

The purpose of this section is to identify the conceptual framework of the research. The section is divided into the three concepts of the research. These concepts include the role of culture in learning, the role of arts program participation to academic motivation, and the role of curriculum development. The concepts of this research were organized in the effort to support the assumed relationships between participation in a culturally based arts program and student self-efficacy, self-expression, and achievement motivation.

Role of Culture in Learning

One of the major tasks related to the developmental stage of adolescence is the necessity for individuals to formulate his/her identity (Wong et al., 2010). The hegemony of whiteness is often the standard for children of color, particularly African American students (Anyon, 1980; Phillips, Berg, Rodriguez & Morgan, 2010 & Tyson, 2003). This hegemony of whiteness is provided to adolescents through social media available for the

constant viewing of these students. The explanation of racial identity and the implications of this identity are normally explained through the social settings of African American adolescents. Children are provided examples of social and cultural roles within his/her home, religious, and community. African American children are also exposed ethnic roles through media that is directed towards the African American population (Holmes, & Lochman, 2009; Rodriguez, Umaña-Taylor, Smith, & Johnson, 2009; Wilson, Karimpour, & Rodkin, 2011). Within American society, divisions of race are evidenced in visual and performance arts. These artistic displays use platforms of music, art, dance, and drama that are geared toward the African American population. Divisions between races and ethnicities can be found in the separation of venues for artistic displays for visuals and performance arts (Hanley & Noblit, 2009). As previously reported, APS are comprised of 77% African American, 14% Caucasian, 7% Hispanic, 1% Asian and 1% bi-racial adolescent students (GDOE, 2013). Understanding the role of culture for adolescents may aid in the examination of his/her cognitive development. The arts program in the study had a cultural focus which allowed the participants to gain knowledge of his/her culture. Performances provided the students an opportunity to display his/her talents in association with the cultural knowledge they have gained.

Within the social cognitive motivational theory, it is now an accepted idea that the culture of an individual will decide his/her level of fortitude in the midst of task completion (Frey-Monell, 2010). It was once believed that a person's culture establishes the need for satisfying the psychological need of success. Current determination views

culture as it serves to motivate in the decision process that leads a person towards the attainment of his/her goals (Frey-Monell, 2010).

Oral traditions, music, and historical connections are components of culture in curriculum (Sampson & Garrison-Wade, 2011). For example, students may be able to learn the history of religious hymns that are associated with various cultures. Cultural inclusion allows for adolescent development through social interactions with more experienced members of the community (Gauvain et al., 2011). For instance, seasoned artists may be able to share his/her experiences during instruction sessions with students. As students learn from artists from various cultures, they may be introduced to the influence of the artists' culture on the artist's own career development.

As with most adolescents, students in the middle school environment experience a stage of cognitive development in which there is a move from concrete operations to formal operations (Lazarowitz, & Naim, 2013). In the adolescent stage of cognitive development, there is a progression from the ability to understand concrete objects, such as people, places, and events to a more abstract understanding of ideas, theories and concepts (Dulit, 1972). Adolescence may bring forth a need to question religion, feelings, and the meaning of life (Kolb, 1984). Likewise, Joy and Kolb (2009) reported the culture of a student may have a significant impact in the preference for abstract conceptualization. This preference is seen in the choice of the adolescent to move toward active experimentation rather than rely on reflective observation from the preadolescent stage of his/her cognitive development. This choice may be influenced by the level of assertiveness found within the culture of that student (Joy & Kolb, 2009). The level of

assertiveness students' exhibit to reach his/her goals has been defined as achievement motivation (Trumbull & Rothstein-Fisch, 2011). According to Hughes et al. (2009), one of the key factors found in academic achievement in youth is that they strive for unity, or commonality, in his/her family, community, and race. Unity can be achieved with the expression of common values and goals between the youth and elders in the community (Nelson, 2009).

As noted, the culture of the student can have a major influence on the meaning of achievement and motivation to attain goals within an academic environment (Trumbull & Rothstien-Fish, 2011). Adolescent members of a community can have a desire to be acknowledged by community elder members for his/her academic achievements (Nelson, 2009). Furthermore, research has indicated a strong positive relationship between the identification of purpose, creativity, and faith among various cultures (Gilbert, Harvey, & Belgrave, 2009).

Role of Arts Program Participation on Achievement Motivation

Rather than defund arts programs, school system curricula developers might seek to better understand and capitalize on the positive relationship between participation in an arts program and the process of learning (Vincent, 2004). This understanding could encourage curriculum designers to address the culture and learning styles of students as a part of the academic achievement process. The culture of the student can be an influence on the development of that student's learning style (Joy & Kolb, 2009). A learning style is defined as the method by which a student concentrates, processes and ultimately retains information that is new and, possibly, difficult to understand (Dunn & Honigsfeld, 2013).

When Whitaker, Graham, Severtson, Furr-Holden and Latimer (2012) explored the impact of socio-economic factors on the learning styles of students, they found students' motivation to learn and learning styles varied among ethnic groups within low income communities. Art can provide students with the opportunity to embrace culture and serve as a means of self expression for students. This opportunity may aid these students in his/her development of understanding as well as his/her ability to express that understanding to others.

Although little research has been found on participation in a culturally based art program and its relationship to self-efficacy, self-expression and academic motivation, several studies (Gottfredson, Cross, Wilson, Rorie, & Connell, 2010; Hanlon et al., 2009; Kerpelman et al., 2008) have been conducted in regard to participation in youth programs and how that participation can affect these variables. Kerpelman et al. (2008) identified differences in the Future Educational Outcomes program with current levels of achievement to discuss the influence of ethnicity, self-efficacy, and support from the home environment. Findings of the research were consistent with a positive association between self-efficacy and educational aspirations.

Gottfredson et al. (2010) completed a program evaluation to assess theeffects of program participation on adolescent behavior. youth. According to the authors, participation in an after-school program was determined to have a significant effect on intermediate outcomes in peer relationships, academic environments and prosocial behavior Due to the lack of information found in regards to social development for adolescents and participation in arts programs, this study focused on Atlanta Public

middle school students and the social developments that result from the participation in an after school culturally based arts program.

Participation in an arts program centered on culture allows for the inclusion of family, community, and ethnic identity (Hanlon et al., 2009). In addition to cultural identification and family inclusion, students in an arts program may be given the opportunity to ask family members about the history of his/her family. This information can then be expressed through various visual and performance arts. The study examined the development of self-expression for adolescents as a result of participation in the arts program.

In the following section a literature review related to the key variables of the research self-efficacy, self-expression, and achievement motivation is provided.

Literature Review Related to Key Variables

This section is a literature review related to the key variables of the research self-efficacy, self-expression, and achievement motivation. The section is divided into subsections for each variable.

Self-Efficacy

This section highlights and critically evaluates research on self-efficacy. The origin of self-efficacy and its relationship to adolescent development are discussed in addition to several variables found from literature review. These variables include participation in arts programs, participation in after school programs, and academic achievement.

Self-efficacy is derived from four primary sources (Bandura, 1997). These sources include; performance, learned experiences, encouragement and positive reactions to task completion. (Bandura 1997; Bong & Skaalvik, 2003; Multon, Brown, & Lent, 1991). Throughout the adolescent phase of development, self-image emerges as a central concern. As social perception is a major concern for adolescents, the desire to master a task may be overshadowed by his/her desire to obtain inclusion within a particular group (Doswell, Millor, Thompson, & Braxter, 1998). If the mastery of a task places the adolescent in an isolated state, task mastery may succumb to the feeling that the task is a threat that needs to be avoided. Therefore the participation in a culturally based arts program can aid in task mastery and promote success in goal attainment. The attainment of mastery goals may provide the participants of an arts program with an increase in self-efficacy related to his/her achievement (Reeve & Lee, 2014).

Throughout his/her involvement in the arts program, students increase his/her skill sets and progress to areas of art that require higher levels of mastery goals to accomplish the task (Covay & Carbonaro, 2010). Covay and Carbonaro (2010) conducted a quantitative study to examine the relationship between participation in an arts program and student self-efficacy. They hypothesized that non-cognitive skills mediate the influence of socioeconomic status and extra-curricular activities on academic skills. Covay and Carbonaro (2010) used a quasi-experimental design to control for variables of social economic factors related to the students. Variables included: extra-curricular activity, socioeconomic status, and grade level. The data set used for the study was the Early Childhood Longitudinal Study for Kindergarten Class of 1998 through 1999 third

grade wave (n = 10,104). The findings from this study (Covay & Carbonaro, 2010) indicated that participation in an arts program had significant and positive results on students' self-efficacy ($p < .05$). Participation in dance activities displayed the strongest (.021) relation followed by music (.026). Self-efficacy is increased as students who participate in extra-curricular activities are able to practice skills and receive reinforcement for his/her skill development. The limitations of the study included little knowledge regarding the duration or frequency of participation which may result in a wide array of variation in actual amounts of participation. Another limitation of the study was the researcher not being aware if the sponsorship of the activities were community-based, summer program or private club activities which may help to provide insight on program quality and the goals of the program.

Rapp-Paglicci et al. (2011) also evaluated participants in an arts program. His/her study focused on adolescent participation in an arts program that synthesized arts and self-regulation skills. This program was known as Prodigy and it served to provide a better understanding of changes in an individual's mental health symptoms and his/her academic performance. Rapp-Paglicci et al. (2011) conducted a pretest-posttest quasi-experimental study that evaluated 108 at-risk adolescents and his/her parents. The initial numberProdigy adolescents during the study period was 142. Resulting totals due to program limitations were: non-completion (N = 5), refusal to complete the posttest (N = 8), or unavailable school data (N = 21), the analyzed sample consisted of 108 adolescents. Results of the study indicated significant reductions in both internalizing and

externalizing for mental health symptoms (M = 9.4). There was also evidence of an increase in academic self-efficacy for the participants of the arts program (= 13.77).

In addition to participation in an arts program, research has been conducted to find the relationship between participation in arts education and self-efficacy for adolescent students in low income communities similar to the Atlanta Public School System students in this study. Betts (2006) conducted a 6-year mixed methods study on perceived self-efficacy and attitudes about art as they relate to technology and learning. Over an 18-month period, Betts (2006) engaged in a qualitative study that used participant observation and interviews of students and his/her parents regarding technology and learning in the academic setting. The majority of the students in the spring semester 1998 (N=44) were on free or reduced lunch programs at his/her school. Through pre and post questionnaires, the researcher was able to gather information on the attitudes of art education and the use of technology as a means of instruction. In this study, the first (n = 99) and third (n = 66) questionnaires administrated were used. In the research conducted by Betts (2006), the overall reliability was determined by the use of a Cronbach alpha model of internal consistency. Pretest value of .84 and the posttest value of .85 were the overall reliability of the questionnaire. One-way ANOVA was performed with t-tests showing significant differences between the pretest and the posttest. Betts (2006) reported that students felt a stronger self-efficacy in the area of literacy when involved in reading a story (p =.042), writing a letter (p =.001), reading something they liked (p =.001), and follow instructions for household appliances (p =.024). Betts (2006) also reported self-efficacy in the area of technology increased after his/her participation

in the Multimedia Arts Education Program (MAEP) (p =.042). Self-efficacy in the area of design was also reported in the study. Under the category of design, self- efficacy in building something was reported as (p =.033), to draw a picture of something in his/her neighborhood (p =.032), or design a logo (p =.007). Betts (2006) also reported on the self-efficacy of students related to his/her social abilities. According to Betts (2006), students reported being more comfortable with sharing ideas among the group (p =.008). The overall change was also significant (p =.003). This study sought to add evidence to the Covey and Carbonaro's (2010), Rapp-Paglicci et al. (2011), and Betts' (2006) findings as self-efficacy could directly be related to achievement from participating in an arts program.

In addition to Covay and Carbonaro's (2010)), Rapp-Paglicci et al.'s (2011), and Betts' (2006) findings on participation in arts programs, researchers Huang, La Torre, Leon, Duong, and Hodson (2011) conducted a quasi-experimental study to investigate the effect of participation in after-school programs on self-efficacy. The study sample was composed of approximately 20,000 students. In this sample, students who did (n = 10,104) or did not participate (n = 9,840). Results from the study indicated a significant benefit in math self-efficacy ($p < 0.01$) based on a medium effect size ($p < 0.05$). Huang et al. (2011) concluded students' achievement and resulting self-efficacy from his/her achievement could be directly related to his/her overall success in his/her middle school education. A limitation of this study was the sample demographic of the participants was English Learners in which a language barrier may have played a role in the actual benefits the participants received.

In a study similar to Huang et al. (2011), Multon et al. (1991) examined the relationship between self-efficacy beliefs to academic outcomes. The Cohen power tables were consulted to determine the appropriate number of participants needed for the study ($\beta = .90$ & $\alpha = .05$). An adequate sample size was found by using the post-hoc power analysis. Test-retest reliability for self-efficacy and performance measures were provided by Multon et al. (1991). This meta-analysis found that perceived self-efficacy for students' accounts for approximately 14% of the variance found within students' goal attainment in the academic setting. Multon et al. (1991) also found that self-efficacy was significant in the area of academic persistence ($z = 11.75$, $p < .001$). Findings from his/her study take the position that lower-achieving students are more affected by self-efficacy than students who have normative achievement levels. This study sought to add evidence to the Multon et al.'s (1991) findings as self-efficacy could be more affected in relation to the achievement levels for adolescent students.

Much like self-efficacy, academic self-efficacy is a critical determinant of the cognitive self-regulatory process. The more a student believes in his/her ability to achieve a goal, the more likely they are to attempt a new task (Kerpelman et al., 2008; Morton et al., 2011). Students feel less anxious in his/her approach to problem solving and are then able to accept increased levels of difficulty with self-expression and academic tasks (Baird, Scott, Dearing & Hamill, 2009). Competence is the result of self-regulation that has the ability to transfer from the academic setting to other areas in his/her life journey. As academic self-efficacy is derived from performance, experience and positive reactions to task completion (Bandura, 1997), research on academic achievement provided insight

for the relationship between participation in an culturally based arts program and the self-efficacy reported for students who attend Atlanta Public middle schools in this study.

A number of studies conducted on academic self-efficacy have focused on the academic achievement of students (Guzeller & Ozkal, 2013, Ozgen & Binak, 2011, Yenilmez & Korkmaz, 2013). Focus on the relationship between science and academic self-efficacy was found in a study by Guzeller and Ozkal (2013). In this quantitative study, the researchers measured the approaches of 7^{th} grade students to science and technology. This research has been applied for 6 weeks to total of 33 students, who were divided into an experiment class (n =16, Girls =8, Boys =8) and control group (n =17, Girls=10, Boys = 7). Researchers used the Science and Technology Fear Scale [STFS]). The STFS had 28 items and two factors has been developed by Guzeller and Ozkal (2013) to assess science and technology related fears of primary school second level students. Cronbach Alpha internal consistency reliability coefficient of the scale is 0.77 for the first factor and 0.942 for the second factor, making the total coefficient 0.964. The positive items for fear in the 5-point likert scale have been graded from 1 to 5 with answers ranging from "l definitely don't agree" to " l totally agree" and the negative items for fear have been graded from 5 to 1 (Guzeller & Ozkal, 2013).

Use of an intervention and control group allowed the Guzeller and Ozkal (2013) to analyze collected data by single factor ANCOVA, and two factor (repeated measures) ANOVA. The results of the study found significant difference in the area of self-efficacy perceptions between the experimental and control groups. Analysis results are presented found that both groups are equal to each other ($p > 0.05$) Post measurement analysis for

intervention group calculated as 3.6435; control group was 3.1046. equivalence of variances pertaining to groups' self-efficacy posttest points has been checked with Leven test and it has been found that his/her variances are the same ($F = 0.758$; $p = 0.391 > 0.05$). Researchers stated that when the obtained eta-square value ($\eta^2 = 0.233$) is taken into account from the perspective of applied technique performance based status determination has a wide effect on students' self-efficacy. Equivalence of variances related to groups' fear post test points has been checked with Levene's test and it has been found that variances are the same ($F = 0.210$; $p = 0.650 > 0.05$). According to Guzeller and Ozkal (2013), the study was limited by the lack of a new measurement and assessment approach that would allow transferring of knowledge to life.

Ozgen and Binak (2011) also conducted a study on how academic self-efficacy related to the academic achievement of students. The researchers (Ozgen & Binak, 2011) conducted a quantitative study to determine the self-efficacy beliefs of high school students in the area of math literacy. Ozgen and Binak (2011) sampled 712 high school students for his/her study. T-test, one way ANOVA, and multiple regression analyses were used to analyze the data they collected. Results of the study indicated that there were significant differences, in the area of math literacy self-efficacy, for gender, educational setting and class levels of the students. Ozgen and Binak (2011) noted the most significant factor in the prediction of math literacy self-efficacy was found to be the value placed on the goal of obtaining math literacy as a skill for the students. Findings for this study were discussed as they were associated with related literature. However, Ozgen and Binak (2011) failed to provide results in a statistical format.

Additional associations between academic self-efficacy and academic achievement were reported by Yenilmez and Korkmaz (2013). In his/her study, Yenilmez and Korkmaz (2013), sought to determine the relation between self-efficacy and geometry for adolescent gradr 6^{h}, 7^{t}, and 8 students. A variance amongst gender, grade, previous academic achievement, and pre-school education factors were considered. Out of the 110 randomly selected student participants of the study, data was collected using a geometry self-efficacy scale and the Van Heile Geometry Test. Yenilmez and Korkmaz (2013) analyzed the collected date using Independent groups T-test, ANOVA, and the Peasron correlation. Gender and class level were stated to be a significant predictor of mathematical achievement for the student participants. However, geometry self-efficacy indicated a weak relationship to geometric thinking levels. Yenilmez and Korkmaz (2013) failed to provide results in a statistical format. Unlike this study, Yenilmez and Korkmaz's (2013) study did not include art program participation as a predictor of academic achievement or the motivation for students' goal attainment.

Overall, the literature on self efficacy revealed that self-efficacy and participation in an afterschool program, particularly an arts program, are related. The research also revealed that self-efficacy and academic achievement are related. However, the literature failed to address the impact of culture as a component of the programs in which the students participated. Given this information, these studies sought to add evidence to the findings found in the literature and address the impact of culture as a component of the programs which aid in the development of self-efficacy for adolescent students.

This section highlighted and critically evaluated research on self-efficacy. The origin of self-efficacy was discussed in addition to several variables found from literature review. These variables included participation in arts programs, participation in after school programs, and academic achievement. The following section will highlight and critically evaluate research on self-expression.

Self-Expression

Doswell et al. (1998) stated that in the pubertal stage of the life span development, youth are most influenced by the draw of conformity. At some point in this difficult stage, the power of a student's self-efficacy, regarding the accomplishment of self-expression goals, is subjective (Bandura, 1994). The capacity to drive self-expression or to bring the course to a halt can be found in both positive and negative self-image perceptions. The act of voicing his/her perspectives creates the means by which critical thinking is cultivated. This critical thinking is key to the efforts for adolescents to overcome existing barriers to self-expression (Wong et al., 2010). In the effort to assist students succeed in spite of these barriers, research have identified factors that influence the development of self-expression for these students. These factors include: the need for self-expression amongst adolescents to prevent high-risk behaviors, culture and the participation in programs that are designed to enhance self-expression for adolescents.

Goal setting that results from the decision making process are directly related to the acknowledgement and inclusion of the student's culture. The promotion of self-expression is exhibited in varying levels during the progression of the decision making process. There is also an intrinsic release of creativity during the adolescent stage of

development (Reeves & Boyette, 1983). With the development of creative skills, there is a greater inclination toward self-expression for adolescents. As students explore methods of artistic analysis, they are introduced to various means of creative knowledge production through his/her expression (Chepp, 2012). The extrinsic viewpoint explains the idea that motivation of self-expression is derived from the need to please others (Brouilette, 2010). In this phase of the decision making process, an individual allows self-development to take second place to his/her desire of social approval (Brouillete, 2010; Reeves & Boyette, 1983). For adolescents, popularity is a basic need that drives his/her behavior. As popularity is often associated with conformity, informal acts of self-expression may prove difficult for an adolescent to perform (Reeves & Boyette, 1983). Patall, Cooper, and Robinson (2008) affirmed the idea that choice is vital to the achievement of self-expression and therefore needs to be included into curriculum design.

The development and promotion of self-expression is a key segment of a culturally based arts program. Much like the participants of this study, students who reside in lower socio-economic communities are able to use these arts programs for the enhancement of free-expression (Altman & De, 2010). Current literature on adolescent development has emerged from an emphasis on risks and challenges and methods to prevent engagement in high-risk behaviors to examination of adolescent resilience when they encounter high-risk situations. This resilience is identified as adolescent thriving (Scales, Benson, & Roehlkepartain, 2011). In the effort to extend the line of inquiry on adolescent thriving, Scales et al. (2011) examined the additive power of self-expression on adolescent thriving. They hypothesized that the need for identification in adolescents

empowers his/her self-expression and aids in the development of relationships that nourish thriving. In his/her research (Scales et al., 2011), self-expression was considered the result of identifying the interests of youth and then giving them a means by which they can expression those interests. A representative sample of 1,817 U.S. adolescents aged 15 years was assessed for barriers to academic success. Three racial groups were identified as Hispanic, Black/African American, and White/Other. Groups were further weighted by gender, race/ethnicity, region, and a proxy for household income. Four aspects of youth development were measured by Scales et al. (2011), including academic, psychological, social-emotional, and behavioral well-being. Reliability of the outcome measures were reported ($\alpha = .73$ to $.89$). Twelve ANOVAs were conducted on the data collected. A Bonferonni correction was also applied to guard against Type I errors ($p \leq .004$). The researchers conducted Tukey HSD post-hoc comparisons in the effort to clarify significant *F*-values. Results of the study indicated that very few (9%) of the adolescents experienced a high level of strength in each area of academic, psychological, social-emotional, and behavioral well-being. The study also indicated that on 28% of the participants reported no experience in any of the variables. Higher levels of experience were noted for adolescents without school attendance issues (missing very few days within the month prior to participation in the study). Adolescents who were more affluent reported having less worries, or barriers to academic success, than less affluent youth. Scales et al. (2011) concluded that adolescents need an increase in the level of strength within each area of level of strength in each area of academic, psychological, social-emotional, and behavioral well-being. This increase could contribute to the act of thriving

for adolescents. Thriving in the area of level of strength in each area of academic, psychological, social-emotional, and behavioral well-being promotes the identification of his/her interests and ultimately the ability of self-expression to convey those interests to others. Limitations of the study were in the sampling and cross-sectional design. Due to the sample being limited to 15 year olds, the findings could not be readily generalized to all adolescents. The cross-sectional design of the study provided data that was correlational and that cannot be conclusively causal. Despite the limitations of Scales et al.'s (2011) study, the findings hold value in explaining the relationship between self-expression and adolescent thriving. This study sought to add evidence to the findings that self-expression and adolescent thriving as a result of participation in an arts program.

Culture

According to Grube (2009), adolescent students need a powerful intrinsic motivator, such as culture, to facilitate self-expression. Implementers of an arts program that incorporates the culture of the participants can be more equipped to meet the goals of self-expression for his/her students than implementers who do not incorporate the culture of his/her students in the arts program (Boykin et al., 2005; Charmaraman, 2010). Development and implementation of a curriculum that recognizes the diversity of the student population recognizes the various behaviors and customs associated with these individuals (Briggs, Reis, & Sullivan, 2008).

This study sought to examine participation in an arts program in relation to the development of self-expression. In the examination, the research focused on the inclusion of culture and its affect on the participant of the arts program. Research on the effect of

culture on self-expression indicates that a person's culture can have a significant influence on the barriers to his/her self-expression. Kim and Sherman (2007) conducted survey studies to explore cultural differences influence expression of internal attributes. The major focus of these studies involved the idea of choice for the individual in the means by which they choose to express his/her attributes and his/her commitment to that expression. Participants in the first study consisted of Korean (N = 44) and European American (N = 53) undergraduate students. Coded data from the questionnaire was subjected to a series of chi-square analyses. Results of the analyses indicated European American participants were higher (80%) than the Korean participants (31%), $p < .001$. Kim and Sherman (2007) also found the use of speech for self-expression to be higher for European American participants (25%) compared to the Korean participants (9%), $p = .037$ In contrast to using speech for self-expression, the Korean participants (68%) considered communication with others to be the main purpose to the European American participants (39%), $p < .01$.

The second study conducted by Kim and Sherman (2007) examined cultural differences in the view of the overall importance of self-expression. Participants of this study consisted of East Asian American students (N = 63) and European American students (N = 103). The mean age of the participants was 20.72, (SD = 2.56). The Value of Expression Questionnaire (VEQ) was used to obtain data for the study. The VEQ has two components (Behavior and Belief) with reported moderate reliabilities (α = .64 & .62, respectively). The Behavior component of the analyses indicated a significant cultural difference between European American participants (M = 5.54, SD = 0.97) and

East Asian American participants (M = 4.71, SD = .93), t (164) = 5.42, p < .001). Responses to the Belief component of the analyses indicated European Americans believed that the value of expression in principle (M = 5.36, SD = 0.84) more than the East Asian Americans (M = 5.36, SD = .82), t (164) = 3.01, p = .003. Kim and Sherman (2007) state that the limitations of his/her research include the fact that cultural systems and the experiences of an individual are too complex to be accurately measured by the chosen instrument for his/her studies. Due to the limitations of the chosen instrument, Kim and Sherman (2007) suggest that an individual's value be only one mean of summarization for that individual's culture.

Kim and Drolet (2003) also conducted research examining the role of culture in self-expression. Within his/her research, Kim and Drolet (2003) examined cultural assumptions of choice influenced self-expression and how variety-seeking relies on the assumption of choice as a self-expression. In the first study, participants included college student born in the United States (N = 137) and college student born in Korea (N = 206). The study had a 2 (type of background: compromise or non-compromise) × 2 (culture: U.S. born or Korean born) between-subjects factorial design. Significant interaction between background and culture were found as a result of logistic regression analysis. According to separate logistic regressions performed by Kim and Drolet (2003 U.S. born participants were significantly less likely to choose a compromise options from the third target set (11.9%) rather than the two non-compromise sets (35.7%). No significant effect was reported by Kim and Drolet (2013) for Korean-born participants. Kim and Drolet (2003) indicate that the limitation of his/her study was the exclusion of prior choices

made by the participant in the examination of self-expression through present choice related to the culture of the participant.

Based on the research (Kim & Drolet, 2013; Kim & Sherman, 2007), the influence of culture has been identified a major component of the development of self-expression for college students. This study sought to examine on the influence of culture on self-expression for adolescents to gain a better understanding of culture and self-expression development for participants of a culturally based arts program.

Art Program Participation

Culturally arts-based programs include a variety of activities that can meet the motivational needs of students by offering cultural inclusion and skill building. Students who participate in culturally-sensitive art-based programs are also afforded a platform to display the results of his/her endeavors in art exhibitions for viewing and praise from instructors, peers, and other members of his/her society (Catterall et al., 2012). Evading behaviors that may hinder the aspiration of self-expression should be dealt with to comprehend the core of public expression fears for students as well as overall fears of probable failure (Davis, 2010). Outlining reservations expressed by learners can offer both the participants and the instructors a chance to devise methods to triumph over these barriers. According to Charmaraman (2010), when implementers take on the role of the audience for the participants of the program, students are afforded the prospect of receiving immediate feedback in the form of positive criticism to aid in his/her successful self-expression. Apprehension experienced by participants who are not at ease in social situations may surface when they are required to exhibit self-expression which may be

remote from his/her customary realm of comfort. Learning to triumph over this apprehension involves the employ of the co-occurring social approach and the application of avoidance motivation for these participants (Nikitin & Freund, 2010).

In addition to the social approach and avoidance motivation, research continues to offer methods that can be used to meet the motivational needs for the promotion of self-expression of the students. There could also be the opportunity for the participants to step outside of his/her comfort zone and use the skills obtained to freely express his/her ideas to a larger sector. When self-expression becomes a practical and enjoyable process, students may become better prepared for the challenges they will face throughout the duration of his/her educational journey. Self-expression may then be increased within the educational setting, as well as in his/her social environments.

Studies on adolescent self-expression development and enhancement as a result of participation in an arts program have been conducted (Ando & Shindo, 2013; Bailey & Davidson , 2005; Busch & Gick 2012; Wallace-DiGarbo & Hill, 2006). These studies focused on the development level of social perspective-taking and the use of an art-based intervention program as they relate to self-expression for adolescents. Participants in the studies were identified as being at-risk youth. As this study was interested in examining the relationship between arts program participation and self-expression for students who have been identified as at-risk, a review of the research by Ando and Shindo (2013), Busch and Gick (2012), and Wallace-DiGarbo and Hill (2006) was useful in understanding previous research efforts.

In the study by Ando and Shindo (2013), researchers examined the relationship between developmental levels of social perspective-taking and preferred self-expression style (assertive, aggressive, nonassertive, indirect, and simplistic). Ando and Shindo (2013) also conducted a program evaluation to determine the effectiveness of the Voices of Love and Freedom (VLF) intervention program. Participants in the study the relationship between developmental levels and social perspective-taking were identified as juvenile delinquents (N = 38). The program evaluation of VLF also consisted of juvenile delinquents (N = 12). Data was collected from pre-tests and post-test scores. Results of the study indicate a significant relation between social perspective-taking and preferred self-expression style. According to Ando and Shindo (2013) the participants' preference to an assertive style had a positive correlation to his/her developmental level of social perspective-taking. Results on the effectiveness of VLF indicated that participation in VLF had a positive impact on the observed increase social perspective taking as well as the preferred self-expression style of the participants. Limitations of this study included the lack of a control group and random assignment of participants to control versus intervention conditions. The sample used in the study was not representative of the adolescent population. Participants in the study only included juvenile delinquents who may have been required to participate in the arts program as part of his/her rehabilitation. This study sought to add evidence to the findings of positive impact from arts program to increased self-expression.

Wallace-DiGarbo and Hill (2006) also conducted research on art program participation and self-expression. In his/her research, Wallace-DiGarbo and Hill (2006)

described an art-based intervention program designed for at-risk youth. The program stems from the work of Milkman, Wanberg and Robinson (1996) and his/her Project Self-Discovery model. Goals of the intervention program developed by Wallace-DiGarbo and Hill (2006) included art project participation to increase self-expression and community building for student participants. The participants of the study included truant seventh- and eighth-grade students (N = 55). The art program was comprised of two series of art projects for the students. Over a four day period, data was collected with assessment instruments at baseline. Data analyses from the study were presented in group and individual results. Group results indicated an improvement in psychological adjustment, F (2, 4) = 5.16, p = .078, and improved attitudes, F (2, 4) = 5.05, p = .078. Individual results indicated that psychological adjustment had a positive increase from pretest (M = 9.67, SD 6.32) to posttest (M = 11.17, SD = 3.53). Major limitations of this study included: the lack of an experimental design, no control group, no random assignment of participants to control versus intervention conditions, and a small number of participants completing assessment tools which resulted in a weakening of the statistical power of the test. Qualitative data obtained from the study included the improvement of behavior and language for the participants. There was also recognition of increased confidence and self-expressive abilities. These qualitative results aid in the validity of the quantitative aspects of the study. The culture component of community-building and the participation in an arts intervention program from Wallace-DiGarbo and Hill (2006) are in alignment with the goals an examination of participation in a culturally based arts program and self-expression of this study.

Research conducted by Kaleja-Gasparovicha (2011) also addressed the association between art and self-expression. According to Keleja-Gasparovicha (2011), creativity developed and exhibited in artistic activities is linked to self-expression. Art can provide a means for students to become more expressive. Lovenfeld (1961) developed the pattern of self-expression that is identified as a base for the learning of visual arts in the total learning process for a student (Keleja-Gasparovicha, 2011). Learning visual arts can be associated with the process of self-discovery and ultimately provide means for individual expression. Instead of seeking statistical significance, Kaleja-Gasparovicha (2011) focused on the personal significance that is required in the learning and individual expression of visual arts. This research indicates that expressiveness is consistent with the level of personality associated with the individual student. The self-expression approach to art education is stated to include: intellectual development, emotional development and volitional development. Creative abilities are stated to be the founded in new and original ideas and the diversity of experience that aids in the creation of new ideas. Practical applications of creative abilities are essential in development of expression in art activities (Kaleja-Gasparovicha, 2011). Kaleja-Gasparovicha's (2011) study used the Riga Teacher Training and Educational Management Academy (RPIVA) study process to evaluate the approach of self-expression in learning visual arts. The study assessed the course of learning of visual arts students. This assessment addressed both students becoming open to a new experience and the increase in plasticity of thoughts and ideas. Unstructured interviews yielded data regarding the variable of students becoming open to a new experience. Plasticity of

thoughts and ideas was assessed in the analysis of students' creative works. The results indicated that students became more flexible and shifted from reproducing art to creating art. The limitations of this study include a lack of an experimental design, no control group. Kaleja-Gasparovicha (2011) indicates the future planning of arts programs should have purposeful development to contribute to self-evaluation, self-image, and ultimately the self-expression of the student. This study agreed with Kaleja-Gasparovicha (2011) suggestions and intended to examine the effectiveness of a program with purposeful design on the self-expression of the students who are able to participate.

This section provided a critical evaluation of literature related to self-expression. Within the section there was a definition of self-expression as it relates to social approach and motivation. There was also inclusion of culture and arts program participation as they relate to self-expression for students. The section also included a critical evaluation of literature that examined the relationship between the research variables self-expression and participation in a culturally based arts program. The following section will provide a critical review of literature related to the research's variable of achievement motivation.

Achievement Motivation

This section highlights and critically evaluates research on achievement motivation. The definition of achievement motivation is provided in addition to several variables found from literature review. These variables include intrinsic motivation (mastery goals, self- concept, and fixed mindset) and extrinsic motivation (performance goals, classroom perception and socio-cultural factors) and his/her relationship to achievement motivation. For the purposes of this study, achievement motivation is the

measurement of motivation a student has for a acquiring a skill or learning of an academic subject within the educational environment (Tuckman, 1999; Watabe & Hibbard, 2014). The two main types of achievement motivation are intrinsic motivation and extrinsic motivation (Cokley, 2003).

Intrinsic Motivation - Mastery Goals (Approach and Avoidance)

Intrinsic motivation allows a student to step out of his/her area of comfort and take on the challenge of a new academic task (Lee, McInerney, Liem, & Ortiga, 2010). Research conducted by Mizuno, Tanaka, Fukuda, Imai-Matsumura, and Watanabe (2011), examines the effect of a decrease in intrinsic motivation on cognitive functions and academic motivation among elementary (N = 134) and junior high school students (N = 133).

In his/her study, Mizuno et al. (2011) the participants completed a questionnaire on intrinsic academic motivation. Cognitive tests were also administered in to measure motor processing, spatial construction, semantic fluency, immediate memory, short-term memory, delayed memory, spatial working memory, and selective, alternative, and divided attention abilities. Cognitive tests were administered using two methods: paper and pen and a computerized mATMT. Statistical analyses, using SPS 17.0, were performed with a comparison of intrinsic academic motivation scores among the six grade groups using one way ANOVA. There was also an evaluation of groups using two-tailed Student's t-test with Bonferroni correction when statistical significance ($p < .05$) was found. Confidence interval (CI) was calculated at 95% for each odds ratio (OR). The results of the one-way ANOVA indicated a main effect of grade on intrinsic academic

motivation ($F = 3.70$, $p = .003$). Results of the correlation analyses indicated a positive correlation between paper-and-pen cognitive test and grade for the students. There was a negative correlation found between mATMT reaction times on all tasks. The study also found prevalence of decrease in intrinsic academic motivation for elementary students (18.7%) and junior high school students (37.6%).These prevalence indicate that the decrease in intrinsic motivation doubles for junior high school students compared to the elementary students ($p < .001$). The adjustment for grade and gender was provided by a multivariate logistic regression. No significant differences were observed for gender for the participants as a result of the cognitive assessments. Mizuno et al. (2011), suggests that early detection of the signs of decrease in intrinsic academic motivation is critical in the efforts of prevention. Mizuno et al (2011) identified three limitations of his/her study. These limitations included a limited number of participants, the researchers' inability to draw conclusions regarding cause-and-effect relationships because of the cross-sectional nature of the findings, and his/her neglect to exclude developmental disabilities from analyses and measure socio-cultural, intelligence or psychological status for the participants of the study. This study sought to add to the findings of Mizuno et al. (2011) in the effort to better understand intrinsic motivation by including the examination of culture and the mastery of goals in an arts program for the participants of the study.

According to Hulleman, Schrager, Bodmann, and Harackiewicz (2010), mastery goals are the desired outcomes from the individual's efforts. Unlike performance goals, mastery goals recognize the individual as being the center of the aspiration towards success. These goals tend to focus on learning and skill development as it related to that

individual rather than allowing the development of others to be the center of concern. Mastery –approach goals are indicative of behavior that drives the attempting of new tasks. Mastery-avoidance drives the adolescents' behavior to evade a situation in which the individual will not be able to mastery the task, develop a particular skill, or witness a regression in skill acquisition (Hulleman et al., 2010). If a task seems to be difficult, it is due to the need for more preparation and exertion in the attempt to acquire the desired outcome. Learning is viewed as a building process that becomes stronger with each endeavor. Consistent trials are expected to strengthen the knowledge base and skill set of the learner.

Students have particular attitudes that are related to his/her success in both his/her academic and social settings. This attitude is referred to as mastery motivation. Innate talent is not enough for this student. With mastery motivation, students feel an intense need to couple his/her talent with skill building practice sessions to ensure success (Frey-Monell, 2010). A study conducted by Wormington, Corpus and Andrson (2012) used the person-centered approach to identify naturally occurring combinations of intrinsic motivation and controlled forms of extrinsic motivation and his/her correlates in an academic context. His/her study included 1061 high school students who completed measures of academic motivation, performance, and school-related correlates via an online anonymous survey. Wormington et al. (2012) completed a cluster analysis in which they discovered students with high levels of intrinsic motivation relative external regulation reported the strongest academic performance. Using a significance criterion of $p < .01$, Wormington et al. (2012), discovered students with high quantity intrinsic

motivation who participated in extracurricular activities (M = 2.46, SD = 1.11) reported stronger academic performance than low quantity (M = 2.08, SD = 1.07) ($p < .0001$). According to Wormington et al. (2012) one-way ANOVA indicated these students' also perceived the highest levels of teacher support and school relatedness ($p < .0001$). Limitations for this study included the fact that no conclusions could be drawn from correlational data. Another limitation reported for this study was the lack of objective measures of school-related correlates. Wormington et al. (2012) stated that the anonymity of the survey did not guarantee truthful responses from the participants. This study sought to add evidence to Wormington et al.'s (2012) findings of a strong relationship between participation in extracurricular activities, particularly an arts program, and achievement motivation for students.

Self-Concept

In recognizing the individual as being the center of the aspiration towards scholastic success, acknowledgment of the student's self-concept may prove valuable. Areepattamannil (2012) examined the role of academic motivation and the association between school self-concept among Indian immigrant adolescents (N = 355) in Canada and adolescent student in India (N = 363). Canadian sample ranged in age from 16 to 19 years (M = 16.88, SD = .89). Indian sample ranged in age from 13 to 18 years (M = 16.04; SD = 1.16). A demographic questionnaire was used to gather data on age, gender, country of origin and current overall grades in school. The self-description questionnaire=II was used to gather data on school self-concept. Academic motivation was measured with the Academic Motivation Scale – high school version. Results of

correlational analyses indicate extrinsic motivation and academic motivation were not related to the overall GPA for Canadian (Indian immigrant) students. There was positive correlation between overall GPA for Indian adolescents and his/her school self-concept. School self-concept was found to be positively correlated for both Canadian and Indian adolescents. Areepattamannil (2012) found that there was a significant relationship between school self-concept and overall school GPA for the students. Also noted was the specific indirect effect of school self-concept through intrinsic motivation as larger with the effect of extrinsic motivation. No significant differences were found between Canadian (Indian immigrant adolescents) and Indian adolescents regarding his/her point estimates for intrinsic motivation (t = 1.68, p = .34) extrinsic motivation (t = -1.00, p = .05) and total effects (t = 2.11, p = .28). Areepattamannil (2012) reported three limitations of this study. The first limitation of this study was validity and reliability due to the use of self-reported measures for academic achievement, academic self-concept, and academic motivation. Second, data was collected from one state in India which does not reflect the diversity of Indian culture. Third, there was mo measure of prior academic achievement to partial out the effect of academic achievement on academic motivation.

A longitudinal study by Wang and Eccles (2013) also examined the relationships between middle school student's perceptions of school environment, self-concept, and academic motivation. Participants of his/her study sampled from twenty-three public middle schools near Washington, DC.. Two waves of data: Wave 1 (N = 1157) and Wave 2(N = 1039). Achievement motivation beliefs were measured with the Academic Self-Concept and Subjective Task Valuing of Learning in School scales. Covariates of

socioeconomic factors were controlled. Wang and Eccles (2013) used structural equation modeling (SEM) with Mplus 6.0 to fit the hypothesized relations between the study constructs. Results from the study identified the role that motivation had in mediating the relationship between school environment and school engagement. When the school environment is person-centered and concerned with the intrinsic motivation of the students, there is an increase in school engagement (Wang & Eccles, 2013). There were no significant differences found by a moderation analyses by gender and ethnicity. Similar to the study conducted by Areepattamannil (2012), Wang and Eccles (2013), reported that relying of self-reported measures to assess students' perceptions raised validity and reliability concerns. Another limitation of the study was the presumption of causal sequence that the perceived school environment's contribution to the academic motivation of the students involved in the study.

Additional research on self-concept has focused on the aspect of culture and the construct of achievement motivation (Byrd & Chavous, 2011). Byrd and Chavous (2011) also addressed the variables of racial identity as they relate to achievement motivation. His/her longitudinal study consisted of grade 11 African American students (N = 359). Data were collected from face-to-face and self-administered interviews. Results of the descriptive statistics and correlations reported high and moderately high private regard (M = 4.35, SD .055), and centrality (M = 3.75, SD .079). Public regard scores (M = 2.97, SD 0.85) and peer racial climate (M= 3.16, SD, 0.72) were at scale midpoint. Teacher racial climate was positive (M = 4.07, SD = 0.78). Intrinsic motivation was reported above scale midpoint (M = 4.59, SD = 1.46). In regard to racial identity, private regard

was correlated with intrinsic motivation with a small, significant association ($r = .15$, $p < .01$). Teacher/staff racial climate had a positive correlation with intrinsic motivation ($r = .21$, $p < .005$). Byrd and Chavous (2011) found that racial identity did not have a significant impact on motivation. However, the infusion of culture in the academic setting and the perceived acceptance of culture had a direct effect on motivation. Limitation of this study included the lack of measurement for overall learning versus school attendance in association with intrinsic motivation. Second, Byrd and Chavous (2011) failed to assess other motivations attributes that contribute to youth achievement. Finally, they study relied on secondary data in which the racial climate scales were constructed based existing racial climate frameworks as a theoretical guide.

In addition to previous studies on self-concept, (Areepattamannil, 2012; Byrd & Chavous, 2011; Wang & Eccles, 2013), Nichols et al. (2006) conducted a study on self-concept to examine students' views of intelligence and motivational perceptions. Participants in the study included high school students ($n = 418$). Of the participants, 101 were reported to be Hispanic/Latino and 317 were reported to be from Anglo or Caucasian background. Nichols et al. (2006) developed a student instrument for administering to participants which incorporated: entity views, intrinsic views of intelligence, knowledge acquisition beliefs, independent judgment, deep cognitive processing, self-regulated learning, extrinsic motivation, intrinsic motivation, and the internal belief of the importance of gaining knowledge. Results from the study indicate positive significant relations between intrinsic views of intelligence and the student's beliefs of simple knowledge acquisition ($r = .49$), $p < .01$.

ANOVA was used to compare the means of the two racial/ethnic groups of students. ANOVA results indicated significant mean differences on the subcategories observed. Hispanic/Latino students beliefs in simple knowledge acquisition was significantly greater than the Anglo students $F(1,415) = 848.31$, $p = .000$,belief's in quick learning $F(1,415) = 198.1$, $p = .000$; extrinsic motivation $F(1,415) = 65.3$, $p = .000$, and intrinsic motivation $F(1,415) = 181.13$, $p = .000$). Limitations of this study included the reliability and validity of the instrument developed by Nichols et al. (2006). Another limitation of the study was the non-identification of Hispanic/Latino students as being English proficient or non-proficient as this limited English proficiency may have been related to the students' lower academic achievement. With Nichols et al.'s (2006) findings on the relationship between views of intelligence and achievement motivation, it may be important that consideration is given to the amount of attention placed on the importance of intelligence and the role it plays on students' approach and avoidance of mastery goals.

Fixed Mindset

Students should not receive accolades on intelligence alone as it may lead to a fixed mindset (Hernandez, Schultz, Estrada, Woodcock, & Chance, 2012). Motivation to achieve is related to a student's belief in the possibility of change in his/her past or present circumstances. In the fixed mindset, a student comes to trust in the notion that the level of intelligence is devoid of the possibility to change. When students have a fixed mindset, there is a decreased likelihood of daring behavior in educational pursuits (Hernandez et al., 2012; Lopez, & Louis, 2009). Therefore, a fixed mindset may inhibit

achievement motivation. Comfort zones are sought and attempted mastery goals in academic pursuits that threatens this safe area is avoided by the student. According to Hernandez et al. (2012), to circumvent this behavior, commendations should be offered as a result of the effort put forth by the students. These commendations support a growth mindset in which the mastery of a goal is perceived as being attainable. Exertion in tack performance facilitates achievement of goals. Students are more likely to retain self-esteem levels and advance self-efficacy beliefs when they obtain positive feedback in the wake of pursuing more difficult tasks (Frey-Monell, 2010).

Hernandez et al. (2012) conducted a study to address the gaps in knowledge about the longitudinal regulation of achievement goals and his/her impact on persistence with STEM disciplines. His/her research examined the effect of environmental and personal factors on goal orientation with STEM college students (n = 1046). The Patterns of Adaptive Learning Scales (PALS) was used to measure task goal orientation, performance approach goal orientation, and performance avoidance goal orientation. Results from Hernandez et al. (2012) study indicated both within-and between-student factors playing an important role in the explanation of goal orientation scores. Although there was a decline in task goals, it was reported as not being at a statistically significant rate. Performance approach goals were moderately high and performance avoidance goals were relatively low. Limitations of the study included the use of PALS that could not ensure researchers that the participating students interpreted the goal items as being directed at and exclusively STEM-oriented experience. Additionally, the measures did not discriminate between the types of activities student participants engaged in or

measure the quality of a mentor-mentee relationship provided to the STEM students for academic success.

Academic achievement is often based on an intrinsic personal goal level and extrinsic performance goals both on a classroom goal structure. Classroom goals tend to measure cognitive development and competence. Personal achievement goals provide measures on an individual basis. In the effort to better understand achievement motivation, focus in research has been toward personal achievement goals (Sharada,2012).

Extrinsic Motivation - Performance Goals (Approach and Avoidance)

Grant and Dweck, (2003) stated performance goals can be divided into approach and avoidance. According to Elliot (1999), performance-approach goals are centered on appearance, being normative and evaluative. Performance-avoidance goals have four identifiable components which are directly related to validation, social comparisons, the attainment of positive outcomes and the combination of validation and normative comparisons. One of the main identifiers of a performance goal is the presence of a social element. The comparison is found between the performance of the individual and the performance of others found within his/her society (Elliot, 1999; Hulleman et al., 2010). If a task appears to be difficult, it is an accepted notion the student simply did not possess the required level of intelligence to succeed. This is a helpless learning response to an academic challenge. Motivation to meet new academic achievements is inhibited by the lack of self-efficacy in his/her own abilities (Senko, Durik, Patel, Lovejoy, & Valentiner, 2012).

In the middle school environment, these performance-approach goals would focus on the peers of the students rather than the implementers of the curriculum. There are the performance-avoidance goals by which students are fearful of not being able to favorably compare themselves with his/her peers. In this situation, they avoid the chance of a comparison being made. This influence can be seen in the depiction of the analytic framework for examining the interaction of classroom and personal goals on academic achievement (Murayama & Elliot, 2009; Steinmayr & Spinath, 2009).

For students as well as with all individuals, achievement is considered to be one of the basic human needs (Steinmayr & Spinath, 2009). Achievements goals are surmised as being focused on the future cognitive representations of an individual's desired result or his/her end states. This is seen particularly in the behavioral aspect that the individual assumes in the commitment to pursue or avoid performance goals (Zimmerman et al., 1992). In Steinmayr and Spinath's, (2009) study, the researchers examined the extent different motivational concepts contribute to the prediction of school achievement among adolescents. The study included a sample of 342 11^{th} and 12^{th} grade students (age M = 16.94; SD = .71). A hierarchical regression and relative weights analyses were performed using grades in math and German. Steinmayr and Spinath (2009) discovered different motivational constructs contributed to the prediction of school achievement beyond the reported intelligence of the students. Although prior achievement in a subject examined variance in subsequent school achievement, motivation to achieve was influenced more by goal orientations than the students' reported intelligence. With performance approach and avoidance, achievement motives were divided into "hope for success" (p = .02) and

"fear of failure" (p = .01) measured by Gjesmie and Nygard's (1970) Achievements Motives Scale. Steinmayr and Spinath (2009) stated that the use of grades rather than intelligence tests and standardized academic achievement tests was a limitation of his/her study. While the use of these tests may have provided purer data, Steinmayr and Spinath (2009) stated the grades reported served as a better representation of the students; daily life and was the most important criterion for school success of the study's sample. This study sought to add evidence to the importance of performance goal approach and avoidance in his/her relationship to achievement motivation.

Classroom Perception

In addition to the study conducted by Steinmayr and Spinath's, (2009) on academic motivation and school achievement, Patrick, Ryan, and Kaplan (2007) conducted research to examine the adolescent perception of the classroom and the effect on a student's academic motivation. Participants in this study consisted of fifth grade students (N = 602) from 31 classes in six elementary schools in Illinois. Researchers conducted a MANOVA to compare the responses on all measures with remaining schools in the district. Multivariate effect was found to be significant, $p < .01$. Student's academic motivation was measured with the Patterns of Adaptive Learning Survey (PALS). Results from the six unbalanced one-way random effects ANOVAs indicated intra-class correlations for teacher emotional support (14%), teacher academic support (11%), student emotional support (10%), student academic support (8%), promotion of mutual respect (13%), and promotion of interaction (22%). An analysis of the mediating effects of student's motivational beliefs was conducted. Patrick et al., (2007) concluded

achievement motivation had a direct relationship to teacher emotional support and promotion of interaction variables with peers. Limitations of Patrick et al.'s (2007) study include the homogeneity of the sample with respect to socioeconomic and cultural backgrounds of the students. Another limitation of the study was the limited timeframe on data collection which precluded an investigation of causal sequence. This research used the PALs Measurement tools found in the Patrick et al. (2007) study to aid in the examination achievement motivation that may develop as a result of participation in a culturally based arts program.

Socio-Economic and Cultural Factors

Understanding the role the school environment provides a adequate amount of insight into the achievement motivation for a student. To gain further insight, it may be helpful to understand other external factors that contribute to a student's extrinsic motivation to succeed academically. These external factors include the social and cultural components associated with the student. Research examining socio-cultural factors and achievement motivation may aid in the understanding of performance approach and avoidance for students (Bal & Baruss, 2011; Henry, Plunkett & Sands (2011); and Jiang, Yau, Bonner, Chiang (2011). Research conducted by Bal and Baruss (2011) examined the role of perceived parental attachment in achievement motivation. Participants in this study consisted of university students (N= 50) with a mean age of 18.8 years. Data collected from questionnaires was analyzed using correlation and regression analyses. Results of the study indicated partial support for achievement motivation (performance goals) being related to the fear of failure; however, mastery goals were not

related to the fear of failure. No statistical significance was found with the gender of the participants ($p < .05$).Post hoc test indicated high frequency (n=15) and low frequency (n = 22) for religious practitioners. Bal and Baruss (2011) also found a statistically significant negative relationship between affective quality of relationships and general fear of failure ($p < .05$). The relationship between parental support and performance avoidance motivation had a significant positive relationship ($p < .056$). Limitations of this study were in the lack of random selection as Bal and Baruss (2011) did not include a balance of gender, ethnicity, and religious backgrounds for the sample participants. Additionally, there was no identification of the role of religious affiliations and/or religious practice in relationship to achievement motivation.

Henry et al. (2011) examined the relationship between parental involvement and achievement motivation a self-report from Latino adolescents (N = 594). Academic motivation was measured with zero-order correlations to assess the bivariate relationships with the parents of the participants. Parental support was found to be positively significant with ($p < .05$) indicating a significant relationship between the role of the family and the achievement motivation for the students. Limitations of this study included the small sample size which did not allow for comparisons between male and female adolescents. Another limitation of this study included the use of self-reported measure from the students which may not reflect the actual academic achievement of the students.

Jiang et al. (2011) also conducted a study to test the effects of perceived parental support and control on academic motivation. Participants in the Jiang et al. (2011) study

included a sample of Asian American (N = 271) and Latino American (N = 318) high school student. The results of Jiang et al.'s (2011) research supports the findings of Henry et al.'s (2011) study as significant positive effects on academic motivation were also concluded to be a result of parental support. However, Jiang et al.'s (2011) findings suggested parental control had a negative effect on academic motivation. Limitations of Jiang et al.'s (2011) study included the lack of a comprehensive operational definition and measurement of parental autonomy support. In addition, the study did not account for the possible interactional effect of child characteristics and parental practices.

While Bal and Baruss (2011); Henry et al. (2011); and Jiang et al. (2011) focused on parental influence and achievement motivation, Barrett's (2010) study sought to explore the influence of religious involvement on the educational outcomes of urban African American adolescents. Barrett (2010) reported a direct link between the cultural and religious aspect of a student's development and his/her achievement motivation such that positive involvement with organizations that promote social, cultural, and religious development provided students with an outlet when faced with social pressures during pre-adolescence and adolescence. This link can be thought of as enhanced by the cognitive development stage of abstract conceptualization where the adolescent has a greater ability to understand religion, theories, and concepts (Joy & Kolb 2009). Limitations of the study conducted by Barrett (2011) included the lack of an experimental design and subsequent data collection for statistical analyses.

This section highlighted and critically evaluated research on achievement motivation. The definition of achievement motivation was provided in addition to several

variables found from literature review. These variables include intrinsic motivation (mastery goals, self- concept, and fixed mindset) and extrinsic motivation (performance goals, classroom perception and socio-cultural factors) and his/her relationship to achievement motivation. The following section will provide an overall summary of the chapter.

Summary and Conclusions

The literature review provided in this chapter served as an overview of research on the participation on adolescent art programs as they relate to the facilitation of self-efficacy, self-expression and achievement motivation in lower income adolescents. Details of the theories and the key contributors were given in an effort to supply a foundation for the research design of the study. Theories and concepts within this review of literature allowed for the formation of this research foundation by presenting the findings of previous studies. Review of the existing concepts and theories on self-efficacy, self-expression and achievement motivation revealed several reoccurring themes associated with these variables for adolescents. These themes included: social cognition through social learning, constructs of motivation, and self-concept. After reviewing the existing literature on these themes, there was an identification of the gap in literature regarding participation in an arts program. This gap is the inclusion of a cultural component in the curriculum design and implementation of the arts program for adolescents. Identifying that culture is a reoccurring factor in the development of self-efficacy, self-expression and achievement motivation, the need to further explore the

relationship between the cultural inclusion of an arts program for lower income adolescents became more prominent.

The following chapter will provide an introduction to the research design and the rationale for choosing the design, explain the choice of setting for the study, identify the role of the researcher, describe the methodology of the study, identify threats to validity, and recognize the issues of trustworthiness in the study.

Chapter 3: Research Method

Introduction

This study examined the relationship between participation in a culturally based arts program and the self-efficacy, self-expression and achievement motivation of adolescents who attend APS. Cultural inclusion within curriculum development and implementation are addressed in this study. It was expected that I would find a significant relationship between participation in a culturally based arts program and the self-efficacy, self-expression, and achievement motivation of adolescents who attendance APS.

The following sections of this chapter identify

1. the quantitative method that was used to test the hypotheses associated with the research.
2. a delineation of the research questions, which was explained in addition to the rationale of the choice of the method.
3. the procedures for participant recruitment,
4. details of participation,
5. methods of data collection
6. plan for data analysis.
7. Threats to validity and how they were addressed
8. ethical procedures carried out to ensure the safety and security of the participants and the treatment of data used in the research.

Research Questions and Associated Hypotheses

Is participation in a culturally-based arts program associated with a significant difference in self-efficacy, self-expression, and achievement motivation in adolescent inner-city, middle school youth?

H_{01}: There is no significant difference in self-efficacy, as measured by the Adolescent Social Self-Efficacy Scale (Connolly, 1989), between students who participate in a culturally based arts program and those students who do not.

H_1: There is a significant difference in self-efficacy between students who participate in a culturally based arts program and those who do not.

H_{02}: There is no significant difference in self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), between students who participate in a culturally based arts program and those students who do not.

H_2: There is a significant differences in self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), between students who participate in a culturally based arts program and those students who do not.

H_{03}: There is no significant difference in achievement motivation, as measured by the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al. 1997), between students who participate in a culturally based arts program and those students who do not.

H_3: There is a significant difference in achievement motivation, as measured by the Patterns of Adaptive Learning Scales–Goal Orientation Scales (Midgley et al. 1997),

between students who participate in a culturally based arts program and those students who do not.

Setting

The assessment of participation in the arts program was conducted at a School of Music and Dance for students attending schools within the Atlanta Public School System. Data collection involved face-to-face interaction with the participants gathered at the site of the various programs (Creswell, 2009; Hoepfl, 1997). Online surveys were employed to gather additional information to provide ease of access for parents/guardians of the program participants prior to the start of the 2-week program.

The School of Music and Dance was located in within the Atlanta Public School district limits and has an operational staff of approximately 20 paid staff members who provide visual and performance arts instruction to his/her students. The intimate setting of the school allows for small groups of instruction in conjunction with sessions where one-on-one tutoring takes place.

Research Design and Rationale

This quantitative research sought to examine the relationship between the independent variable of participation in a culturally based arts program and the dependent variables of self-efficacy, self-expression, and achievement motivation for lower income adolescents attending APS who participate in a culturally based arts program as part of an after-school or summer program. The theoretical background of this study was based on the social cognitive theory (Bandura, 1977; Rosenberg, 1989). Use of the social cognitive theory aided in the identification of learning styles, for students both in and outside of the

academic setting. The construct of self-efficacy, within the social cognitive theory, states the belief that an individual's belief in his/her ability to master a task is built upon the life experiences of an individual (Bandura, 1977). Task mastery is accomplished as a result of self-regulation, self-concept, and the will of the individual within the problem solving cycle (Phillips et al., 2010; Wong et al., 2010). In addition to the development of self-efficacy as a result of task mastery, the social cognitive theory can aid in the understanding of how adolescents experience an increase of creativity and his/her ability of self-expression (Brouilette, 2010). The intrinsic need to release his/her developed creativity can be fulfilled with the enhancement of self-expression (Chepp, 2012; Reeve, 2009).The motivational aspect of the social cognitive theory can aid in the attempt to identify the reason for wanting to attain a goal. Social development is a recognized part of the motivation within the learning process (Frey-Monell, 2010).

In order to identify the relationship between culturally-based program participation and, self-efficacy, self-expression and achievement motivation, a quantitative design was used.

ANOVA was used for the quantitative data analysis. The independent variable was participation in a culturally based arts program. Dependent variables in this research were self-efficacy, self-expression, and achievement motivation. Descriptive data collected included gender, grade level, and self-reported grades. Quantitative data for participants was gathered with pretest and posttest instruments for a better understanding of the relationship between the independent variable participation in a culturally-based arts program and the dependent variables of self-efficacy, self-expression, and

achievement motivation. The culturally based arts program was two weeks in duration. This research used ANOVA to analyze the data with SPSS statistical software.

Procedures for Recruitment, Participation, and Data Collection

Possible Types of Sources of Information or Data

Participants included a sample of 108 middle school students who attend Atlanta Public inner-city schools The rationale for selecting this sample size was based on the sample size calculations from GPower 3.1.8 (Faul, Erdfelder, Lang, & Buchner, 2007; Faul, Erdfelder, Buchner, & Lang, 2009) with the effect size (p =.03). A priori power analysis indicated that a sample size of 82 would be sufficient to detect a significant interaction effect with a medium effect size of .03 using Cohen's (1988) criteria, a power of .80 and an alpha of .05. Thus, a sample size of *n =(84)* would be more than adequate for the main objective of this study and also allowed for expected attrition and controlling for possible mediating factors.

The two groups of participants included the research group of middle school students who participated in the arts programs provided at the arts facility and a comparison group of middle school students enrolled in the summer who did not participate in the arts program. Students participating in the study ranged between the grades of sixth, seventh, and eighth and ages of 10 and 14. Student assent for research for this study was obtained from an Assent Form for Research (See Appendix A). I obtained parental consent from the Parental Consent Form for Research (See AppendicesB & C). Recruitment of middle school students provided a balance in the division of boys and girls. A quasi-experimental

designed surfaced for the research due to the limitation of random assignment to groups. Students were assigned to the groups by the facility providing the culturally based art programs (see Figure 1).

Table 1

Quasi-experimental Design

Groups	Pretest	Intervention	Posttest
X_1	O_1	T	O_2
X_2	O_3		O_4

Notes. X_1: Art Program Participants; X_2: Non- Art Program Participants
$O_{1,3}$: Pretest for self-efficacy, self-expression, and achievement motivation
$O_{2,4}$: Posttest for self-efficacy, self-expression, and achievement motivation
T: Participation in arts program

Closed-ended questions to participants generated data collected to information on the relationship between variables. Demographic information was also be collected to identify race, ethnicity, gender, age, and amount of previous art program participation. Comparison of the data that was obtained from a theoretical sampling of students to provide a better understanding of relationship of self-efficacy, self- expression and achievement motivation the participation in culturally based art programs (Creswell, 2009).

Threats to validity included maturation between the adolescent grade levels, selection bias possible, pre-existing groups, random assignment, and mortality as participants may be lost during the program implementation. Examination of the separate grade levels aided to address the validity concern of maturation between adolescent grade levels. Selection bias, pre-existing groups, and random assignment were addressed with the groups being derived from random selection of participants from existing student rosters associated with the program facilities. The threat of mortality was addressed by the length

of the program. There was a greater percentage of completion as the program length was two weeks.

Program Implementation

I obtained informed consent prior to the participation in the culturally based arts program. Parental Consent and Child Assent forms were available through the researcher. Methods of observation and data collection were approved by dissertation chair and IRB. Weekly dual-sessions of culturally based arts program implementation by the facility and data collecting by the researcher took place.

Instruments

In this study, four instruments were employed to measure demographic variables and the relationship between the independent variable of program participation and three dependent variables of self-efficacy, self- expression, and achievement motivation. The instruments used were: Adolescent Social Self-efficacy Scale (S-EFF) (See Appendix C), the Personally Expressive Activities Questionnaire (PEAQ) Waterman 1998 (see Appendix B), and the Goals Orientation Scales found in PALS to identify student goal orientation (see Appendix A).

Independent Variable

Participation in culturally bases arts program. Enrolled, and attend, an after-school or summer visual or performing arts program that involves, music, art, theater which has a curriculum that is rooted in culturally relevant ideas that promote strong group identity (King, 2012). Participation was measured with enrollment and attendance roster from two facilities providing program. Participants were required to enroll in and attend the two-week program. Parents of adolescent participants were to complete demographic questionnaire prior to student attendance to program.

Demographics. A parent questionnaire provided demographic information that included race, ethnicity, socio-economic status (SES), gender, grade, age, and previous art program participation (see Appendix F).

Dependent Variables

Self-Efficacy. Self-Efficacy is the way an adolescent views his/her ability to accomplish a task or goal based on previous attempts of accomplishment and the outcomes of those attempts. Results from the participant attempting task mastery of art projects at varying levels of difficulty in the effort to attain a skill was a means by which self-efficacy was assessed in this study (Bandura, 1977). The self-concept theory associated with the variable of self-efficacy was examined with the Adolescent Social Self-efficacy Scale (S-EFF) (See Appendix C). The S-EFF is a self-report continuous measure of behavioral effectiveness designed to investigate social competence in children and adolescents (Connolly, 1989). This scale consists of 25 items. Five items describe social assertiveness, five items describe performance in public situations, five items

describe participation in social groups or parties, five items describe aspects of friendship and intimacy, and three items describe giving or receiving help (Connolly, 1989). The student was asked to rate each item on a 7-point scale ranging from 1 (*impossible to do*) to 7 (*extremely easy to do*). Total scores can range from 25 to 175.

Connolly (1989) gave permission of use in the areas of research and education. No written permission is required by the author (see Appendix: C). There is no fee associated with the use of the S-EFF. Previous administration of the S-EFF included three groups of high school and adolescent students. Calculation of the corrected item-total correlations (each item with the total score minus that item) were positive and 24 of 25 were significant ($p < .05$), ranging from .17 to .70. The Alpha coefficient of internal consistency was calculated for each of the samples. Values of .90, .92, and .95 were obtained for Samples 1, 2, and 3, respectively. Regarding test-retest reliability for the subjects in Sample 1, a Pearson correlation coefficient of $r(85) = .84$ was obtained. The results indicate significant and positive intercorrelations for all samples.

Self-Expression. Self-expression is the method by which an individual is able to express his/her feelings, ideas or personality in a social setting or event (Schwartz & Waterman, 2006). Self-expression was measured with the Personal Expressiveness Scale developed in 2006 by Schwartz and Waterman developed from the principle instrument, Personally Expressive Activities Questionnaire (PEAQ) Waterman 1998 (see Appendix B). The choice for this instrument arose from the authors ability to design a measurement of subjective experiences in alignment with motivation and identity, or culturally, related activities (Schwartz & Waterman, 2006). Schwartz and Waterman (2006) gave

permission for use in the areas of research and education. No written permission is required by the author. There is no fee associated with the use of the Personal Expressiveness Scale (see Appendix B).

Personal Expressiveness Scale items are rated on a 7-point scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). Total continuous scores range from 6 to 42. Prior research on young adults found internal consistency and yielded a Cronbach's alpha for personal expressiveness scores of .91. The age group of adolescents (13-17) had been identified as appropriate for research.

Achievement motivation. According to Trumbull and Rothstein-Fisch (2011), the identification of achievement motivation for a student requires an understanding of the student's culture and how his/her culture recognizes success. In the academic setting, achievement is the measurement of what a student has learned or a skill they have acquired as the result of learning (Puckett & Black, 2005). For the purposes of this study, achievement motivation was the measurement of motivation a student has for a acquiring a skill or understanding within the educational environment. Achievement motivation was measured with the Patterns of Adaptive Learning Scales (PALS) frequently used through educational psychology researched interested in the achievement goal theory (Midgley et al., 2000). For the purposes of assessing achievement motivation, this research proposes to use the Goals Orientation Scales found in PALS to identify student goal orientation (see Appendix A). The Goal Orientation Scales of PALS is comprised of three scales which measure Task Goal Orientation (6 items), Ability-Approach Goal Orientation (6 items), and Ability-Avoid Goal Orientation (6 items). Midgley et

al.(2000), gave permission of use in the areas of research and education. No written permission is required by the author. There is no fee associated with the use of PALS: Goals Orientation Scales (see Appendix: C).

Prior research conducted with PALS included a sample of middle school students with Cronbach's alpha for each scale assessing a task goal orientation was greater than .70 and was often greater than .80. These scales have been reported as stable of time with confirmatory factory analysis indicating that the PALS: Goal Orientation Scales demonstrate concurrent, construct, and discriminant validity (Midgley et al., 2000).

Language used in the assessment tools used in this research is intended to be clear and understandable for the students participating in the study. The terminology used in the assessment tools should to be familiar to the daily language used by the parents of the student participants. Items covered in the assessments can be discussed in the interview sessions in an effort to provide all parties involved in the research with a clear understanding of the questions and response to the assessments. Clarification of terminology would aid in the elimination of ambiguity and possible mistaken responses to the items on the assessments. In addition to addressing the language of the assessment tools, repeating the process of the assessment that is available through surveys could occur. Assessment tools would not vary from one facility to another. All participants in the study had the same assessment tools throughout the duration of the data collection process. Data analysis was a concern to the validity of this research. Clarification of how to interpret data received from participants was needed in the effort to ensure this study can be replicated. Strategies for establishing reliability include test-retest of correlate

scores from two different administrations of the same test. Validity concerns were addressed by the choice of instruments administered to the adolescent population designed to assess the constructs associated with the variables of this study.

Data Analysis

Three types of analysis were proposed for this study. First, in order to provide a description of the sample from which data was collected, descriptive information on age, gender, and residential setting were described, as well as the means, modes, range, and standard deviations for the PALS, S-EFF and PES scores. Second, to determine the relationship between PALS, S-EFF and PES, Pearson product moment correlation coefficients were determined. Third, to determine any differences in PALS, S-EFF and PES scores according to the moderating effects of gender and age, (ANOVA) were used to examine for any significant differences among the scores and moderator variables. SPSS statistical software was used to analyze the data.

Summary

The intent of this chapter was to identify and justify the research design chosen for this research. The research design and rationale portion of the chapter was concisely stated. The independent, dependent and covariate variables were also stated. There was also an identification of the research design and the connection it has to the research questions. Research questions and hypothesis were restated in this methodology section along with the instrument that was used to measure the independent, dependent, and covariant variables for this research. Time and resource constraints were provided as additional support to the research design chosen for this study.

Within the methodology section of this chapter, the author defines the target population. Sampling and sampling procedures were identified as a justification of the sampling strategy. The use of a power analysis to determine the sample size which included effect size, alpha level, and power level chosen was explained. Procedures for recruitment, participation and data collection were explained within the methodology section of this chapter. Instrumentation and operationalization of constructs were identified and rationale for his/her choice was also provided. Reliability and validity were addressed for both the instruments available from previous research as well as the instrument designed by the author for the gathering of demographic data in this research.

The remaining chapter four of this study will contain results from the study, and the discussion of the findings from the research. In addition to the findings from this study, the final section, chapter five, of this study will suggest future research areas that have not been addressed in this study and may prove to be a valuable tool in the task of providing students with the support needed to attain his/her academic and personal goals.

Chapter 4: Results & Analysis

Introduction

Purpose

The purpose of this quantitative research was to address the impact of participation in a culturally based arts program on adolescent middle school students in the sixth, seventh and eighth grades who attend inner-city schools in Atlanta. In particular, the relationship between students' participation in an extra-curricular culturally based arts program and his/her self-efficacy, self-expression, and achievement motivation was measured. The theoretical base selected for this research study was grounded in the social cognitive theory (Bandura, 1986) and centered on the assumptions of personal factors related to cognitive processes, such as self-beliefs of competency or self- efficacy beliefs, and are a driving force in the determination of goals achievement or outcomes (Frey-Monell, 2010).

The purpose of this chapter is to provide the background of this study, explain the methods of recruitment and data collection, identify the intervention, and report the findings of the study. This chapter is divided into the following sections: introduction, recruitment and data collection, results, and summary.

This chapter begins with a brief review of the previous chapter, a description of the purpose of the study, and research questions with the associated hypotheses of this quasi-experimental study. Next, there is a discussion of recruitment and data collection. The recruitment and data collection took place over a 4-week period. 54 participants signed up for the intervention group and 54 participants signed up for the control group.

Data collection was held at an arts center that serves students who attend APS. Data analysis was done using SPSS Version 21.0 for Windows. Research questions were examined and hypotheses were tested using ANOVA. The results of the data analysis included descriptive statistics, statistical assumptions, and statistical analysis finding.

Research Question and Associated Hypotheses

Is participation in a culturally-based arts program associated with a significant difference in self-efficacy, self-expression, and achievement motivation in middle school adolescents who attend APS?

***H_{01}*:** There is no significant difference in self-efficacy, as measured by the Adolescent Social Self-Efficacy Scale (Connolly, 1989), between students who participate in a culturally based arts program and those students who do not.

H_{1A}: There is a significant difference in self-efficacy between students who participate in a culturally based arts program and those who do not.

***H_{02}*:** There is no significant difference in self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), between students who participate in a culturally based arts program and those students who do not.

H_{2A}: There is a significant differences in self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), between students who participate in a culturally based arts program and those students who do not.

***H_{03}*:** There is no significant difference in achievement motivation, as measured by the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997),

between students who participate in a culturally based arts program and those students who do not.

H_{3A}: There is a significant difference in achievement motivation, as measured by the Patterns of Adaptive Learning Scales–Goal Orientation Scales (Midgley et al., 1997), between students who participate in a culturally based arts program and those students who do not.

This section provided an introduction to the chapter. Included in the introduction were the purpose of the study, the research question, and hypotheses of the study. The following section will provide a discussion of the recruitment and data collection for this study.

Recruitment and Data Collection

Participants included a sample of 108 middle school students who attend Atlanta Public inner-city schools. The rationale for selecting this sample size was based on the sample size calculations from GPower 3.1.8 (Faul, Erdfelder, Lang, & Buchner, 2007; Faul, Erdfelder, Buchner, & Lang, 2009). A priori power analysis with a medium effect size of .03 using Cohen's (1988) criteria, a power of .80 and an alpha of .05 indicated that a sample size of 82 would be sufficient to detect a significant interaction effect if there was one.

Recruitment for the study began 2 weeks prior to the start of the arts program. IRB approval to use the School of Music and Dance for recruitment was obtained by the researcher on July 15, 2015 (07-15-15-0176031). The parents/guardians of students attending the School of Music and Dance were provided with a flyer regarding

participation in the study. Parents/guardians who responded to the participation request flyer (see Appendix E), provided his/her e-mail addresses to the researcher. The flyers for participation were distributed to the parents and guardians of potential participants at the School of Music and Dance. Students who participated were between 10 and 14 years of age (M = 11.6, SD = .90). Middle school students were recruited from the School of Music and Dance that offered a summer camp program to students who attend Atlanta Public inner-city schools. Informed consent from parents/guardians of student participants were obtained one week prior to the start of the arts program.

Following completion of the informed consent, a questionnaire was administered to parents/guardians that asked for demographic information to include race, ethnicity, gender, age, and previous art program participation of participants (see Appendix D). Administration of parent questionnaires was conducted at the Fulton County Arts Center as well as being provided to parents/guardians via email document attachment by the researcher. In order to maintain the privacy of the participants and his/her parents/guardians, I conducted an information session regarding the study at the Arts Center. An email address and phone number for parents/guardians to contact the researcher for additional information regarding the study was also provided.

Student assent for research for this study was obtained from an Assent Form for Research by the researcher in a reserved classroom at the Arts Center. The assent form was read to the students and the researcher answered questions from the students as needed in the initial session prior to initial data collection (pre-test). Initial data collection took place at the Arts Center to ensure that student participation remained private and that

staff of the School of Music and Dance were not aware of who participated and who did not. All data were collected in The Arts Center classrooms. Two classrooms for data collection were reserved by the researcher. One classroom was for students participating in the two week intensive arts program. The other classroom was for students who did not participate in the two week intensive program. The seating in the classrooms provided adequate spacing between the students to ensure the privacy of each participant as they completed the initial questionnaires. Prior to the implementation of the arts program start date, the pretests for self-efficacy, self-expression, and achievement motivation (see Appendices A,B & C) were administered.

Participants attended a 2 week program at the School of Music and Dance. The intervention was administered as planned with no challenges that prevented approved implementation. There were no adverse events related to the intervention. After the completion of the arts program, the posttests for self-efficacy, self-expression, and achievement motivation were administered at the Arts Center by the researcher (see Appendices A,B & C). There were no challenges to the implementation of the culturally-based arts program (intervention group) or the nonculturally based arts program (control group). A thorough discussion of the recruitment and data collection procedures can be found in chapter three.

This section provided a discussion of the recruitment and data collection for this study. The following section will provide a discussion of the results from the data collected in this study.

Results

One hundred and twenty-seven youth initially agreed to participate in the study. Eighty-nine percent of adolescents who agreed to participate in the study were described by his/her parents/guardians (see Appendix D) as being Black (*n* = 113), 1.6% as White (*n* = 2), 6.3% as Hispanic (*n* = 8), and 3.1% as other (*n* = 4). From the 127 adolescents who agreed to participate in the study, 19 adolescents were identified as being outliers or did not complete the program. Five percent of adolescents who agreed to participate in the study did not complete the two week program (*N* = 7): Black (*n* = 5) and White (*n* = 2). The self-identified Hispanic (*n* = 8) and other (*n* = 4) were identified as outliers, for data analysis, as his/her total numbers were more than three standard deviations from the mean (*n* =108) found for the self-reported Black adolescents (Hawkins, 1980). After identifying outliers and addressing missing values due to non-completion of the arts programs, a total of 108 participants qualified for the data collection for the study (*N* = 108): 67 were female and 41 were male. All students for whom data were collected self-identified as Black (*n* = 108). The ages of the participants ranged from 10 to 14 years (*M* = 11.6, *SD* = .90). Age was normally distributed, with skewness of .25 (*SE* = .23) and kurtosis of -.11 (*SE* = .46). Participants were all reported as middle school students who attended APS and were rising sixth through eighth grade. All remaining participants completed all two weeks of the program. A comparison of the data that was obtained from a theoretical sampling of students provided an understanding of relationship of self-efficacy, self- expression and achievement motivation the participation in culturally based art programs. A repeated measures ANOVA was used to analyze the data. This

analysis was appropriate because there was more than one grouping (independent) variable and one group of repeated measure variables. Use of ANOVA also provided the differences between means of the variables regarding a particular construct in accordance to his/her statistical significance (Gravetter & Wallnau, 2005).

This section is organized by the results found for each of the three variables: self-efficacy, self-expression and achievement motivation. Each discussion of the variables includes descriptive statistics, statistical assumptions and findings. The section ends with a summary of the findings from data collected.

Self-Efficacy Results

Descriptive statistics. Table 1 gives data for the mean of the participants and the age levels, his/her standard deviations and the number of participants in the study regarding self-efficacy**.**

Table 1

Descriptive Statistics for Dependent Variable: Self-Efficacy (Adolescent Social Self-Efficacy Scale (Connolly, 1989)

	Participation	Age, in years	Mean score	Std. Deviation	N
Self-Efficacy pretest score	Participant (Group A)	10	41.75	2.217	4
		11	51.41	24.835	17
		12	47.78	7.440	23
		13	50.50	8.657	10
		Total	48.98	15.135	54
	Nonparticipant (Group B)	10	83.29	11.940	7
		11	71.04	15.167	24
		12	69.39	12.664	18
		13	80.67	17.010	3
		14	77.0	11.314	2
		Total	72.83	14.310	54
	Total	10	68.18	22.938	11
		11	62.90	21.791	41
		12	57.27	14.712	41
		13	57.46	16.716	13
		14	77.00	11.314	2
		Total	60.91	18.933	108
Self-Efficacy posttest score	Participant (Group A)	10	60.75	3.775	4
		11	69.35	19.726	17
		12	67.04	6.285	23
		13	68.10	5.065	10
		Total	67.50	11.989	54
	Nonparticipant (Group B)	10	87.57	10.612	7
		11	77.50	11.409	24
		12	76.22	10.167	18
		13	85.67	14.572	3
		14	81.00	12.728	2
		Total	78.96	11.379	54
	Total	10	77.82	15.968	11
		11	74.12	15.717	41
		12	71.07	9.323	41
		13	72.15	10.676	13
		14	81.00	12.728	2
		Total	73.23	12.980	108

Statistical Assumptions. For the self-efficacy variable (shown above), the F value for Levene's test was 3.363 with a Sig. (p = .069). Because p was greater than an alpha of .05 ($p > .05$), the null hypothesis was retained and no significant difference in self-efficacy between the intervention and comparison groups was detected between T_1 and T_2.

Statistical Analysis Findings. Repeated measures ANOVA was conducted to evaluate the null hypothesis that there was no significant difference in self-efficacy, as measured by the Adolescent Social Self-Efficacy Scale (Connolly, 1989), between students who participate in a culturally based arts program for this study and those students who do not. The pretest mean for Group A (intervention) was 48.98, and the posttest mean was 67.50. The pretest mean for Group B (control) was 72.83, and posttest was 78.96 (see Figure 2). The increase between pretest and posttest for the Group A was 18.52, 95% CI [22.85, 23.85]. The increase between pretest and posttest for Group B was 6.13, 95% CI [11.46, 11.46] indicating that Group A had a greater increase in self-efficacy scores from pretest to posttest. Box's Test (p =.172) indicated the observed covariance matrices of the dependent variable were not equal across groups indicating differences between the subscales for self-efficacy. The results of the ANOVA indicated a significant time effect between pretest and posttest, Wilks' Lambda = .476, F (1, 99) = 109.09, $p < .01$, $\eta p^2 = .524$. Thus there was significant evidence to reject the null hypothesis. The results of the ANOVA also indicated no significant effect for age effect, Wilks' Lambda = .991, F (3, 99) = .311, p = .818, $\eta p^2 = .009$. This indicates that age had

no significant effect on the level of reported self-efficacy for students who participated this study.

The following (Table 2) gives data for the paired (pretest/post-test) differences for the subscales of the Adolescent Social Self-Efficacy Scale (Connolly, 1989). These subscales include: friendship/intimacy, social assertiveness, social groups, public performance, and giving/receiving help.

Table 2

Differences Between Pretest/Posttest Adolescent Social Self-Efficacy Scale Subscales

	Art program participant	Mean	SD	N
Friendship Intimacy	Participant (Group A)	6.04	1.72	54
	Nonparticipant (Group B)	1.87	1.55	54
	Total	3.95	2.65	108
Social Assertiveness	Participant (Group A)	3.83	1.53	54
	Nonparticipant (Group B)	.83	1.36	54
	Total	2.33	2.08	108
Social Groups	Participant (Group A)	3.07	1.27	54
	Nonparticipant (Group B)	1.44	.98	54
	Total	2.26	1.40	108
Public Performance	Participant (Group A)	3.46	1.38	54
	Nonparticipant (Group B)	1.57	1.02	54
	Total	2.30	1.40	108
Giving/Receiving Help	Participant (Group A)	2.11	1.02	54
	Nonparticipant (Group B)	.41	.74	54
	Total	1.26	1.23	108

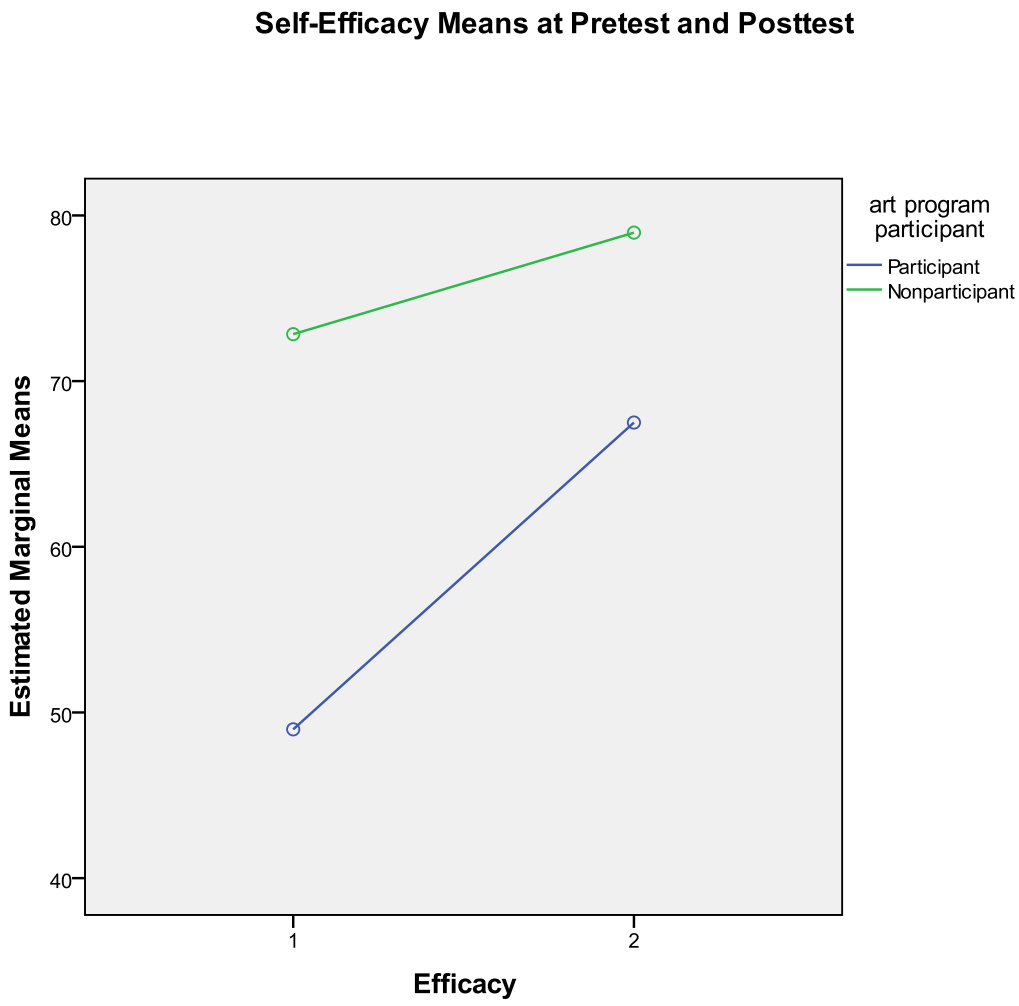

Figure 2. Self-Efficacy mean at (1) pretest and (2) posttest.

A repeated measures ANOVA was also conducted to evaluate the differences between the Adolescent Social Self-Efficacy subscales for student who did and did not participate in the culturally-based arts program. The difference between friendship/intimacy subscale pretest and posttest scores for Group A and B was 3.95, 95% CI [4.48, 3.50]. The difference between social assertiveness subscale pretest and posttest scores for Group A and B was 2.33, 95% CI [2.74, 1.91]. The difference between

social groups subscale pretest and posttest scores for Group A and B was 2.26, 95% CI [2.56, 1.97]. The difference between public performance subscale pretest and posttest scores for Group A and B was 2.52, 95% CI [2.86, 2.22]. The difference between giving/receiving help subscale pretest and posttest scores for Group A and B was 1.26, 95% CI [1.50, 1.02]. Analysis of the difference in the means for the Adolescent Social-Self-Efficacy subscales indicated that the friendship/intimacy subscale had a greatest increase in self-efficacy scores from pretest to posttest (see Figure 3).

Levene's test indicated equal variances for the friendship/intimacy subscale (F= .004, p = .95), the social assertiveness subscale (F = .57, p = .45), the social groups subscale (F = 1.99, p = .16), the public performance subscale (F = 3.11, p = .08), and the giving/receiving help subscale (F = 3.64, p = .06). Box's Test (p =.003) indicated the observed covariance matrices of the dependent variable were not equal across groups. The results of the ANOVA indicated a significant time effect between pretest and posttest, Wilks' Lambda = .508, F (4,103) = 24.95, p < .01, ηp^2 = .492. Thus there was significant evidence to reject the null hypothesis within the subscales of the Adolescent Social Self-Efficacy scale.

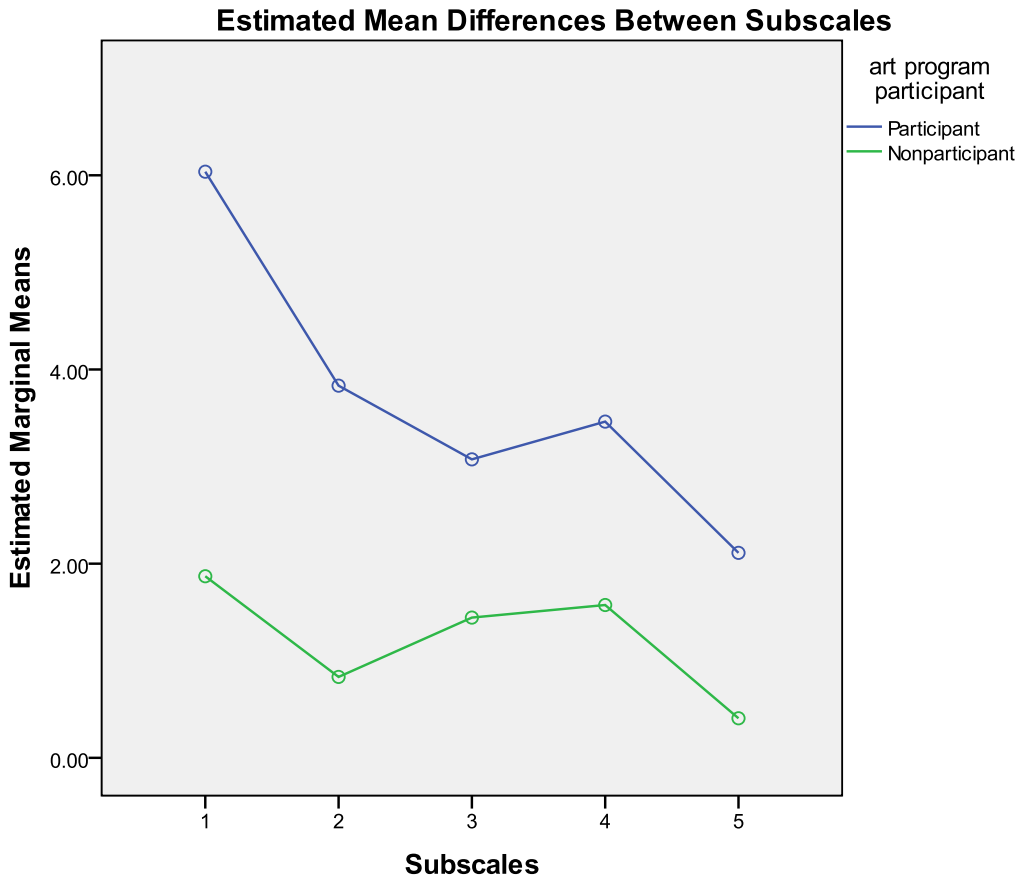

Figure 3. Self-Efficacy subscales means at pretest and posttest. Graphic shows estimated means for Adolescent Social Self-Efficacy Scale (Connolly, 1989) subscales. Subscales are represented as (1) friendship/intimacy, (2) social assertiveness, (3) social groups, (4) public performance, (5) giving/receiving help.

This section provided a discussion of the self-efficacy variable. This discussion included descriptive statistics, statistical assumptions and findings. The section ended with a summary of the findings from data collected. The following section provides a discussion of the self-expression variable.

Self-Expression Results

Descriptive Statistics. The following (Table 3) gives data for the mean of the participants and the age levels, his/her standard deviations and the number of participants in the study regarding self-expression.

Table 3

Descriptive Statistics for Dependent Variable: Self-Expression (Personal Expressiveness Scale (Schwartz & Waterman, 2005)

	Participation	Age in years	Mean Score	Std. Deviation	N
Self-Expression pretest score	Participant (Group A)	10	12.50	5.07	4
		11	18.35	3.86	17
		12	18.17	3.34	23
		13	17.70	4.19	10
		Total	17.72	3.98	54
	Nonparticipant (Group B)	10	16.00	6.90	7
		11	18.00	5.01	24
		12	17.28	3.41	18
		13	12.67	4.73	3
		14	19.00	9.90	2
		Total	17.24	4.95	54
	Total	10	14.73	6.28	11
		11	18.15	4.52	41
		12	17.78	3.36	41
		13	16.54	4.67	13
		14	19.00	9.90	2
		Total	17.48	4.48	108
Self-Expression posttest score	Participant (Group A)	10	13.75	5.91	4
		11	19.94	3.46	17
		12	19.57	3.07	23
		13	19.60	3.20	10
		Total	19.26	3.71	54
	Nonparticipant (Group B)	10	16.00	6.90	7
		11	18.92	4.58	24
		12	17.50	3.00	18
		13	12.67	4.73	3
		14	19.00	9.90	2
		Total	17.72	4.76	54
	Total	10	15.18	6.35	11
		11	19.34	4.13	41
		12	18.66	3.18	41
		13	18.00	4.55	13
		14	19.00	9.90	2
		Total	18.49	4.31	108

Statistical Assumptions. For the Expression variable (shown above), the *F* value for Levene's test was 1.763 with a Sig. ($p = .093$) for pretest expression and the *F* value is 1.786 with a Sig ($p = .089$) . Because *p* was greater than an alpha of .05 ($p > .05$), the null hypothesis was retained and no significant difference in self-expression between the intervention and comparison groups was detected between T_1 and T_2.

Statistical Analysis findings. Repeated measures ANOVA was conducted to evaluate the null hypothesis that there was no significant difference in self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), between students who participated in the culturally based arts program for this study and those students who do not. The pretest mean for Group A (intervention) was 17.72, and the posttest mean was 19.26. The pretest mean for Group B (control) was 17.24, and posttest was 17.72. The increase between pretest and posttest for the Group A was 1.54, 95% CI [1.48, 1.60]. The increase between pretest and posttest for Group B was .48, 95% CI [.42, .54] indicating that the Group A had a greater increase in self-efficacy scores from pretest to posttest (see Figure 4). Box's Test ($p = .229$) indicated the observed covariance matrices of the dependent variable were not equal across groups. The results of the ANOVA indicated a significant time effect between pretest and posttest, Wilks' Lambda = .813, F (1, 106) = 24.36, $p < .01$, $\eta p^2 = .187$. Thus there was significant evidence to reject the null hypothesis. The results of the ANOVA also indicated a significance effect for age effect, Wilks' Lambda = .973, F (3, 99) = .24.36, $p = .44$, $\eta p^2 = .027$. This indicates that age had a significant effect on the level of reported self-expression for students who participate in this study's culturally-based arts program.

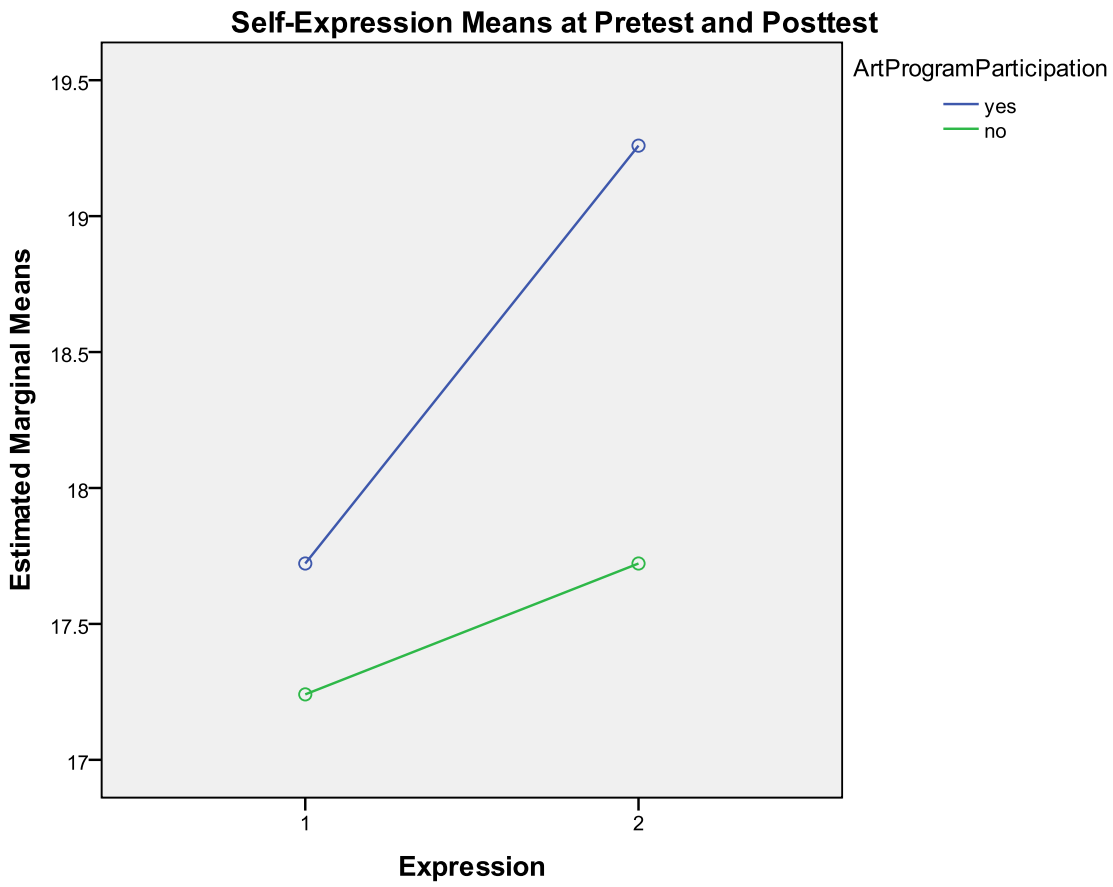

Figure 4. Self-Expression means at (1) pretest and (2) posttest.

This section provided a discussion of the self-expression variable. This discussion included descriptive statistics, statistical assumptions and findings. The section ended with a summary of the findings from data collected. The following section provides a discussion of the achievement motivation variable.

Achievement Motivation Results

Table 4 gives data for the mean of the participants and the age levels, his/her standard deviations and the number of participants regarding achievement motivation.

Table 4

Descriptive Statistics for Dependent Variable: Achievement motivation

	Participation	Age in years	Mean Score	Std. Deviation	N
Academic Achievement Motivation Pretest score	Participant (Group A)	10	45.50	3.70	4
		11	47.94	11.45	17
		12	41.83	7.92	23
		13	46.70	4.35	10
		Total	44.93	8.80	54
	Nonparticipant (Group B)	10	33.00	5.13	7
		11	33.08	5.91	24
		12	33.61	5.15	18
		13	22.67	4.73	3
		14	31.50	3.54	2
		Total	32.61	5.82	54
	Total	10	37.55	7.73	11
		11	39.24	11.29	41
		12	38.22	7.93	41
		13	41.15	11.36	13
		14	31.50	3.54	2
		Total	38.77	9.66	108
Academic Achievement Motivation Posttest score	Participant (Group A)	10	58.25	3.304	4
		11	58.94	5.91	17
		12	56.13	4.88	23
		13	57.60	3.63	10
		Total	57.44	4.98	54
	Nonparticipant (Group B)	10	43.71	6.26	7
		11	45.25	5.61	24
		12	44.50	5.32	18
		13	27.33	9.45	3
		14	44.00	5.66	2
		Total	43.76	6.90	54
	Total	10	49.00	8.98	11
		11	50.93	8.87	41
		12	51.02	7.70	41
		13	50.62	14.18	13
		14	44.00	5.66	2
		Total	50.60	9.12	108

Statistical Assumptions. For the achievement motivation variable (shown above), the F value for Levene's test was 1.287 with a Sig. (p = .259) . Because p was greater than an alpha of .05 ($p > .05$), the null hypothesis was retained and no significant difference in achievement motivation between the intervention and comparison groups was detected between T_1 and T_2.

Statistical Analysis Findings. Repeated measures ANOVA was conducted to evaluate the null hypothesis that there was no significant difference in achievement motivation, as measured by the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997), between students who participate in a culturally based arts program for this study and those students who do not. The pretest mean for Group A (intervention) was 44.93, and the posttest mean was 57.44. The pretest mean for Group B (control) was 32.61, and posttest was 43.80. The increase between pretest and posttest for the Group A was 12.52, 95% CI [13.94, 11.09]. The increase between pretest and posttest for Group B was 11.15, 95% CI [12.25, 10.05] indicating that the Group A had a greater increase in self-efficacy scores from pretest to posttest (see Figure 5). The results of the ANOVA indicated a non-significant time effect, Wilks' Lambda = .979, F (1, 106) = 2.328, $p < .130$, $\eta p^2 = .021$. Thus there was no significant evidence to reject the null hypothesis. The results of the ANOVA also indicated no significant effect for age effect, Wilks' Lambda = .927, F (3, 99) = 2.33, $p = .056$, $\eta p^2 = .073$. This indicates that age had no significant effect on the level of reported achievement motivation for students who participated in a culturally-based arts program for this study.

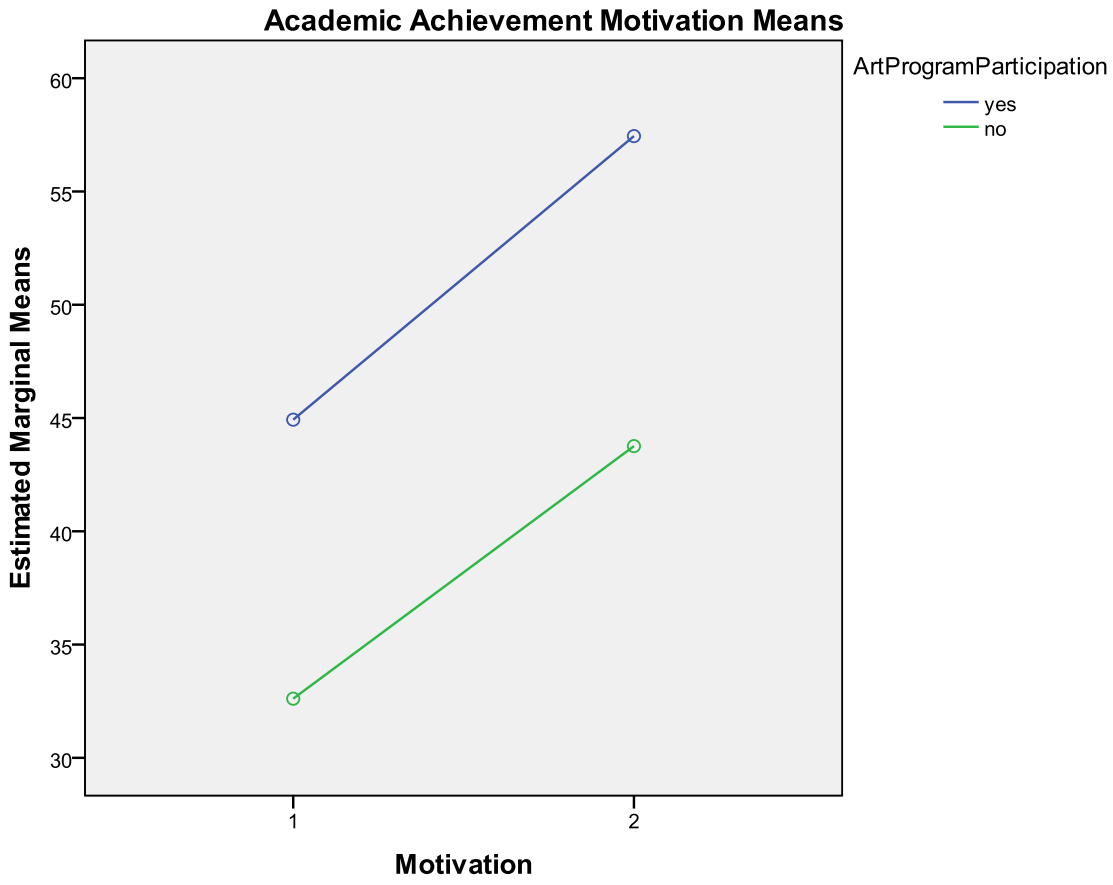

Figure 5. Achievement motivation means at (1) pretest and (2) posttest

The following (Table 5) gives data for the paired (pretest/posttest) differences for the subscales of the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997). These subscales include: task goal orientation, ability/approach, and ability/avoid.

Table 5

Differences Between Pretest Posttest Patterns of Adaptive Learning–Goal Orientation Scales Subscales

	Art program participant	Mean	SD	N
Goals Orientation	Participant (Group A)	4.02	2.08	54
	Nonparticipant (Group) B	3.56	1.42	54
	Total	3.79	1.79	108
Ability Approach	Participant (Group A)	4.07	2.12	54
	Nonparticipant (Group) B	3.67	1.55	54
	Total	3.87	1.86	108
Ability Avoid	Participant (Group A)	4.07	2.12	54
	Nonparticipant (Group) B	3.67	1.55	54
	Total	3.87	1.86	108

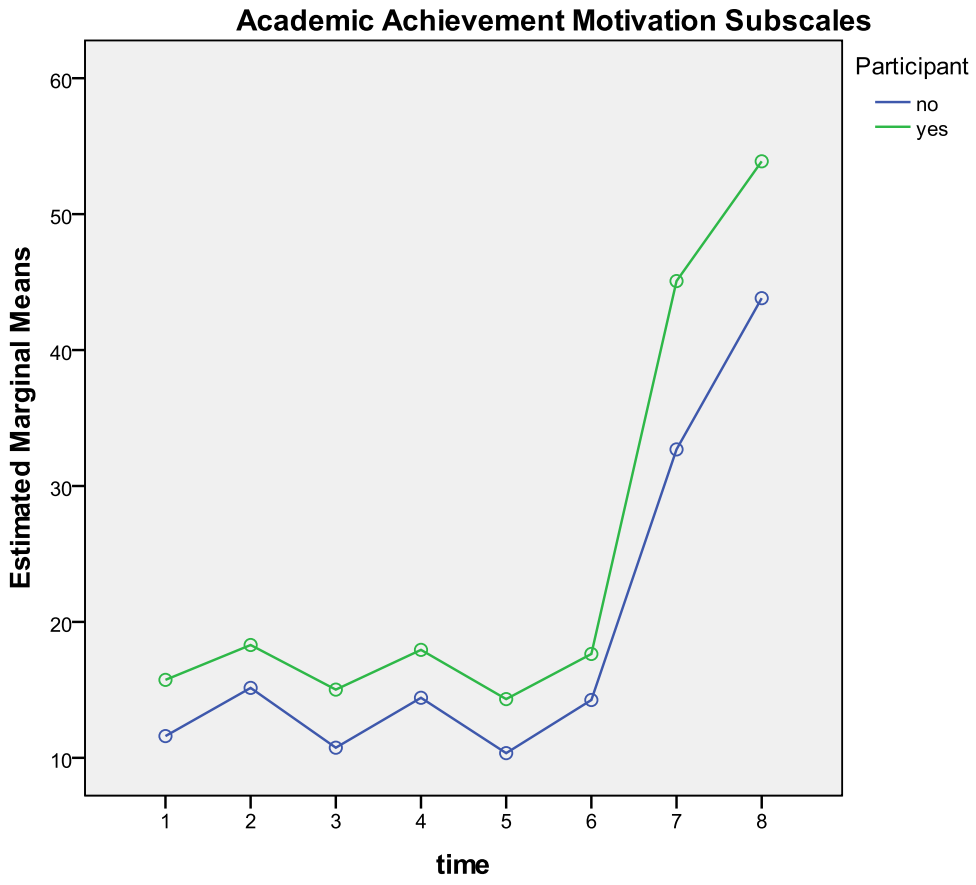

Figure 6. Achievement motivation subscales (Patterns of Adaptive Learning–Goal Orientation Scales Subscales). Subscales include (1) task goal orientation pretest (2) task goal orientation posttest (3) ability approach pretest (4) ability approach posttest (5) ability avoid pretest (6) ability avoid posttest (7) overall pretest (8) overall posttest.

A repeated measures ANOVA was conducted to evaluate the differences between the Patterns of Adaptive Learning–Goal Orientation Scales subscales for students who did and did not participate in the culturally-based arts program. The difference between task goal orientation subscale pretest and posttest scores for Group A and B was 3.79, 95% CI [4.18, 3.45]. The difference between ability approach subscale pretest and posttest scores for Group A and B was 3.87, 95% CI [4.23, 3.52]. The difference between

ability avoid subscale pretest and posttest scores for Group A and B was 3.87, 95% CI [4.23, 3.52]. Analysis of the difference in the means for the Patterns of Adaptive Learning–Goal Orientation Scales subscales indicated that both the ability approach and ability avoid subscales had a greatest increase in achievement motivation scores from pretest to posttest (see Figure 6).

Levene's test indicated equal variances for the ability approach and ability avoid subscales (F= 2.69, p = .104), the social assertiveness subscale (F = .57, p = .45), the social groups subscale (F = 1.99, p = .16). The Levene's test indicated unequal variances for the task goal orientation subscale (F = 4.57, p = .035) so degrees of freedom were adjusted from 106 to 94. Box's Test (p =.003) indicated the observed covariance matrices of the dependent variable were not equal across groups. The results of the ANOVA indicated a significant time effect, Wilks' Lambda = .508, F (4,103) = 24.95, p < .01, ηp^2 = .492. Thus there was significant evidence to reject the null hypothesis within the subscales of the Patterns of Adaptive Learning–Goal Orientation Scales.

This section provided a discussion of the achievement motivation variable. This discussion included descriptive statistics, statistical assumptions and findings. The section ended with a summary of the findings from data collected. The following section provides a summary of findings from the three variables: self-efficacy, self-expression, and achievement motivation.

Summary

The data showed consistent findings that for the research question: Is participation in a culturally-based arts program associated with a significant difference in self-efficacy,

self-expression, and achievement motivation in middle school adolescents who attend APS? The null hypotheses, there was no significant difference in self-efficacy, as measured by the Adolescent Social Self-Efficacy Scale (Connolly, 1989), between students who participate in a culturally based arts program and those students who do not was rejected. The null hypotheses, there was no significant difference in self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), between students who participate in a culturally based arts program and those students who do not was also rejected. The null hypothesis, there was no significant difference in achievement motivation, as measured by the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997), between students who participate in a culturally based arts program and those students who do not was not rejected.

There were significant mean differences in self-efficacy and self-expression between the culturally-based arts program participation intervention group and the non-culturally-based arts program participation control group. The analysis indicated no significant mean differences in achievement motivation. There were no significant mean differences in self-efficacy from the pretest and posttest between ages. However, there were significant mean differences in self-expression and achievement motivation scores from the pretests and posttests between ages.

The purpose of this quasi-experimental design using a pretest-posttest model was to examine the effects of participation in a culturally-based arts program on self-efficacy, self-expression, and achievement motivation. The participants of this study included youth within the age range of 10-14 who attend APS. The participants of the study took

pretest on the dependent variables (self-efficacy, self-expression, and achievement motivation) prior to and after the independent variable (participation in a culturally-based arts program). The participants of the study were randomly divided into two groups. These groups consisted of an intervention group (culturally-based art program participation) and the control group (culturally-based art program nonparticipation). After data collection, ANOVA was used to analyze information obtained from the four instruments used in this study. These instruments included: a parent questionnaire, the Adolescent Social Self-Efficacy Scale (Connolly, 1989) (see Appendix: C), the Personal Expressiveness Scale (Schwartz & Waterman, 2005) (see Appendix: B) and, the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al. 1997) (see Appendix: A).

The null hypotheses, there was no significant difference in self-efficacy was rejected. The null hypotheses, there was no significant difference in self-expression was also rejected. The null hypothesis, there was no significant difference in achievement motivation was not rejected.

There were significant mean differences in self-efficacy and self-expression between participation in the intervention group and the control group. The analysis indicated no significant mean differences for the variable of achievement motivation. There were no significant mean differences in self-efficacy from the pretest and posttest between ages. However, there were significant mean differences in self-expression and achievement motivation scores from the pretests and posttests between ages.

Chapter 5 will include the interpretations of the findings discussed in detail, limitations of this study, recommendations for further research, and positive social change implications.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

This quantitative study addressed the impact of participation in a culturally based arts program on adolescent middle school students who attend inner-city schools in Atlanta. In particular, the relationship between (a) student participation in a culturally based arts program and (b) self-efficacy, self-expression, and achievement motivation was measured. The purpose of this chapter was to discuss the findings of this study, the conclusions reached, and recommendations for future research. This chapter is divided into the following sections: introduction, interpretation of the findings, limitations of the study, recommendations, implications, and conclusion.

ANOVA was used as a form of data analysis for the quantitative research. The independent variable of the research was participation in a culturally based arts program. Dependent variables in this research were self-efficacy, self-expression, and achievement motivation. Quantitative data from participants were collected during the summer, both prior to and following participation in either a 2-week culturally based or non-culturally based arts program. Self-efficacy was measured using the Adolescent Social Self-Efficacy Scale (Connolly, 1989); self-expression was measured using the Personal Expressiveness Scale (Schwartz & Waterman, 2005); achievement motivation was measured using the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997).

Participants included a sample of 108 students enrolled in APS between 10 and 14 years of age (M = 11.6, SD = .90). A thorough discussion of the recruitment and data

collection procedures, as well as the psychometric properties of each instrument, can be found in Chapter 3 .

Summary of Key Findings

Data were collected for the research question: Is participation in a culturally based arts program associated with a significant difference in self-efficacy, self-expression, and achievement motivation in middle school adolescents who attend APS? The analyses of the data collected in this study resulted in consistent findings for self-efficacy and self-expression. The null hypotheses, there was no significant difference in self-efficacy and self-expression was rejected. The findings for achievement motivation were not consistent with the findings for self-efficacy and self-expression. The null hypothesis, for achievement motivation was not rejected.

Self-Efficacy

There were significant ($p < .01$) mean differences in self-efficacy between participation in the intervention group and the control, group such that participants in the arts program (intervention) had an increase between pretest and posttest of 18.52 ccompared to peers in the control group 6.13, indicating that Group A had a greater increase in self-efficacy scores from pretest to posttest. The results of the ANOVA also indicated no significant effect for age effect, Wilks' lambda = .991, F (3, 99) = .311, p = .818, $\eta p^2 = .009$. This indicated that age had no significant effect on the level of reported self-efficacy for students who participated this study.

Box's Test (p =.172) indicated the observed covariance matrices of the dependent variable were not equal across groups indicating differences between the subscales for

self-efficacy. The difference between friendship/intimacy subscale pretest and posttest scores for Group A and B was 3.95, 95% CI [4.48, 3.50]. The difference between social assertiveness subscale pretest and posttest scores for Group A and B was 2.33, 95% CI [2.74, 1.91]. The difference between social groups subscale pretest and posttest scores for Group A and B was 2.26, 95% CI [2.56, 1.97]. The difference between public performance subscale pretest and posttest scores for Group A and B was 2.52, 95% CI [2.86, 2.22]. The difference between giving/receiving help subscale pretest and posttest scores for Group A and B was 1.26, 95% CI [1.50, 1.02]. Analysis of the difference in the means for the Adolescent Social-Self-Efficacy subscales indicated that the friendship/intimacy subscale had a greatest increase in self-efficacy scores from pretest to posttest (see Figure 3).

Levene's test indicated equal variances for the friendship/intimacy subscale (F= .004, p = .95), the social assertiveness subscale (F = .57, p = .45), the social groups subscale (F = 1.99, p = .16), the public performance subscale (F = 3.11, p = .08), and the giving/receiving help subscale (F = 3.64, p = .06). Box's Test (p =.003) indicated the observed covariance matrices of the dependent variable were not equal across groups. The results of the ANOVA indicated a significant time effect between pretest and posttest, Wilks' lambda = .508, F (4,103) = 24.95, p < .01, ηp^2 = .492. Thus there was significant evidence to reject the null hypothesis within the subscales of the Adolescent Social Self-Efficacy scale.

Self-Expression

Repeated measures ANOVA was conducted to evaluate the null hypothesis that there was no significant difference in self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), between students who participated in the culturally based arts program for this study and those students who do not. For the Self-expression variable, the *F* value for Levene's test was 1.763 with a Sig. ($p = .093$) for pretest expression and the *F* value is 1.786 with a Sig ($p = .089$) . Because *p* was greater than an alpha of .05 ($p > .05$), the null hypothesis was retained and no significant difference in self-expression between the intervention and comparison groups was detected between T_1 and T_2.

The pretest mean for Group A (intervention) was 17.72, and the posttest mean was 19.26. The pretest mean for Group B (control) was 17.24, and posttest was 17.72. The increase between pretest and posttest for the Group A was 1.54, 95% CI [1.48, 1.60]. The increase between pretest and posttest for Group B was .48, 95% CI [.42, .54] indicating that the Group A had a greater increase in self-efficacy scores from pretest to posttest (see Figure 4). Box's Test ($p = .229$) indicated the observed covariance matrices of the dependent variable were not equal across groups. The results of the ANOVA indicated a significant time effect between pretest and posttest, Wilks' lambda = .813, $F(1, 106) = 24.36$, $p < .01$, $\eta p^2 = .187$. Thus there was significant evidence to reject the null hypothesis. The results of the ANOVA also indicated a significance effect for age effect, Wilks' Lambda = .973, $F(3, 99) = .24.36$, $p = .44$, $\eta p^2 = .027$. This indicates that

age had a significant effect on the level of reported self-expression for students who participate in this study's culturally-based arts program.

Achievement Motivation

Repeated measures ANOVA was conducted to evaluate the null hypothesis that there was no significant difference in achievement motivation, as measured by the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997), between students who participate in a culturally based arts program for this study and those students who do not. For the Achievement motivation variable, the F value for Levene's test was 1.287 with a Sig. (p = .259) . Because p was greater than an alpha of .05 (p > .05), the null hypothesis was retained and no significant difference in achievement motivation between the intervention and comparison groups was detected between T_1 and T_2.

The pretest mean for Group A (intervention) was 44.93, and the posttest mean was 57.44. The pretest mean for Group B (control) was 32.61, and posttest was 43.80. The increase between pretest and posttest for the Group A was 12.52, 95% CI [13.94, 11.09]. The increase between pretest and posttest for Group B was 11.15, 95% CI [12.25, 10.05] indicating that the Group A had a greater increase in self-efficacy scores from pretest to posttest (see Figure 5). The results of the ANOVA indicated a non-significant time effect, Wilks' Lambda = .979, F (1, 106) = 2.328, p < .130, ηp^2 = .021. Thus there was no significant evidence to reject the null hypothesis. The results of the ANOVA also indicated no significant effect for age effect, Wilks' Lambda = .927, F (3, 99) = 2.33, p = .056, ηp^2 = .073. This indicates that age had no significant effect on the level of reported

achievement motivation for students who participated in a culturally-based arts program for this study.

A repeated measures ANOVA was conducted to evaluate the differences between the Patterns of Adaptive Learning–Goal Orientation Scales subscales for students who did and did not participate in the culturally-based arts program. The difference between task goal orientation subscale pretest and posttest scores for Group A and B was 3.79, 95% CI [4.18, 3.45]. The difference between ability approach subscale pretest and posttest scores for Group A and B was 3.87, 95% CI [4.23, 3.52]. The difference between ability avoid subscale pretest and posttest scores for Group A and B was 3.87, 95% CI [4.23, 3.52]. Analysis of the difference in the means for the Patterns of Adaptive Learning–Goal Orientation Scales subscales indicated that both the ability approach and ability avoid subscales had a greatest increase in achievement motivation scores from pretest to posttest (see Figure 6).

Levene's test indicated equal variances for the ability approach and ability avoid subscales (F= 2.69, p = .104), the social assertiveness subscale (F = .57, p = .45), the social groups subscale (F = 1.99, p = .16). The Levene's test indicated unequal variances for the task goal orientation subscale (F = 4.57, p = .035) so degrees of freedom were adjusted from 106 to 94. Box's Test (p =.003) indicated the observed covariance matrices of the dependent variable were not equal across groups. The results of the ANOVA indicated a significant time effect, Wilks' Lambda = .508, F (4,103) = 24.95, $p < .01$, ηp^2 = .492. Thus there was significant evidence to reject the null hypothesis within the subscales of the Patterns of Adaptive Learning–Goal Orientation Scales.

This section provided an introduction to the chapter. Included in the introduction were the purpose and nature of the study and a summary of key findings from the study. The following section will provide an interpretation of the findings.

Interpretation of Findings

The significant effect of culturally-based arts program participation confirms the hypothesis that culture is directly related to the level of success in task completion and goal attainment (Frey-Monell, 2011). The results of this study led to the rejection of the null hypothesis that there was no significant difference in self-efficacy, as measured by the Adolescent Social Self-Efficacy Scale (Connolly, 1989), between students who participated in a culturally based arts program and those students who did not. In addition to previous literature on the effect of art program participation (Betts, 2006; Covay & Carbonaro, 2010; Rapp-Paglicci et al., 2011), which reported significance in self-efficacy, this study extended the knowledge in the discipline with the inclusion of culture as a factor of the arts program. This research confirmed the significant increase self-efficacy, as measured by the Adolescent Social Self-Efficacy Scale (Connolly, 1989), as a result in art program participation much like the previous studies conducted by Huang et al., (2011). The results of this study indicated that the friendship/intimacy subscale, of the Adolescent Social Self-Efficacy Scale (Connolly, 1989), had the greatest increase in reported self-efficacy from pretest to posttest. These findings confirmed existing research that reported the importance of relationships to the development of self-efficacy for adolescents (Doswell et al., 2011; Reeve & Lee, 2014).

The results of this study also lead to the rejection of null hypotheses, there was no significant difference in self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), between students who participate in a culturally based arts program and those students who do not. Like the previous literature found on self-expression (Boykin et al., 2005; Charmaraman, 2010; Kim & Sherman, 2007), this study confirmed the incorporation of culture in art programs had a significant impact on the development and promotion of self-expression for adolescents. In addition to the development and promotion of self-expression, this study confirmed the previous research (Briggs, Reis, & Sullivan, 2008; Kim and Drolet, 2003) that found self-expression was increased through the recognition of diversity.

This study found that culturally based arts programs which include a variety of activities may meet the motivational needs of students by offering cultural inclusion and skill building. These findings confirmed existing literature which found students who participated in culturally-sensitive art-based programs are also afforded a platform to display the results of his/her endeavors in art exhibitions for viewing and praise from instructors, peers, and other members of his/her society (Catterall et al., 2012; Davis, 2010). The inclusion of community in an arts program can promote self-expression for adolescents as reported in research by Wallace-DiGarbo and Hill (2006). This research confirmed these findings with the significant increase of self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), found as a result of adolescent participation in a culturally based arts program.

The null hypothesis, there was no significant difference in achievement motivation, as measured by the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997), between students who participate in a culturally based arts program and those students who do not was not rejected by this research. Although previous research (Trumbull & Rothstien-Fish, 2011) indicated culture can have a major influence on achievement motivation, the results of this study found no significant relationship between participation in a culturally-based arts program and achievement motivation, as measured by the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997). Previous research also indicated a positive correlation with intrinsic motivation and the participation in an arts program (Wormington et al., 2012). Although the null hypothesis could not be rejected, the research did result in findings which confirmed the relationship between intrinsic motivation and arts program participation. The significance with intrinsic motivation was provided in an analysis of the ability-approach goal orientation and the ability-avoid goal orientation. These goal orientations are subscales of the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997).

This section provided an interpretation of the findings for this study. Included in the interpretations of the findings was a discussion of literature that supported the study's findings. The following section will provide a discussion of the limitations of the study.

Limitations of the Study

The findings were based upon 108 students' pretest and posttest scores on self-efficacy, self-expression, and achievement motivation. This study had limitations that

involved the program completion from students. There was a limitation in diversity within the sample of students participating in the study. Due to non-completion of the program and the identification of outliers, only one ethnic group was included in the results of the data analyses.

The age and reading levels of the participants was a potential limitation of this study. Participants in the study ranged in age from 10 to 14 years (M = 11.6). Although the instruments were designed for adolescents in middle school, some of the participants may not have been on his/her grade appropriate reading level. Participants not being able to read on his/her grade appropriate level may have led to some invalid responses to questions on the assessment tool. The reading level of the participants was not a limitation of the curriculum. The two-week programs did not involve individual reading by the students. Program staff provided verbal and visual instructions to the participants of the programs.

The study also had limitations to the quantitative method chosen. With the limitations of the method chosen, this quantitative research may not have included a phenomena occurring that could have been revealed with the use of qualitative research(Creswell, 2009). To decrease these limitations within the study, an open forum of email, website and telecommunications were offered to the parents, or guardians, of the participants. Verbal instructions and reading of the questions on the assessment tools were provided by the researcher at initial session prior to the start of the program, as well as the pretest (T1) and posttest (T2).

This section provided a discussion of the limitations of the study. Included in the section was a discussion of the delimitations of the study. The following section will provide a discussion of the recommendations for future research.

Recommendations

In order to gain more insight on the effect of participation in a culturally-based arts program and the self-efficacy, self-expression, and academic motivation for adolescents, the length of the arts program should be longer than the two week program in this study. An increase in the length of the program could extend the current findings of the significance found for self-efficacy and self-expression as a result of participation in a culturally-based arts program. Additionally, an increase in the length of the arts program could potentially confirm existing research (Trumbull & Rothstien-Fish, 2011) that indicates a significant relationship between culture, arts program participation and achievement motivation.

Future research should also focus on various cities within a metropolitan area to obtain a more diverse ethnicity sample and variety in cultural programs offered for adolescent participation. While age may have not indicated a significant difference amongst the participating adolescents, the examination of other socio-economic factors might provide extended knowledge to the existing body of literature on art program participation for adolescents. The extended length of the arts program, increase in a diverse ethnicity sample, and inclusion of various socio-economic factors could lead to the development of more efficient arts programs that focus on culture as a means to assist

the development and promotion of self-efficacy, self-expression and achievement motivation for adolescents.

This section provided a discussion of the recommendations for future research. The following section will provide a discussion of the implications for social change.

Implications

There exists the possibility of social change as the results of the research revealed middle school students' participation in an arts program was associated with the promotion of self-efficacy and self-expression. Social change has been defined as "the specific and localized perception of significant change" (Adams, 2007, p. ix). Addressing the effectiveness of participation in a culturally based arts program on adolescent middle school students attending schools within the inner city district of the Atlanta Public School system can produce social change by providing insight to program developers and educators who are responsible for curricula development and implementation. This insight may expand the understanding of how participation in a culturally based arts program can facilitate self-efficacy and self-expression. With the implementation of recommendations from this research, the understanding of achievement motivation in adolescent inner city students could also expanded.

Additionally, this study can address the prospect of social change that exists as the results of the study disclosed an affirmative association between art program participation and the promotion of self-efficacy, self-expression, and intrinsic (approach/avoidance) achievement motivation for these middle school students. This study may aid in the recognition of the influence a child's culture has in the promotion of positive social

development prosocial behaviors in the educational environment. Data collected and analyzed from the research may assist in future efforts to increase the levels of self-confidence and decrease apprehensions that are connected with perceptions of acceptance from others (Huitt, 2011). Schuler et al. (2010) reported that such an increase in student's self-confidence could then be exhibited within the academic setting as well as in social settings.

This section provides a discussion of the implications for social change. The following section will provide the conclusion of the chapter.

Summary

Currently, there is a deficiency in the curricula for lower income, inner city, middle school adolescents where arts programs are concerned (Rothstein, 2004; Williams, & Sánchez, 2013, & Zhou, 2003). Efforts from implementers of a culturally based art program to bridge the achievement gap between lower income inner city students and those who have greater access to academic resources have the potential to alter a social norm of division between the established economic classes. This quantitative research addressed the impact of participation in a culturally based arts program on adolescent middle school students between the ages of 10 and 14 who attend inner-city schools in Atlanta. In particular, the relationship between students' participation in an extracurricular culturally based arts program and his/her self-efficacy, self-expression, and achievement motivation were measured. The results of this study found there was a significant relationship between the participation in a culturallybased arts program and self-efficacy, as measured by the Adolescent Social Self-Efficacy Scale

(Connolly, 1989), and self-expression, as measured by the Personal Expressiveness Scale (Schwartz & Waterman, 2005), for the adolescent participants. Although the relationship between achievement motivation and participation in the culturally-based arts program was not found to be significant, there was a finding of significance in two of the three subscales (ability–approach and ability–avoidance), as measured by the Patterns of Adaptive Learning–Goal Orientation Scales (Midgley et al., 1997), within the area of intrinsic motivation. This confirmation of this study's hypothesis and the extended of existing knowledge will hopefully serve as a foundation for much needed future research and also be used to guide the development of adolescents throughout his/her school years and on into his/her transition into adulthood.

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Appendix A: Goal Orientation Scales

PsycTESTS®

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Goal Orientation Scales

Items

Task Goal Orientation

X1–I like school work that I'll learn from, even if I make a lot of mistakes.
X2–An important reason why I do my school work is because I like to learn new things.
X3–I like school work best when it really makes me think.
X4–An important reason why I do my work in school is because I want to get better at it.
X5–I do my school work because I'm interested in it.
X6–An important reason I do my school work is because I enjoy it.

Ability-Approach Goal Orientation

X7–I would feel really good if I were the only one who could answer the teachers' questions in class.
X8–It's important to me that the other students in my classes think that I am good at my work.
X9–I want to do better than other students in my classes.
X10–I would feel successful in school if I did better than most of the other students.
X11–I'd like to show my teachers that I'm smarter than the other students in my classes.
X12–Doing better than other students in school is important to me.

Ability-Avoid Goal Orientation

X13–It's very important to me that I don't look stupid in my classes.
X14–An important reason I do my school work is so that I don't embarrass myself.
X15–The reason I do my school work is so my teachers don't think I know less than others.
X16–The reason I do my work is so others won't think I'm dumb.
X17–One reason I would not participate in class is to avoid looking stupid.
X18–One of my main goals is to avoid looking like I can't do my work.

Appendix B: Personal Expressiveness Scale

PsycTESTS

doi: 10.1037/t10154-000

Personal Expressiveness Scale

Items

(a) This activity gives me my greatest feeling of really being alive.

(b) When I engage in this activity I feel more intensely involved than I do when engaged in most other activities.

(c) This activity gives me my strongest feeling that this is who I really am.

(d) When engaged in this activity I feel this is what I was meant to do.

(e) I feel more complete or fulfilled when engaging in this activity than I do when engaged in most other

(f) I feel a special fit or meshing when engaged in this activity.

Note: The 7-point Likert scale for these items ranged from "strongly disagree" to "strongly agree."

Appendix C: Adolescent Social Self-Efficacy

PsycTESTS

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Adolescent Social Self-Efficacy Scale

Items

1. Start a conversation with a boy or girl who you don't know very well.[a]
2. Express your opinion to a group of kids discussing a subject which is of interest to you.[b]
3. Join a group of kids in the school cafeteria for lunch.[c]
4. Work on a project with a student you don't know very well.[d]
5. Help make a new student feel comfortable with your group of friends.[e]
6. Share with a group of kids an interesting experience you once had.
7. Put yourself in a new and different social situation.[c]
8. Volunteer to help organize a school dance.[d]
9. Ask a group of kids who are planning to go to a movie if you can join them.[c]
10. Stand up for your rights when someone accuses you of doing something you didn't do.[b]
11. Get invited to a party that's being given by one of the most popular kids in the class.[c]
12. Keep up your side of the conversation.[a]
13. Be involved in group activities.[c]
14. Find someone to spend recess with.[a]
15. Wear the kind of clothes you like even if they are different from what others wear.[b]
16. In a line-up, tell a student who pushes in front of you to wait his or her turn.[b]
17. Stand up for yourself when another kid in your class makes fun of you.[b]
18. Help a student who is visiting your school for a short time to have fun and interesting experiences.[c]
19. Join a school club or sports team.[d]
20. Express your feelings to another kid."[a]
21. Ask someone over to your house on a Saturday.[a]
22. Ask someone to go to a school dance or movie with you.[a]
23. Go to a party where you are sure you won't know any of the kids.[c]
24. Ask another student for help when you need it.[e]
25. Make friends with kids your age.[a]

[a] Friendship/intimacy items
[b] Social assertiveness items
[c] Social groups/parties items
[d] Public performance items
[e] Giving/receiving help items

Appendix D: Arts Program – Parent/Guardian Demographic Feedback Survey

Arts Program- Parent/Guardian Feedback

1. What is your relationship to your child?

[ ] Mother [ ] Father
[ ] Step-mother [ ] Step-father
[ ] Grandmother [ ] Grandfather
[ ] Aunt [ ] Uncle
[ ] Guardian
Other (please specify) [
_____]

2. What does your child attend an Atlanta Public School?

[ ] yes [ ]no

3.What is your child's gender?

[ ] Female [ ] Male

4. What is the age of your child?

[ ] 9 and under [ ] 10
[ ] 11 [ ] 12
[ ] 13 [ ] 14
[ ] 15 and over

5. What is the race/ethnicity of your child?

[ ] Black [ ] White
[ ] Hispanic [ ] Other

6. What visual or performance art programs are offered in your child's school?
[ ] Music [ ] Art
[ ] Dance [ ] Drama
[ ] None
Other (please specify)[
_____]

7. To what extent do you believe your child's school is adequately staffed to implement an arts program?
[ ] Not at all [ ] A little bit
[ ] Somewhat [ ] Quite a bit
[ ] A tremendous amount

8. To what extent do you believe your community arts center is adequately staffed to implement an arts program?
[ ] Not at all [ ] A little bit
[ ] Somewhat [ ] Quite a bit
[ ] A tremendous amount

9. In the past year, how often have you discussed your child's social needs with adults at his/her school?
[ ] Almost never [ ] Once or twice
[ ] Every few months [ ] Monthly
[ ] Weekly or more

10. How often do you help your child engage in activities which are educational outside the home?

[ ] Almost never [ ] Once in a while
[ ] Sometimes [ ] Frequently
[ ] Almost all the time

11. How well do the activities offered at your child's school match his or her interests?

[ ] Not well at all [ ] Mildly well
[ ] Fairly well [ ] Quite well
[ ] Extremely well

12. How motivated is your child to learn the topics covered in class?

[ ] Not at all motivated [ ] Slightly motivated
[ ] Somewhat motivated [ ] Quite motivated
[ ] Extremely motivated

13. How well do you believe your child's school is preparing him or her for his or her next academic year?

[ ] Not well at all [ ] Mildly well
[ ] Fairly well [ ] Quite well
[ ] Extremely well

14. In general, how well does your child learn from feedback about his or her work?

[ ] Not well at all [ ] Mildly well
[ ] Fairly well [ ] Quite well
[ ] Extremely well

15. On average, how well does your child work independently on learning activities at home?

[ ] Not well at all [ ] Mildly well
[ ] Fairly well [ ] Quite well
[ ] Extremely well

Appendix E: Participant Request Flyer

PARTICIPANTS NEEDED FOR RESEARCH IN
Self-Efficacy, Self-Expression, and Achievement motivation

Self-efficacy is defined as the way adolescents view his/her ability to accomplish a goal based on previous experience with accomplish the goal.

I am looking for youth volunteers, between the ages of 10- 14, to take part in a study of:
Effect of culturally based arts activities on self-efficacy, self- expression, and achievement motivation for inner-city youth

As a participant in this study, your child would be asked to:
Take self-efficacy, self-expression, and achievement motivation assessment prior to beginning the program and at the end of the program.

Your child's participation would involve **two** sessions, each of which is approximately **(30)** minutes, conducted at the Milner School of Music and Fulton County Arts Center (915 Hope Road SW Atlanta, GA 30331).

Parents/guardians who agree to allow his/her child to be in this study will be asked to complete an informed consent form and parent questionnaire and return to researcher. Parent questionnaire will take approximately 10 minutes to complete.

There is no payment associated with participation in this study.

For more information about this study, or to volunteer for this study, please contact:

(Narjerah Lewis Delk)
(Researcher)
at
(via telephone at 770-877-1167)
Email: **(narjerah.lewis@waldenu.edu)**

The study has been reviewed and approved by the
Institutional Review Board, Walden University.