

Outside Factors on Student Success

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Abstract

Who holds the most influence in the mind and life of an adolescent? Do they really listen to what their parents say? Research shows that parents and teachers actually do hold a very influential sway in the lives of preteens and adolescents, even when it does not seem like children listen to their parents. Outside Factors on Student Success is built around a survey-based research project that hopes to identify whether parents, teachers, or friends have the greatest impact on middle school student school performance. Survey results and past research do indicate that parents and teachers hold the most sway, both with a significantly higher impact than friends. These results indicate that teachers should make a constant and diligent effort to encourage their students in the classroom, and parents should be involved in activities and progress at home.

Outside Factors on Student Success

Introduction

What factors influence student success? Does what happens at home really make an impact on a student's grades? Especially in the middle school years, which are so full of emotional and hormonal changes, it is hard to know what really matters to students. One day a break-up may be a crisis, and the next day they've already moved on to a new obsession. How can teachers understand what happens in students' lives and help students achieve their best no matter what the circumstances? Through a survey-based research project and synthesis of past research findings, this project hopes to identify how influences from friends, parents, and teachers change in students' lives throughout the middle school years, as well as explain what can be done in the classroom to help all students become the best that they can be.

Literature Review

Other studies corroborate the idea that students are greatly impacted by many outside factors, including teachers, parents, and friends. However, one of the most important resources a student needs in order to achieve success in school is motivation, preferably intrinsic more than extrinsic, but either kind will go a long way. In a study (Woolley, Kol, & Bowen, 2009) done by a group attempting to assist school psychologists, it was shown that middle school students who are perceived by their teachers and peers to be highly motivated, finish their class work, follow the rules, try their best in school, make good grades, and have a good work ethic. Teachers perceive their students as more motivated when they do their work on time and have a positive attitude about the value of school and learning. The teachers' perceptions about a student's motivation also positively impacted the student's grades, probably because the teacher is more motivated to teach and has higher expectations for a student that seems like they really want to

be in school. Although there are some differences in research, it does appear that gender does not influence grades received or student motivation, although the motivation may come from different resources. The research (Woolley et al., 2009) also implies that students' motivation can be increased through increasing their feeling of belonging in the community, both inside and outside the school walls. Giving students opportunities to succeed in a variety of tasks also helps increase their educational aspirations. On the teacher end of increasing motivation, providing students with regular updates of their progress, teaching good study skills and work ethics, and encouraging teachers to have high expectations for all students have also been shown to help increase student motivation.

One big impact that teachers can have on their students and their success is through ensuring their students feel supported. Research (Woolley et al., 2009) shows that students who feel supported by their teachers report greater levels of satisfaction with their school experience, and they then exhibited better classroom behaviors. Teacher support of their students is indirectly related to classroom performance and completion of homework, which then indirectly impacts grades. Teachers have a greater students influence on their students' success than some even realize. Teacher expectations of their students have been repeatedly shown to determine how well students behave and perform in the classroom. In one study (Woolley, Strutchens, Gilbert, & Martin, 2010), teacher use of effective practices and constant reinforcement of high expectations was even shown to have a direct impact on a standardized test. It is essential that all teachers hold to the belief that all students can learn and are of value. Students can discern what people really believe about them, and if they know that they have a solid foundation of a teacher's support in the classroom, they will be encouraged and secure enough to be able to soar in their academic career. Teachers who do not hold firm to the truth that all students can learn

often facilitate an environment of failure in their classroom. Teachers who judge students based on their assumptions about their limitations based on a perceived learning ability often limit their students based on stereotypes and do not even give their students an opportunity to reach their full potential (Tkatchov & Pollnow, 2008).

The same research that shows that teacher support of their student greatly impacts performance also shows that friends and parents impact academic results of students. A student's group of friends play a huge role in how a student does in school. Friends' behaviors greatly influence how a student behaves in school, even when it comes to learning and study skills. If a student spends time with others who finish their homework on time and take notes in class, that student is more likely to complete his homework and pay more attention in class. If his friends follow the rules and mind the teacher, that student is less likely to act out in the classroom. The opposite end of the spectrum is also true. Parents impact their students' lives in a way more similar to that of the teacher. Support from the parents is also vital to a student's success, and it is even more improved if the parents are aware of their students' daily lives and monitor their students' progress and activities in the classroom (Woolley et al., 2009). This indicates that teachers need to make the most possible effort to keep parents informed and engaged in what their students are doing in the classroom. One study even suggests that the way that parents become involved in the homework process has a lifelong impact on a student's work ethic and his or her attitude about school. It is important that parents feel like their input is important in the classroom, and that they understand how to help their student in order to maintain a good attitude and support of the teacher from both the parent and the student (Hoover-Dempsey, Battiato, Walker, Reed, Dejong, & Jones, 2001). Having a positive relationship with the parent will greatly impact how the student views the teacher and how motivated he is to

perform well in the classroom. Support from the parents is vital to both the student's and teacher's success.

Especially at the middle school level, students need to know why they are doing something in order to care about it and want to do well. A major shift that all teachers and schools can make in order to definitely show students why their work matters is standards based grading. There are several reasons for switching from the current system, but one of the most important is the fact that standards based grading gives grades actual meaning. Grades will become more than just having a certain amount of points out of another amount of points and students are never really sure which points they missed and they don't care as long as they have enough to get the grade. Standards based grading will show students directly which standards they have mastered and which they have not. Students receive grades based on the proficiency that they show in the skills required to have mastered a standard. Evaluations are demonstration based, rather than just an ability to take tests well. Standards based grading is also a major part of reducing homework just for the sake of homework. Some teachers have even eliminated grading homework at all, just using it as a method to allow students to practice what is talked about in class, as well as give quick feedback to the students on their knowledge and mastery of the content area. Standards based assessment also helps teachers better adjust their instruction to meet the immediate needs of their students. Instead of waiting until the end of a unit or week to find out they need to re-teach an area after several students fail a test, a teacher has the ability to assess standards on an individual basis and determine which ones need more work, without having to put the pressure on students to pass or fail a test for which they are not prepared. Basically, standards based assessment is about quality and not quantity. While this is a major shift away from the current system of crunching in as much information as possible in order to

enable students to pass a standardized test so the school can receive money, it is one that will certainly be more beneficial to the students, and eventually society as a whole when schools start producing students with an actual applicable knowledge of skills rather than just those who have learned how to fill in bubbles well (Scriffiny, 2008).

One element that factors into student success that teachers may not have control over is status culture. Researchers have attempted to study what seems to be a difference in achievement between socioeconomic levels, but when ability level is held at a constant, there is an absence of impact from family background. Sociologists have since created another term and began studying a new facet of socioeconomic life, status culture. Researchers believe that it is not the level of money a family makes that makes a difference in the ability and motivation of a student to succeed in the classroom, but the culture that is developed in the group of people who are in their level. Generally, people who are of the same socioeconomic class tend to participate in the same extracurricular activities and social groups, and their life together revolves around a set of common values and characteristics that they value and expect in their peers. Ongoing research shows that it is the culture of the socioeconomic status subgroup that the students are raised and live in, more than the actual amount of money. The expectations that their parents and community members place on the students for performance and behavior influence how students view their teachers, assignments, and behavior in the classroom. This area is totally outside of the reach of the influence of the teacher. No one can change attitudes and traits that have been ingrained in a student for his or her whole life. The best thing a teacher can do is spend time in and understand the community from which their students are coming and do their best to work with it (DiMaggio, 1982). Further research corroborates the need of the teachers to understand the culture their students live among and the social expectations they are expected to

meet. Educational researchers have tried to identify the reasons behind low achieving, inner city schools that are trapped in poverty. One of the biggest factors students seem to point to is the discrepancy between teacher and student cultures. Students report that most teachers seem to think that they are better than their students, and are often cynical about their ability to succeed in any market. This perception of being treated as inferior leads to an extremely low level of student motivation, and therefore low achievement. This is why it is not only vital for teachers to understand how their students think and live, but also maintain high expectations for all of their students, no matter what their background is (Erickson, 1987). Along with these status cultures come expectations and perceptions on both the teacher and student sides. One of the most important aspects in promoting student success is the teacher's perception of the students' work ethic and effort in the classroom. This impacts how the teacher treats the students, grades their work, and expects them to behave and perform in the classroom. Again, this reinforces the importance and influence of teacher expectations. Students will always live up or down to their teacher's expectations, so all teachers need to do to obtain student success is maintain high expectations in all facets for their students, and support their students in reaching and exceeding them (Farkas, Grobe, Sheenan, & Shuan, 1990).

Methodology

Research was conducted through a survey, which was created by Ashlee Clouse in collaboration with Dr. Vikki Spencer and Dr. Robert McDermid at Missouri Southern State University. The survey included questions where students were asked to rate different types of people about how much pressure or support they felt from either their parents, teachers, or friends. Students rated each question on a five option agreement scale, ranging from strongly disagree to strongly agree, as well as an option for no feelings on the topic. The three primary

sources addressed were parents, teachers, and friends. Each of the categories included questions about what kind of support they received from the source, whether or not the different groups had high expectations for their performance in school, and whether their performance in the classroom impacts how those groups feel about them. Through the questions, the survey hopes to reveal sources that students feel pressure or support from in order to help identify what most greatly impacts student performance in the classroom. The survey was distributed to students in the Joplin School District in May, 2011. The survey and parent permission forms were taken home by the students, signed by the parents, and the survey was completed by sixth, seventh, and eighth grade students. Approximately one fourth of the surveys that were distributed were returned, but considering the tornado and events that occurred in May, it was fortunate that any results were received at all. Once completed and received, the data was entered into tables by grade and gender, and average scores for each item were calculated. After averages were found, averages on questions dealing with a like subject were totaled and averaged again so that each of the different influence sources could be compared on an overall agreement score from the students. Answers were then compared based on grade level, where male and female average scores were compared, and then they were compared by gender in order to analyze if perceived pressure sources change as students age and mature. Further item analysis proved to show that students do feel that their teachers' feelings about them are swayed by their behavior and performance in the classroom.

Results

Table One:

Sixth Grade Boys Total Participants: 7

Item and No. of Students	0	1	2	3	4	5	Average Scores
Overall Anxiety 0-3	2	2	3				1.14
Parents 0-3	1	1	4	1			1.71
Friends 0-3	5	1	1				0.43
Teachers 0-3	1		2	4			2.29
Statement A		1		1	4	1	3.57
Statement B		1		1	1	4	4.00
Statement C		1			3	3	4.00
Statement D		6		1			1.29
Statement E					1	6	4.86
Statement F				1	4	2	4.14
Statement G					2	5	4.71
Statement H		1	1	3	2		2.86
Statement I			1	2	4		3.43
Statement J			1	3	3		3.29
Statement K		1			3	3	4.00
Statement L					3	4	4.57
Statement M				1	3	3	4.29

Table Two:

Sixth Grade Girls Total Participants: 11

Item and No. of Students	0	1	2	3	4	5	Average Scores
Overall Anxiety 0-3	4	2	5				1.09
Parents 0-3	6	1	4				0.82
Friends 0-3	7	1	2	1			0.73
Teachers 0-3	2	4	3	2			1.45
Statement A				4	4	3	3.91
Statement B			2	3	5	1	3.45
Statement C		2	1	1	5	2	3.36
Statement D		4	4		3		2.18
Statement E				1		10	4.82
Statement F					8	3	4.27
Statement G			1		2	8	4.55
Statement H			4	2	5		3.09
Statement I				1	10		3.91
Statement J			2	5	4		3.18
Statement K			1	2	6	2	3.82
Statement L					7	4	4.36
Statement M			1		6	4	4.18

Table Three:
Seventh Grade Boys Total Participants: 14

Item and No. of Students	0	1	2	3	4	5	Average Scores
Overall Anxiety 0-3	1	6	6	1			1.50
Parents 0-3	2	2	5	5			1.93
Friends 0-3	5	7	1	1			0.86
Teachers 0-3	2	4	5	3			1.64
Statement A		1	1	3	6	3	3.64
Statement B			2	4	2	6	3.86
Statement C		1	2		8	3	3.71
Statement D		4	6	3		1	2.14
Statement E					5	9	4.64
Statement F			2	4	5	3	3.64
Statement G				2	6	6	4.29
Statement H		3	2	7	2		2.57
Statement I			5	4	3	2	3.14
Statement J			4	8	1	1	2.93
Statement K			1	2	8	3	3.93
Statement L			1		8	5	4.21
Statement M		1			7	6	4.21

Table Four:

Seventh Grade Girls Total Participants: 18

Item and No. of Students	0	1	2	3	4	5	Average Scores
Overall Anxiety 0-3	3	6	6	3			1.50
Parents 0-3	4	2	6	6			1.78
Friends 0-3	12	3	2	1			0.56
Teachers 0-3	2	1	8	7			2.11
Statement A		1		2	7	8	4.17
Statement B			3	1	8	6	3.94
Statement C		3	5	2	6	2	2.94
Statement D		10	4	1	3		1.83
Statement E				3	4	11	4.44
Statement F				6	7	5	3.94
Statement G		1			5	12	4.50
Statement H		5	2	5	2	4	2.89
Statement I		2		4	8	4	3.67
Statement J		5	2	4	3	4	2.94
Statement K			1	2	8	7	4.17
Statement L				1	5	12	4.61
Statement M			1	2	4	11	4.39

Table Five:

Eighth Grade Boys Total Participants: 4

Item and No. of Students	0	1	2	3	4	5	Average Scores
Overall Anxiety 0-3	1		3				1.50
Parents 0-3	1	1	1	1			1.50
Friends 0-3	3		1				0.50
Teachers 0-3		2	1	1			1.75
Statement A			1		1	2	4.00
Statement B					1	3	4.75
Statement C					1	3	4.75
Statement D		2	2				1.50
Statement E					1	3	4.75
Statement F				1	2	1	4.00
Statement G						4	5.00
Statement H		1		1	1	1	3.25
Statement I				2	1	1	3.75
Statement J			1	1	1	1	3.50
Statement K					1	3	4.75
Statement L				1		3	4.50
Statement M				1		3	4.50

Table Six:

Eighth Grade Girls Total Participants: 7

Item and No. of Students	0	1	2	3	4	5	Average Scores
Overall Anxiety 0-3	2	1	4				1.29
Parents 0-3	3		2	2			1.43
Friends 0-3	5		1	1			0.71
Teachers 0-3	2	1	2	2			1.57
Statement A				3	3	1	3.71
Statement B				1	4	2	4.14
Statement C		1		1	2	3	3.86
Statement D		3	1	1	1	1	2.43
Statement E						7	5.00
Statement F				1	5	1	4.00
Statement G					4	3	4.43
Statement H			3	2	2		2.86
Statement I			1	3	2	1	3.43
Statement J		1	2	3		1	2.71
Statement K				1	3	3	4.29
Statement L				1	2	4	4.43
Statement M				2	1	4	4.29

In the eighth grade, boys reported a higher average score than girls in all areas except for being embarrassed about answering questions in the classroom, which means that they feel like parents, teachers, and friends hold high expectations for their performance and those relationships are influenced by their performance in school, and could possibly influence their performance in school. This also means that boys believe that their classroom performance impacts their life outside of the classroom more so than the average girl. Both genders in the eighth grade agreed with the statement that their home environment contributed to their classroom achievement.

In the seventh grade, boys reported a higher level of expectation from their parents, but girls had higher average scores on questions involving teachers and friends. Both boys and girls had the same relatively low score about overall stress felt about their classroom performance. Girls actually agreed a little more that their home environment helped them succeed in the classroom, but boys had a higher average of agreement with a statement that they avoid answering questions in class because they are afraid of being embarrassed. Boys actually felt that their classroom performance impacted their life outside the classroom less than girls in seventh grade did. These results reflected very different feelings about pressure between seventh and eighth grade.

In the sixth grade, boys reported feeling higher levels of pressure and expectations from their teachers and parents, while girls had the highest average on questions dealing with pressure from their friends. Boys reported a slightly higher feeling of overall stress about their school performance, and agreed less than girls with a statement that their home life was helpful and contributed to their success in the classroom. In spite of these scores, girls reported much higher agreement scores about avoided answering questions in class because of fear of embarrassment,

and girls also had a much higher score reflecting their belief that their performance in the classroom impacts their life outside of the classroom.

Within comparisons of female students, influence by the parents actually slightly increased with age. Pressure and expectations from friends actually decreased by about the same amount that parental influence increased, which was not what was expected in the results. It seems that during middle school students are starting to move away from their parents, but, at least in this survey, it seems that parents are actually more influential in their students' lives and friends are not. Pressure and expectations of teachers was the lowest in sixth grade, the highest in seventh grade, and then back a little lower in the eighth grade. Overall stress about school was the highest in the seventh grade for girls, but still not relatively high. Girls felt the most support from their home environment in the sixth grade, but the scores remained in high agreement of support throughout all of the years. The greatest impact on life outside of school was felt in the seventh grade, but girls were more likely to avoid asking questions for fear of embarrassment in the eighth grade. There was no large variance or change in numbers in any section of the survey, and the only surprising element within the female category was the fact that parental influence actually increased while friend importance decreased.

Boys reflected the same unexpected tendency with parents as the girls in that the influence and support was felt from parents the most in the eighth grade. Teachers and friends also had the greatest influence on boys in the eighth grade. Overall, the boys felt more influence from all three primary sources, and significantly more from their parents in eighth grade than girls did. Boys felt the same overall stress in seventh and eighth grade, which was slightly higher than the girls' overall stress level but still not extremely high on the scale they were asked to rate it on. Boys felt the most positive support from their home environments in the sixth

grade, but the levels did not sink far in seventh and eighth grade. Asking questions in class was much more likely to be embarrassing in the seventh grade than in eighth and ninth, but still not very high based on the rating system. The highest average in that question was only in the medium levels of agreement that asking questions was embarrassing. Boys also had an increasing feeling of the impact their school performance had on their outside life as they got older. This could be because once students reach the lower grades of high school driving becomes an option that can be controlled by parents based on how they do in school.

Upon individual item analysis, students felt that their classroom performance had an impact on how their teachers felt about them. Only four students out of all of the participants felt that their teachers' feelings about them did not fluctuate with their grades. Not only did their performance impact how their teachers felt, but they also felt that it impacts their life outside of the classroom. Only five respondents disagreed that their classroom performance impacts their life outside the classroom. Surprisingly, very few students reported that they avoided asking questions in class because they would feel embarrassed. In a time of such pressure from friends, it would seem that they would be more afraid of embarrassment than how the results showed. Two students responded that they did not feel that their home environment was supportive and helped them do well in school, but more responded to the no feeling option as well. Both of the students who reported feeling that their home environment was not supportive of them were males. No females reported feeling unsupported at home. Overall, most responded positively about the impact their home environment has on their school performance. Against expectations, only two female students did not feel that their parents had high expectations for their performance at school, but none of any of the students stated that their parents did not support them and help them do well in school. The only questions that did not have consistent responses

were those dealing with friends and how school performance impacted the friends' feelings about the student. Those responses spanned the spectrum of disagreement statements, with the median being slightly agree to no feelings in both boys and girls.

After having an overview of the results, it is easy to see that there were no radical changes in feelings of sources of influence through the middle school years. There were gradual changes, and the two major unexpected results were the fact that parental influence became more prominent with age, and also the fact that boys felt more pressure from all sources, even friends, than their female peers. These results need to be taken with a grain of salt, however, because since we had limited access to information about students and could not force all students to take it, this study may not be an accurate representation of the entire demographics of the Joplin school district and all of the middle school students in the United States. It is more likely that the students whose parents read, signed, and returned the permission form are already more actively involved in their student's education than those who may have never seen the survey or permission form and therefore did not sign and take the survey. Those students who did not live with their parents or do not communicate well with their parents are also less likely to have given their parents the information and completed the quiz. In order to complete a more accurate picture of the attitudes and sources of influence for middle school students, more information about each student would have been needed like living situation and overall grade point average. It also would have been more accurate if all of the students in the school were able to participate in the project, but due to the fact that it is unethical to survey minors about sensitive subjects without their parent or guardian's knowledge and permission it was impossible to force all students to complete a survey. Every research project has limits on the reflection of reality it can represent due to access of information and ethical issues, but this is a good launching point for

further research and study into how middle school age students perceive the world and influences around them.

Conclusions and Recommendations

With all of this research demonstrating how so many different sources impact student success, what can teachers and parents do to ensure their students reach their full potential inside and outside of the classroom? One major step that teachers can take in the direction to success is changing the attitude about assessment in the classroom. Schools are moving toward standards based assessment, which shifts from the importance of a paper and pencil test to a focus on mastery of the essential standards and skills that students must know in order to succeed in their current class and move on to the next level with a solid knowledge and ability to apply the practices and abilities they gained in the previous level. The most successful classrooms are an environment where students do not stress about marking the correct answer on a multiple choice test, but where students feel confident in their ability to demonstrate their mastery of the skills they have been applying and practicing in their class time. It is also vital that teachers utilize homework for its original purpose- practice. Students should not be given homework just for the sake of having an assignment, and students should not be given an overwhelming amount of work in an area that they have not mastered. Teachers must ensure that students know the proper steps to take in order to solve their problems so that they do not get to practice twenty-five problems wrong and be even more confused the second day.

Another huge decision that teachers can make in order to help their students do their best is start early and be consistent with communication with parents. Parents love to be involved in their student's learning experience, and there are a wide variety of ways that teachers can get and keep parents involved in their classroom. Depending on school policies, parents can visit

classrooms, talk to students about how they use the content area skills in their everyday life, as well as help out with classroom activities and fairs that allow students to demonstrate how they've mastered skills. As mentioned previously, research shows that parents play a major role in how often and how well students complete their homework. Parents can control how much time and effort students put into their practice, so it is important for teachers to have an ally in the parents of their students. Parents also have an influence on who their student hangs out with, and this can also greatly influence student success. Research also shows that a student's friends impacts how that student behaves in the classroom, and behavior can have just as much as a detrimental impact on grades as lack of knowledge does. While the shift to standards based grading also includes shifting to a behavior grade that is separate from the actual knowledge grade, no one can deny the fact that if a student is constantly acting out in class, he is most likely not mastering the skills needed or even paying any attention to the demonstration that the teacher is trying to give.

Another system that could work well in conjunction with standards based grading is that of invitational learning. Invitational learning is not necessarily a step by step instructional method, but a system of beliefs that teachers and students should believe about the potential to learn in order to maintain a safe and supportive classroom. The first principle is the belief that people are valuable, capable, and responsible. These characteristics mean that people are trustworthy and able to handle responsibilities and can take ownership of their own school work. This belief leads to the second pillar, which is the belief that learning should be a cooperative relationship between the teacher and the student. Students bring their interests and experiences to the table, and the teachers work with the potential of the student in order to create a personalized learning experience that the student can grasp hold of and climb until they have

reached their highest potential. Both the students and teachers are responsible for the results and mastery demonstration of the students. The rest of the invitation system supports the beliefs that students have untapped potential, and that assessment should be focused on the product demonstration of the student, not their ability to make educated guesses on a multiple choice test. It encourages student creativity in creation and expression of their mastery of knowledge. This type of learning is definitely all about the student and finding their passions in order to maximize their love for learning and their success in the classroom (Purkey & Novak, 1996).

One of the final resources that a teacher can give a student is the ability to be in a safe environment. The student response to the question about if their performance in the classroom impacts how their teachers feel about them indicated that the students feel that the teachers regard for them is based primarily on whether or not they do well in the teacher's classroom. While teachers should want their students to succeed, there should also be an understanding that a student is more than just their grades. Teachers should work to establish a level of unconditional positive regard with their students. A classroom should be an environment where it is acceptable to try, and even if a try fails the first time, it is applauded to get back up and try again. Teachers should invest in the development of their students as a whole person and valuable member of society, rather than just another A or F to mark down at the end of the year.

Students are influenced by a plethora of people and other elements in the world, but school should be a place where they can come and know they are safe to grow and learn. In an ideal world, everyone would have a perfect home life, great friends, and parents who are able to help with every homework problem and be there for every event, but the truth is not that way, and the things that go right or wrong in a student's life can influence how they do in school. A teacher has the responsibility to try to counteract those influences, through both teaching

methods and through the culture they create in their classroom and school. While no life can be perfect, each student can reach their success if they have someone who is willing to stand beside them and believe in them no matter what.

Appendix 1

Parent Permission Form

The Student Success Survey is part of a Senior Thesis Project researching the relationship between students’ life at home and their success in school. It was designed by Ashlee Clouse, who is studying at Missouri Southern State University. Participation is completely voluntary, and results will be anonymous and used for the purposes of research. By signing this form you agree that Ashlee Clouse, Missouri Southern State University, and your student’s school are not liable if any problems occur due to participation in this survey. A copy of the survey is attached.

I, _____ (Parent name) give permission for my child, _____(Student name), to participate in the Student Success Survey, and I will not hold Missouri Southern State University, Ashlee Clouse, or my child’s school liable if any problems should occur from participation in this survey. I understand that all answers provided are given voluntarily and will be used for the purpose of research. The student can also choose to withdraw from participation in the survey at any time or completion point of the survey.

Parent Signature Date

I, _____ (Student name) understand that my participation is completely voluntary and has no effect on my grades. My results will be completely anonymous and used for the purpose of this research project only. I can choose to withdraw from this survey at any point before or in the duration of the survey with no penalty to myself or my grade, even if I or my parent has signed this permission form.

Student Signature Date

Student Success Survey

What grade are you in? 6 7 8

Please circle your gender: M F

On a scale from 0-3, please rate how much anxiety you feel about your performance in the classroom, 0 being no anxiety and 3 being high anxiety. _____

On a scale from 0-3, please rate how much pressure you feel about your academic performance from the following sources, 0 being no pressure and 3 being intense pressure.

___ Parents/Guardians

___ Friends

___ Teachers

Please check an agreement level next to each statement:

Strongly Disagree (1)-----Disagree(2)-----No Feelings(3)-----Agree(4)-----Strongly Agree(5)

	SD	D	NF	A	SA
	1	2	3	4	5
A. My performance in the classroom impacts my life outside of the classroom.					
B. My performance in the classroom impacts my Parents/Guardians.					
C. My performance in the classroom impacts the way my Parents/Guardians feel about me.					
D. I avoid asking questions in class because I will feel embarrassed.					
E. My Parents/Guardians support me in my school work and encourage me to do well.					
F. My home environment helps me to do better at school.					
G. My Parents/Guardians have high expectations for my performance at school.					
H. My performance in the classroom impacts the way my friends feel about me.					
I. My friends support me in my school work and encourage me to do well.					
J. My friends have high expectations for my performance at school.					
K. My performance in the classroom impacts the way my teachers feel about me.					
L. My teachers support me in my school work and encourage me to do well.					
M. My teachers have high expectations for my performance at school.					

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