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Adolescents' Perceptions of Parenting Practices and their Influence on Success, Academic Motivation, and School Belonging

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Adolescents' Perceptions of Parenting Practices and their Influence on Success, Academic
Motivation, and School Belonging

by

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A thesis submitted in partial fulfillment
of the requirements for the degree of
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Abstract

Although academic motivation and school belonging positively influence student adjustment and experiences in school, early adolescence marks a time when motivation, belonging, and success in school tend to decline. Research has investigated ways that teachers and peers can support school success and student adjustment. However, there is less research on the role that parents play in supporting students' success, motivation, and belonging in middle school. Additionally, most research examining the role of parents has focused on parenting styles rather than parenting practices (e.g., parental involvement and parental monitoring). Our understanding of the ways that specific parenting practices may support success, academic motivation, and school belonging is incomplete. Furthermore, studies rarely take into account adolescents' own voices when studying the influence of parenting practices on student success, academic motivation, and school belonging.

The purpose of this study was to explore which parenting practices adolescents at one large, urban, ethnically diverse middle school perceived as currently supporting and having the potential to increase their success in school, academic motivation, and school belonging. A secondary qualitative analysis of individual interviews with 18 middle school students who self-reported different levels of academic motivation was completed using the hybrid process of inductive and deductive thematic analysis (Fereday & Muir-Cochrane, 2006). This analysis process allowed for the use a priori codes and for the integration of emergent codes. The Contextual Model of Parenting; which incorporates parental involvement, parental motivation,

and parental socialization goals; was used as the basis of the a priori codes. The findings indicated that participants perceived specific parenting practices as currently supportive and/or had the potential to increase their success, motivation, and belonging in school. Specifically, social-emotional monitoring emerged as a theme as currently supporting and most likely to increase participants' academic motivation. Participants viewed the parental value, making school a priority, as currently supporting their success in school. Although participants did not identify any specific parenting practices that currently supported their school belonging, peer-based monitoring practices were perceived as ways parents could potentially increase school belonging. Some differences emerged among the different self-reported motivation levels, particularly for how parents supported motivation. Students with self-reported low levels of motivation reported that parents providing or withholding positive items or activities supported their motivation. Students with medium motivation voiced having their parents act as role models was supportive of motivation. Highly motivated students stated that words of support and encouragement from parents was a supportive practice for their motivation. Results demonstrated the need for further investigation into the role of social-emotional monitoring practices in supporting students' success, motivation, and school belonging. In addition, result indicated the need for parents to be mindful of the social-emotional wellbeing of their children.

Chapter One:

Introduction

Statement of the Problem

Parents play an important role in influencing the development of children. Parenting practices and parental socialization goals provide a promising avenue to investigate the influence of parents on the development of their children. Research indicates specific parenting practices (involvement, monitoring) and parental socialization goals are strong predictors of student outcomes (Spera, 2005, 2006). Parenting styles are measures of demandingness and responsiveness (Baumrind, 1991). Baumrind defined responsiveness as how parents foster individuality, self-regulation, and self-assertion. Demandingness is defined as the expectations that parents have for their children concerning supervision and discipline. A parent that is high in demandingness and high in response would be considered an authoritative parent. A high demanding, low responsive parent would be considered authoritarian. A permissive parent would have high levels of responsiveness and low levels of demandingness. Parenting practices are specific behaviors exhibited by parents to reach specific goals. Parents employ different practices dependent on the desired outcome. For instance, a parent may help their child with homework, with the goal of helping their child pass their mathematics class. However, helping a child with homework would not be helpful if the goal was for the child to learn to play basketball. In contrast to domain-specific parenting practices, parenting styles are thought to be pervasive across contexts (Darling & Steinberg, 1993). In general, parents display their parenting style

(e.g., authoritative, authoritarian) in multiple domains and regardless of their goal for their child. However, research indicates that there are inconsistent results regarding how parenting styles influence student adjustment, particularly for students who identify as ethnic minority or are from low economic backgrounds (Masud, Thurasamy, & Ahmad, 2015). These limitations and gaps in the literature have led researchers to propose alternative ways of studying parenting.

Parenting practices are grounded in the Contextual Model of Parenting and are conceptualized as specific behaviors used by parents to socialize their children (Darling & Steinberg, 1993). Research examining the Contextual Model of Parenting has focused on two specific parenting practices (i.e., parental involvement; parental monitoring) and parental socialization goals (i.e., goals, values, and aspirations). The model contends that the socialization goals, values, and aspirations that parents hold for their children lead to certain behaviors (parental involvement and monitoring), which influence children's academic and social outcomes (Spera, 2006).

The Contextual Model of Parenting contributes to our understanding of the influence of parents on children's development by addressing limitations in the prior literature on parenting styles and extending our understanding of specific parenting behaviors or parenting practices. Darling and Steinberg (1993) argued that parenting styles should be viewed as an "emotional context" that moderates that relationship between parental practices and child outcomes. Parenting styles encompass the parental attitudes, practices, and nonverbal communication patterns of the parent-child relationship in various contexts (Darling & Steinberg, 1993). This is in contrast to parenting practices, which are specific behaviors used in specific situations. In this model, two sets of parents could have the same goals for their children and utilize similar parenting practices but have different student outcomes based on the parenting style used by the

parents (i.e., authoritative vs. authoritarian). For instance, an authoritative parent may recognize their child only needs low levels of homework monitoring to be successful. However, an authoritarian parent may over monitor homework despite the child only needing minimal levels of monitoring to be successful. Another possible explanation for different student outcomes could be that parents of different ethnic and cultural backgrounds have different socialization goals for their children, which would lead to different parenting behaviors. A final explanation is that socioeconomic status (SES) acts a moderator between parental goals and parental behaviors. For instance, a low SES single father working two jobs may have the socialization goal that he wants his daughter to get an “A” in a math class. However, due to limited time because of his work schedule, he may engage in lower levels of parental monitoring or be unable to assist his daughter with her homework. This could result in the child receiving a lower grade in the math class. More research is needed to determine which of these explanations best explains the different outcomes seen with authoritative parenting.

Research has shown an association between parenting practices and student achievement in school. Parental involvement is one particular type of parenting practice that has been well studied and includes two categories: parent-initiated involvement and school-initiated involvement (Epstein, 1996; Hill & Tyson, 2009). Parent-initiated involvement practices include parents helping their children with homework or volunteering to help in the school. School-initiated involvement practices include the school providing the parents with information regarding the child’s progress or information related to the school (e.g., events, volunteer opportunities, new policies, etc.). The literature has shown a strong correlation between parent- and school- initiated involvement and positive student outcomes, including more time spent on homework, better school performance, and parent attendance of school conferences and school

activities (Comer, 2005; Eccles & Gootman, 2002; Spera, 2005). Although research indicates a positive relationship between parental involvement and student outcomes, parental involvement often declines during adolescence (Milgram & Toubiana, 1999; Spera, 2005). More research is needed to understand why this decline occurs and its implications for student adjustment. The decline in parent involvement practices may be due to both individual developmental factors (i.e., increased desire for autonomy) and secondary school factors (i.e., multiple teachers, more concern with peer evaluations) that occur during adolescence (Eccles & Roeser, 2011).

Similarly, researchers have found positive relationships between parental monitoring and student outcomes. Parental monitoring includes supervision of homework, school progress, and activities with peers. Parental monitoring is positively associated with homework completion and achievement. For instance, parent's knowledge of their children's friends is positively associated with their children's standardized achievement scores (Muller, 1993). Similar to parental involvement, research indicates that parent monitoring practices often decrease during adolescence (Spera, 2005, 2006).

Parent socialization goals including parental goals, aspirations, and values, can also affect student outcomes. The aspirations, goals, and values that parents hold for their children are related to their children's goal setting, school persistence, academic value, and college attendance (Eccles, Roeser, Vida, Fredricks, & Wigfield, 2006; Spera, 2005). The value that parents place on education is also related to their child's educational attainment, persistence, and performance (Eccles et al., 1983; Spera, 2006). The literature has found that the socialization goals Hispanic and African American parents hold for their children do not differ from that of nonminority parents (De La Rosa & Maw, 1990; Stevenson, Chen, & Uttal, 1990; Wentzel, 1998). These findings suggest that parenting style or SES may better explain the variance in

student outcomes of authoritative parents. This is important to note as the sample for the current study was made up of 60% ethnically diverse students. Differences between socialization goals were not analyzed among ethnic groups, as prior research suggests there is little variation in socialization goals across ethnic groups (De La Rosa & Maw, 1990; Stevenson et al., 1990; Wentzel, 1998).

Although research indicates parenting practices and parental socialization goals influence students' achievement and performance in school, little is known regarding other facets of school adjustment, such as success in school, academic motivation, and school belonging. These normative aspects of adjustment reflect students' experiences in school and are precursors to achievement (Wigfield et al., 2015). Success in school is often seen as having high grade point average (GPA), grades, and test scores. Completing high school and going on to higher levels of education are also viewed as indicators of success in school (Benner, Boyle, & Sadler, 2016; Fan & Chen, 2001; Gordon & Chi, 2012). School success often declines during early adolescence, particularly during times of transitions (Barber & Olsen, 2004). Parents have been shown to influence how students' functioning and success in school, with increased family conflict relating to lower GPA and other forms of school functioning (Dotterer, Lowe, & McHale, 2013).

Academic motivation is defined as a student's intrinsic desire to learn as characterized by the student's persistence and level of interest in a learning task (Gottfried, 1990; Wigfield & Eccles, 2002). Academic motivation is needed for learning and success in school (Wentzel, 2012; Wentzel & Wigfield, 2009; Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2006). How motivated a child is to complete a task will determine the level of persistence, engagement, and performance the child dedicates to the tasks. Motivation often decreases during early adolescence, although this is not true for all students (Wigfield et al., 2015).

School belonging refers to how well a student perceives they belong or fit in at their school (Goodenow, 1993) and is positively related to student motivation and engagement (Goodenow, 1993; Juvonen, 2006; Osterman, 2000). Research indicates middle school students who perceived they were part of the school community had a greater likelihood of having higher expectations for success in the classroom (L. H. Anderman & Anderman, 1999). While research has found less of a direct link between belonging and academic achievement (Osterman, 2000), some researchers have found belonging to be significantly related to achievement during the middle school years (E. M. Anderman, 2002; Goodenow, 1993a, 1993b). School belonging may serve as a protective factor against the effects of academic disengagement on achievement. However, sense of belonging has been found to decrease from sixth to seventh grade (L.H. Anderman, 2003).

Given that motivation and school belonging are positively associated with achievement and success in school yet often decline during early adolescence, it is important for parents and teachers to understand how to maintain and increase these aspects of adjustment during middle school. Middle school marks a vulnerable time as many students, particularly those attending urban ethnically diverse schools, begin to show signs of disengagement from school, which is associated with dropout (Balfanz, Herzog, & Mac Iver, 2007; Eccles et al., 1993). Future research should focus on the implications of the decline in school adjustment for students and educational professionals, including teachers and school psychologists. Furthermore, ways that parents can stay or become involved with their children's academic lives during the middle school years should also be investigated.

Although research has considered ways teachers and peers foster positive school adjustment including motivation and belonging (Kiefer, Alley, & Ellerbrock, 2015), little is

known regarding ways parents support school adjustment. Even less research has been conducted that investigates parenting practices for students who report different levels of academic motivation. It is possible that parenting practices may be perceived differently or may have different implications for student adjustment based on children's reported levels of motivation. Furthermore, parenting practices are relatively understudied in the parenting literature, as most parenting research focuses on relations between parenting styles and academic achievement (Dornbusch et al., 1987; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Mounts, Lamborn, & Dornbusch, 1991). Research involving parenting practices often focuses on involvement or monitoring; few studies incorporate involvement, monitoring, and socialization goals. There is limited knowledge of how these practices may work together to support students. Additionally, student perspectives are underutilized, but are important for gaining insight into the intricacies of students' school experiences (Kaplan, Katz, & Flum, 2012; Schmakel, 2008). For instance, while research exists regarding parenting and school success, few studies ask the students themselves what aspects of parenting contributed to their success. Qualitative research may serve as an avenue to give voices to students and allow them to describe their perspectives. Finally, the influence of parenting practices on adjustment has been insufficiently studied in urban, diverse middle school contexts (Daniels & Arapostathis, 2005; Murray, 2009).

Purpose of the Study

This study was designed to address the aforementioned gaps in the literature. The main aim of the study was to explore how parenting practices foster early adolescents' success in school, academic motivation, and school belonging at one large, ethnically diverse, urban middle school. Specifically, the study investigated three types of parenting practices (involvement,

monitoring, and socialization goals) and whether students who self-reported low, medium, and high levels (LMH) of motivation had different patterns of perceived parenting practices.

Additionally, this study explored ways students perceive parenting practices as having the potential to further increase their school adjustment. The Contextual Model of Parenting was used to inform the study (Darling & Steinberg, 1993; Spera, 2005).

Two research questions are as follows:

1. Which parenting practices are perceived by students as currently supporting success, academic motivation, and school belonging?
 - a. Explore which perceived parenting practice is the most salient for each student motivation level (LMH).
2. Which parenting practices are perceived by students as potentially increasing success, academic motivation, and school belonging?
 - a. Explore which perceived parenting practice is the most salient for each student motivation level (LMH).

This study has theoretical implications and may inform educational professionals, including school psychologists, in their efforts to support students at the middle level, especially within an urban, diverse school environment.

Significance of the Study

The study was designed to make several contributions to the literature on parenting practices and early adolescent adjustment in middle school. First, although researchers have investigated individual parenting practices, few studies have explored parental involvement, parental monitoring, and parental socialization goals together (Spera, 2005, 2006). Second, the influence of parenting practices have focused mainly on achievement (Fan & Chen, 2001; Hill &

Tyson, 2009) and associations with broader aspects of school adjustment (motivation and belonging) are relatively understudied. Third, while the relationship between parenting practices and academic achievement has been examined, studies have been mostly quantitative in nature (Benner et al., 2016; Gordon & Chi, 2012). There are few studies that explore the student's perspective of what contributed to their success. This study aimed to identify parenting practices that foster success and school adjustment in middle school, an important contribution to the literature considering the pattern of declining parenting practices and school adjustment during the critical developmental period of early adolescence and the potential implications of those declines.

Of particular interest to school psychologists, this study contributed to the knowledge base concerning the home-to-school connection (Christenson, 2004). School psychologists often work with parents to help ensure the success of children. This study was designed to identify practices that parents can implement in the home to support their children in the school setting. It is important for school psychologists to understand how and in what ways these parenting practices may shape adolescents' experiences and adjustment in school in order to effectively communicate with parents and develop a strong home-to-school connection.

Definitions of Key Terms

Early adolescence. Adolescence refers to the second decade of the lifespan. While traditionally adolescence was often interchangeable with the teenage years (13-18), the adolescent years have been expanded to account for children being to mature physically at earlier ages and often remaining financially dependent on their caregivers beyond age 18. Thus, early adolescence refers to ages 10-13 or the ages traditionally associated with the middle school years (Steinberg, 2002).

Parenting practices. Parenting practices are behaviors that parents employ based on content, context, and socialization goals (Darling & Steinberg, 1993). Parenting practices can also be thought of as specific behaviors implemented by parents to help socialize their children. Research on parenting practices has focused on parental involvement, parental monitoring, and parental socialization goals (Darling & Steinberg, 1993).

Parental involvement refers to parents interacting and taking an interest in the lives of their children (Spera, 2005, 2006). Examples of parental involvement include helping a child with homework or volunteering at a school event. Parental monitoring, in relation to school and education, is the monitoring of after-school activities such as homework, peers, and grades (Spera, 2005, 2006). Examples of parental monitoring include checking on a child's grade or enforcing a curfew. Parental socialization goals (i.e., goals, values, and aspirations) are the desired outcomes that parents hold for their children. Goals are considered more short-term outcomes (e.g., getting a passing a grade in a class this semester), whereas aspirations are long-term desired outcomes (e.g., get a college education, secure a high paying job). In terms of education, parental values include the importance parents place on their children's educational success and education in general.

Success in school. Markers of success in school include grade point average (GPA), grades, test scores, graduation rates, and achieving higher level of education (Benner et al., 2016; Fan & Chen, 2001; Gordon & Chi, 2012). However, research indicates that adolescents may have additional ideas of what constitutes success (Karabanova & Bukhalenkova, 2016).

Academic motivation. Academic motivation refers to a student's desire to learn and enjoyment of learning as characterized by the student's persistence and level of interest in a

learning task (Gottfried, 1990; Wigfield & Eccles, 2002). Motivation is needed for learning and achievement in schools (Wigfield et al., 2015).

School belonging. School belonging is the feeling a student has of being accepted, valued, included, and important in the school setting. This can refer to how students view themselves and their perceptions of how others (teachers or peers) view them (Goodenow, 1993; Juvonen, 2006; Osterman, 2000).

Limitations

This study was part of a larger, year-long, investigation of student success, motivation, engagement, and belonging in a large, urban diverse middle school (grades 6-8). It was designed to explore how teachers, peers, and parents support these components of student adjustment. The study included individual student interviews but did not specifically ask participants about parenting practices. Rather, semi-structured interview questions were used to understand ways students thought their parents helped with and could increase their success, motivation, engagement, and belonging. Thus, specific parenting practices will be inferred from student interview responses. Although this is a limitation, this may be considered a more indirect and possibly less biased approach to eliciting responses from early adolescents regarding their perceptions of the influence of parents on school adjustment.

Eighteen students in sixth, seventh, and eighth grade were individually interviewed at one time point. This may provide a rich window into the perspectives of middle school students but limits the ability to explore how these perspectives may change across time. Longitudinal studies are needed in order to investigate changes and trajectories across time in how students' perspectives regarding parental practices and student adjustment change over time.

Chapter Two:

Review of the Literature

Despite extensive research examining the role that parents play in the development and outcomes of their children, our understanding of the role of parenting practices in shaping adolescents' experiences in school is incomplete. This chapter reviews the literature concerning parenting practices and their role in shaping early adolescents' success in school, academic motivation, and school belonging. First, the theoretical frameworks guiding the study, the Contextual Model of Parenting and a developmental contextual view of parenting, are explained. Next, success, academic motivation, and school belonging during early adolescence are discussed, along with the role of parenting practices in shaping each of these aspects of school adjustment. Finally, a summary of gaps in the literature and how the current study will address those gaps is presented.

Theoretical Frameworks

Two frameworks helped guide the current study, the Contextual Model of Parenting and a developmental contextual view of parenting. The Contextual Model of Parenting focuses on parenting practices over parenting style. Studies employing a developmental contextual view of parenting demonstrate how one aspect of a child's life (i.e., home life) can influence another aspect (i.e., school performance). To further understand this relationship, a developmental contextual view of parenting was utilized in this study, which focuses on the active role that

children play in their interactions with their families and other systems in their lives (Lerner, Rothbaum, Boulos, & Castellino, 2002).

Contextual model of parenting. The influence of parenting on child development and adjustment has been heavily studied in the literature (Baumrind 1978; Bowlby, 2008; Darling & Steinberg, 1993). Adolescent development within the family context is a well-researched area, as approximately two-thirds of previous research in the area of adolescent development focuses on adolescents and the family, problem behaviors, and the impact of puberty (Steinberg & Morris, 2001). In prior research, parenting styles were used as the primary theoretical framework when studying the influence of parents on their children's adjustment (Baumrind 1978, 1991), and the terms parenting styles and parenting practices were often used interchangeably (Maccoby & Martin, 1983). However, Darling and Steinberg (1993) proposed that to understand how parents socialize their children, parenting practices and parenting styles should be viewed separately. To that end, they developed the Contextual Model of Parenting.

The Contextual Model of Parenting, also known as the Integrative Model, posits that the socialization goals that parents hold for their children (e.g., go to college, make friends, pass a class) lead to certain parenting practices, which in turn influence academic and social outcomes of children. This model identifies specific parenting practices as parental involvement and parental monitoring (Spera, 2005, Spera, 2006). Parenting goals, values, and aspirations are seen as the driving force behind these parenting practices. Which parenting practice a parent may choose to employ depends on the specific socialization goal. Parenting styles are collections of attitudes and beliefs that parents hold about their child, which are then expressed to the child, creating a distinct emotional climate (Darling & Steinberg, 1993). In turn, child outcomes are dependent on the emotional climate in which the parenting practices are presented (Darling &

Steinberg, 1993; Spera, 2005; Spera, 2006). In this way, parenting styles are not goal directed or context specific, but rather function as a moderator between parenting practices and child outcomes.

Darling and Steinberg (1993) state that parenting practices are domain and goal specific. For example, if a parent would like their child to achieve high grades, they may assist their child with homework or communicate with the teacher. If a parent would like their child to have positive friendships, they may monitor their child's after school activities, ask about their child's friends, and communicate the importance of positive influences. These two examples demonstrate how different parenting practices have differing levels of importance depending on the socialization goal. For instance, asking about a child's friendship may not be as important as helping with homework if the intended goal is high academic grades. While not as prevalent in the literature as parenting styles, the Contextual Model of Parenting is an accepted framework within parenting research (Areepattemannil, 2010; Lowe & Dotterer, 2013; Spera, 2005; Spera, 2006; Stright & Yeo, 2013). The Contextual Model of Parenting was chosen for the current study rather than parenting styles in part based on the nature of the data available for archival analysis. The interviews analyzed in this study did not directly ask about parenting styles, but instead asked what parents could do to help promote success, motivation, and belonging. Thus, students were asked to describe specific actions parents take, which is more conceptually aligned with parenting practices than parenting styles. The conceptual model for this study is informed by the Contextual Model of Parenting (see Figure 1).

Several studies have provided empirical support for the Contextual Model of Parenting (Areepattemannil, 2010; Lowe & Dotterer, 2013; Spera, 2005; Spera, 2006; Steinberg, Lamborn, Dornbusch, & Darling, 1992). In the concurrent study that led to the development of the

Contextual Model; Steinberg, Lamborn, Dornbusch, and Darling (1992) found that in a sample of high school students ($N = 11,669$), authoritative parenting was significantly associated with school performance and engagement only when parental involvement and parental encouragement were taken into account. Authoritative parenting was measured by having students complete questionnaires with questions that related to their parents levels acceptance/involvement, strictness/supervision, and psychological autonomy. Families that scored above the sample mean were categorized as authoritative. Parental involvement was a more significant predictor of achievement in authoritative homes compared to nonauthoritative homes. The results demonstrate that parenting style and parenting practices cannot fully explain adolescent outcomes individually, but that both must be considered in order to gain a full understanding of the impact of parents on children's adjustment.

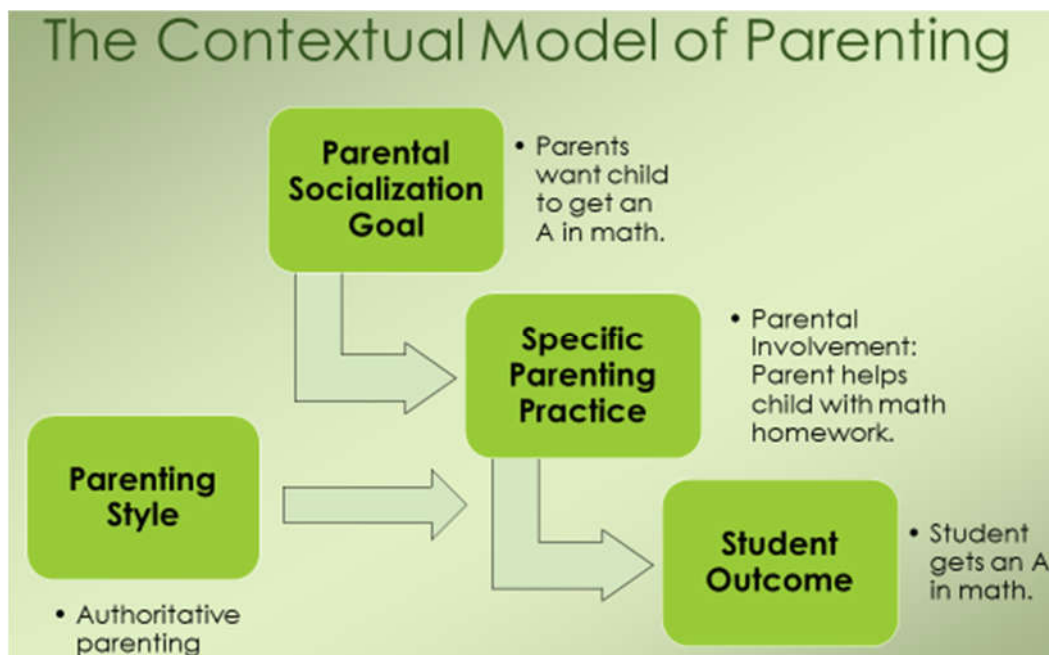


Figure 1. The Contextual Model of Parenting used to Inform the Current Study

In a study utilizing data from the 2002 Survey of Approaches to Educational Planning, parenting practices (i.e., parental expectations and parental beliefs) positively predicted student grades whereas parental monitoring negatively predicted student grades for students ranging in from age five to age eighteen ($N = 6,626$; Areepattemannil, 2010). Parental beliefs were positively associated with expectations and monitoring. Parental beliefs in the value of good grades led to more parental monitoring, although this did not achieve the desired outcome of higher grades. The Contextual Model of Parenting would posit that the practice of monitoring was not the appropriate parenting practice to achieve the desired outcome.

Additionally, Spera's (2006) examination of seventh and eighth grade students' perceived parenting practices revealed that perceptions of parents' goals and values positively predicted parental involvement in school work and parental monitoring as reported by students ($N = 184$). In the same study, perceptions of parental involvement positively predicted student-reported interest in school, academic self-regulation, and goal pursuits. Perceptions of parenting styles also moderated the relationship between perceptions of parental involvement and monitoring with self-reported student grades.

Finally, Lowe and Dotter (2013) found that for middle school students ($N = 208$), high levels of maternal warmth strengthened the positive relationship between parental monitoring and student's intrinsic motivation and school self-esteem, while also strengthening the negative association between parental monitoring and school trouble. Questionnaires and rating scales filled out by the students were used to assess maternal warmth, parental monitoring, intrinsic motivation, and school self-esteem. Paternal warmth was not found to moderate the associations between parental monitoring and intrinsic motivation or school self-esteem. However, high

levels of paternal warmth did enhance the negative association between parental monitoring and school trouble, especially for boys.

Taken together, the previous studies provide support for utilizing the Contextual Model of Parenting to investigate the influence of parenting practices on children's and adolescents' school adjustment. While the studies demonstrate relationships between parenting practices and student outcomes, gaps in the literature still exist. Most studies that utilize this framework focus on one type of parenting practice, particularly parental involvement, and few studies have investigated the combined effects of parental goals, values, and aspirations; parental involvement; and parental monitoring. Further, most studies have focused primarily on academic achievement as an outcome and have not included a broader range of outcomes reflecting students' experiences in school, including motivation and school belonging. Although studies have examined the association between parental involvement and student motivation (Fan & Williams, 2010; Fan, Williams, & Wolters, 2012; Gonzalez-DeHass, Willems, & Holbein, 2005), the author could find no published study that investigated the combined influences of parental socialization goals; parental involvement; and parental monitoring on student success, motivation, and school belonging. This is important to consider given that parenting practices are domain and goal specific (Darling & Steinberg, 1993). Certain practices may prove to be more salient for success or for one aspect of student adjustment (i.e., motivation or belonging) over another. Additionally, particular parenting practices may be more beneficial depending on grade or motivation level.

Developmental contextual view of parenting. The developmental contextual view of parenting postulates that the parent-child relationship is dynamic and interactive, with both parties influencing the other (Lerner et al., 2002). The parent, the child, and their relationship

are part of a system that interacts with other systems (e.g., the school system or community) across multiple levels (e.g., biological, societal, and historical). The theory posits that the child and parent have different relationships with different individuals in other systems, and that each relationship has the potential to influence another relationship. A final critical component of this view is that the child plays an active role in their development. For instance, consider a family with two children. One child may have problems with getting into conflict, while the other interacts very easily with others. How each child reacts in a situation that requires conflict resolution will influence how their parents respond to them. The child that does not have trouble interacting with others may illicit praise from their parent. However, the child that gets into conflict may receive scolding or redirection. The parents will have to work with that child to help them develop conflict resolution skills, while the other child may receive little to no training. The influence that children have on the behavior of their parents towards them is known as child effects (Lerner et al., 2002).

The developmental contextual view informed the study in several ways. First, this view provided a clear framework for understanding changes in relationships that occur between parents and children during adolescence (Lerner et al., 2002). Adolescents are beginning to gain a sense of autonomy and thus often renegotiate the relationships with their parents (Eccles et al., 1993). As adolescents change, so must the way that parents respond to them. Second, the developmental contextual view concerns how different systems interact with each other and can inform the interaction of two systems included in the study, which are the home and school (Lerner et al., 2002). Systems have the potential to affect each other (Lerner et al., 2002); what happens at school can impact how a child behaves at home and vice versa. It is important to examine how the two systems interact in order to understand behavior in both contexts. Finally,

the developmental contextual view states that the child plays an active role in their development and may influence how their parents interact with them. Furthermore, different characteristics may influence the role parents play on student adjustment. The current study examined a specific student characteristic (i.e., self-reported motivation level). It is possible that a highly motivated student may need less external reinforcement from parents than a low motivated student may need. Together, the Contextual Model of Parenting and the Developmental Contextual view provided an integrated framework to explore how students perceive parenting practices as fostering their success at school and school adjustment (academic motivation and school belonging) and how students' levels of motivation may have differing patterns.

Success and Student Adjustment

The study focused on investigating success in school, and two aspects of student adjustment in middle school: academic motivation, and school belonging. Motivation and school belonging reflect students' unique school experiences and are precursors to academic achievement (Goodenow, 1993; Wigfield et al., 2015). Research indicates that these aspects often decline during the middle school years (Anderman, 2003; Barber & Olsen, 2004; Wang & Eccles, 2012; Wigfield et al., 2015). The implications of this decline can have serious effects for adolescents as middle school marks a vulnerable time as many students, particularly those attending urban ethnically diverse schools, begin to show signs of disengagement from school, which is associated with dropout (Balfanz et al., 2007). Stage-environment fit theory (Eccles et al., 1993; Eccles & Roeser, 2011) was used to understand and explain the changes adolescents experience. The relationships between parenting practices and success and school adjustment are discussed in this section.

Stage-environment fit theory. The stage-environment fit theory provided a framework for understanding the relationship between success and the two constructs of student adjustment (i.e., motivation and belonging) and their influence during adolescence. According to the stage-environment fit theory, students experience more intrinsic motivation and positive school adjustment when they are in an environment suited for their unique developmental needs (Eccles et al., 1993; Eccles & Roeser, 2011). A mismatch between the needs of the student and the responsiveness of the environment could lead to declines in student outcomes. Although adolescents experience developmental changes in their needs for competency, autonomy, and relatedness (Deci & Ryan, 1985), they also become concerned with new developmental issues such as responsibility, personal identity, making a meaningful difference, and engagement (Eccles, 2009, 2014; Eccles & Roeser, 2011). These developmental needs include being able to contribute within your social context, engaging in challenging and enjoyable tasks, having a strong peer group affiliation, and maintaining close ties to non-familial adults (Eccles, 2014). Stage-environment fit theory suggests that an environment that is responsive to adolescents' developmental needs fosters their success, academic motivation, and school belonging. It has been proposed that most middle schools are not designed to fit the needs of the developing adolescents (Eccles et al., 1993; Eccles & Roeser, 2011).

Success. Success can have different meaning for different people, as such it is difficult to assign one definition of what success is. Research has shown that adolescents may perceive success in different categories (Karabanova & Bukhalenkova, 2016). In a study of 399 students in the tenth and eleventh grades, students were asked to elaborate on their definition of success. Results revealed three different perceptions of success: success as social recognition and achievements, success as diffused ideas, and success as self-development and self-actualization

(Karabanova & Bukhalenkova, 2016). Students that viewed success as social recognition and achievements believed success was defined by acknowledgement from others and completion of tasks. Those with a diffused idea of success did not view success as any one characteristic and gave equal weight to a variety of characteristics resulting in a definition with no personal meaning. The final perception of success placed more value on gaining enjoyment from the process of completing tasks and feelings of happiness. Internal markers of success were more salient for this group of students. Perceptions of success were related to goal setting and ideas of ability. Students with diffused ideas of success had less concrete plans for the future, while those that saw success as self-development and self-actualization were more goal-oriented, capable of completing tasks, and more satisfied with their lives (Karabanova & Bukhalenkova, 2016).

Although emergent research suggests that adolescents may have different definitions and perceptions of success (Karabanova & Bukhalenkova, 2016), research tends to focus on academic achievement as the primary means of success in school (Barber & Olsen, 2004; Dotterer et al., 2013). Much research has examined how parents help their children with academic achievement (Fan & Chen, 2001). One study sought to review the literature on parenting and academic achievement to examine the overall relationship between parental involvement and academic achievement, as well as identify specific aspects of parental involvement that were most salient to academic achievement (Porumbu & Necosi, 2013). In this study, parental involvement encompassed all types of parental interactions including home- and school- based involvement, parental monitoring, parental expectations, and parenting styles. The review revealed that overall, parental involvement was positively related to higher academic achievement. Authoritative parenting and parental expectations and aspirations were identified as having the most influence on academic achievement. Communication between parents and

students about school and parent-teacher communication were also positively associated with academic achievement (Porumbu & Necosi, 2013).

Another study looked specifically at parenting practices and their relationship with academic achievement (Baharudin, Yee, Jing, & Zulkefly, 2010). Sixty single mothers and thirty single fathers of adolescents in school completed surveys and questionnaires about their parental educational goals, parental involvement, and parental monitoring. Results showed that single mothers tended to have higher educational goals for their children. These goals were positively associated with parental involvement and parental monitoring, which in turn were positively related to academic achievement. Although educational goals of single fathers were positively associated with parental monitoring practices, only parental involvement of single fathers was positively correlated with academic achievement (Baharudin, et al., 2010). In this study, parental school involvement proved to be more salient for academic achievement than parental monitoring or parental educational goals.

Gordon and Chi (2012) also found school-related involvement to have a stronger influence on academic achievement than other parenting practices. The study used two data points (Wave I and IV) from Add Health, a longitudinal study of adolescents across the United States. Wave I ($N=18,749$) began data collection when the subjects were in grades seven through twelve. Wave IV ($N=9,350$) data was collected thirteen years later. At Wave I, participants gave information school-specific parenting practices, general parenting support, parental expectations, and academic achievement in adolescents. Wave IV data collection consisted of academic achievement in young adulthood. School-specific parenting practices, general parenting support, and parental expectations were all positively and significantly related to academic achievement in adolescents. However, school-specific parenting practices proved to

be more salient than the other two parenting behaviors. Academic achievement during adolescence was positively associated with academic achievement in young adulthood. The three types of parenting behaviors were also significantly related to academic achievement in young adulthood, although not as significant as they were for academic achievement in adolescence. Test of mediation revealed that the parenting behaviors indirectly influenced academic achievement in young adulthood through academic achievement in adolescence (Gordon & Chi, 2012). This study is important as it discovered parental support in adolescence can have an effect on students well into young adulthood.

There has been more evidence that parenting practices in adolescence can influence later success (Benner et al., 2016). This study used data from Wave I, II, and IV of the Educational Longitudinal Study, which consisted of 15,362 tenth grade students from 752 high schools. Wave I data collection took place when the students were in tenth grade, Wave II in twelfth grade, and Wave IV about eight years after graduation. Measures of parental involvement (Wave I), parental academic socialization (e.g., advice about school, Wave I), parental expectations (Wave I), student grade point average (Wave II), highest level of educational attainment (Wave IV), SES (Wave I), and prior student achievement (e.g., composite score of reading and math standardized test, Wave I). The study found that school-based parental involvement and parental educational expectations in tenth grade were correlated with higher GPA in twelfth grade and higher overall educational attainment. Parental academic socialization was positively related to overall educational attainment, but not GPA. Home-based involvement was not significantly correlated to GPA or educational attainment. School-based involvement was more effective for students from low SES families and students with lower prior

achievement. Parental educational expectations were more beneficial for students from higher SES families and students with higher prior achievement (Benner et al., 2016).

The studies reviewed highlight how parents can positively influence students' academic success. However, gaps still exist in the literature. There are inconsistent findings regarding which type of parenting practice is most beneficial to promoting students' notion of success in school. There is evidence for parental expectations (Benner et al., 2016; Porumbu & Necosi, 2013) and school-based parental involvement (Baharudin, et al., 2010; Benner et al., 2016; Gordon & Chi, 2012) being more salient for school success. Additionally, these studies focused on academic success (e.g., GPA, highest level of education, etc.). However, adolescents may have different ideas of what success means (Karabanova & Bukhalenkova, 2016), and there is relatively little systematic research that has examined adolescents' notions of success in school. A parenting practice that benefits academic success may not be beneficial for an adolescent's idea of success. Adolescents' notions of success in school may guide their experiences in school as well as the importance they place on being motivated academically and the extent to which they value school belonging. Early adolescence may be a unique developmental time to investigate the role of parenting practices in shaping children's notions of success, as youth navigate a new school environment and strive to increase their autonomy from parents (Eccles et al., 1993; Eccles & Roeser, 2011). More research is needed to address these gaps.

Academic motivation. Intrinsic academic motivation involves students' desire to participate in academic-based activities based solely on their interest or pleasure in an activity (Wigfield et al., 2015). Students who report high levels of academic motivation often enjoy learning and engaging in challenging activities and are more resilient in the face of challenges (Wigfield et al., 2015). Research has found that intrinsic motivation is associated with many

positive outcomes for early adolescents. Students that are intrinsically motivated are less bored in school, take personal responsibility for learning, and take on challenges (Wigfield et al., 2015). Students with higher levels of motivation also have higher levels of academic achievement, lower levels of anxiety concerning schooling, and view school in a positive way (Gottfried, Fleming, & Gottfried, 2001; Wigfield et al., 2015). Despite the importance of academic motivation during early adolescence, students often experience a general decline during the middle school years (Wigfield et al., 2015). Intrinsic motivation has also been shown to be stable after age 13 (Gottfried et al., 2001). This is cause for concern, as low motivation in school can lead to disengagement or school burnout (Eccles, 2014), which is associated with school dropout (Balfanz et al., 2007).

The stage environment fit theory suggests this decline in motivation could be explained by an educational environment that is not responsive to the unique developmental needs of adolescents (Eccles, 2004; Eccles et al., 1993). The learning environment should be structured for the student's current developmental level, but also provide enough challenge. The middle school environment is often structured quite differently than the elementary school environment, and as a result, may be less responsive to early adolescents' developmental needs (Eccles et al., 1993; Eccles & Roeser, 2011). Middle schools are typically larger than elementary schools and students have more teachers, which often limits relatedness and high quality teacher-student and student-student relationships (Eccles et al., 1993; Eccles & Roeser, 2011). Middle school classrooms are also characterized more by teacher control and discipline than in elementary schools while at the same time coursework is less cognitively challenging, which limits student autonomy and competence, respectively (Eccles & Roeser, 2011). These changes in the educational environment (e.g., increased teacher control, work requiring less cognitive ability,

etc.) and the developmental needs of adolescents (e.g., increased need for autonomy, competence, and relatedness) during the middle school years could result in the mismatch that leads to decreased motivation for early adolescents. However, research has shown that certain parental factors can help to sustain motivation and achievement during adolescence.

The literature provides many examples of how parents can influence adolescents' academic motivation. Parents often foster a motivational climate for children and adolescents through providing activities and resources in the home that encourage students to explore different interests (Wigfield et al., 2015). For example, a child with access to instruments, books, and sports equipment in the home has more of an opportunity to explore those activities than a child that does not have those resources (Wigfield et al., 2015). Adolescents with parents that are involved, autonomy supportive, and provide structure are more self-determined (Grolnick, Gurland, Decourcey, & Jacob, 2002). Parents who are responsive to the needs of their children and provide an appropriate amount of challenge and support are more likely to have children with higher levels of intrinsic motivation compared to parents who exert too much control and excessive pressure to succeed (Eccles et al., 1998; Wigfield et al., 2015). Among high school students ($N = 100$), home resources and parenting style were more salient to motivation than were demographic factors (i.e., age, gender, and ethnicity; Mansour & Martin, 2009). Home resources included factors such as having an area to study in the home and having a computer to do work on. Parenting style was defined as the emotional context in the home. This study shows that changes in the home environment can influence motivation at school. Marchant, Paulson, and Rothlisberg (2001) found that among fifth and sixth grade students ($N = 230$), perceptions of their parents' values influenced their motivation. When parents were perceived to place more value on effort and academic success, students placed more importance

on academic ability, effort, and grades (Marchant et al., 2001). Taken together, this line of research illustrates the important role parents play in promoting their children's motivation.

School belonging. The sense of belonging to one's community or forming and maintaining meaningful relationships with others has been identified as a fundamental human need (Baumeister & Leary, 1995). In the school context, belonging refers to students' subjective feelings of being valued, accepted, and supported by people in the school environment (Goodenow, 1993). In the literature, school belonging is also referred to as belongingness, relatedness, and connectedness (Barber & Schluterman, 2008). Although school belongingness is conceptualized slightly different from study to study, findings are consistent when belongingness is measured as students' subjective perceptions of their school environment (Juvonen, 2006). School belonging is positively associated with engagement and motivation (Goodenow, 1993; Juvonen, 2006; Osterman, 2000) and negatively associated with disengagement (Juvonen, 2006; Phan, 2013).

In general, there appears to be a decline in school belonging across the middle school years, although results from prior studies have been mixed. One study that examined 330 sixth grade students in two different schools found that students' average perceptions of school support declined from the beginning of the school year to the end (Niehaus, Rudasill, & Rakes 2012). This finding held true for boys and girls and for students from both schools. Another study found a decrease in sense of belonging for students from the spring of sixth grade to the spring of seventh grade (Anderman, 2003). A study that investigated the trajectories of school belonging, along with school participation and self-regulated learning, found that all three constructs declined on average from seventh to eleventh grade (Wang & Eccles, 2011). Of those three dimensions of school engagement (school belonging, school participation, and self-

regulated learning), sense of school belonging declined the most. However, this decline did not have an impact on grade point average. However, a more recent study found evidence of a more stable trajectory. A sample of 527 students identified as academically at risk in first grade due to scoring below the median on a district wide assessment of literacy were followed from sixth grade to eighth grade. Among those students, there was not a statistically significant decline in school belonging (Hughes, Hee Im, & Allee, 2015). Instead, school belonging remained relatively stable for boys and girls. The differences in findings could be explained by differences in school settings.

As stated in the Stage-Environment Fit Theory, students will achieve more and perform to their best abilities in environments that are responsive to their developmental needs (Eccles et al., 1993). As discussed previously, middle schools are not typically structured to meet the needs of adolescents. The literature has identified individual and contextual factors that influence belonging. For instance, one study that compared two different high schools found that students felt a greater sense of belonging in the school that placed great emphasis on students' developmental needs and where students felt more connected to their teachers (Johnson, 2009). A qualitative study of how interpersonal relationships within middle schools help establish a sense of belonging found that teacher-student relationships and student-student relationships help to foster belonging (Ellerbrock, Kiefer, & Alley, 2014). Key elements of teacher-student relationships were teachers that fostered caring connections and teachers responding to the needs of students. Key elements for the student-student relationships were being known and accepted by peers and being supported both academically and emotionally by peers. A study using survey data from 6,883 sixth graders from 148 schools and 6,868 eighth graders from 92 schools identified student and school characteristics that influenced school belonging (Ma, 2003). In both

grades at the student level, high self-esteem and good general health were the most significant predictors of sense of belonging. At the school level, higher academic pressure or expectations (i.e., students' and teachers' value of academic success and level of expectations) was more significant for positive sense of school belonging in sixth grade, while disciplinary climate was the most significant in eighth grade. Measures of school context (i.e., school size and mean school SES) were not significant for predicting school belonging in either grade. While these studies demonstrate school characteristics can influence school belonging, little is known regarding the role of parents on students' sense of school belonging.

This researcher only found two articles that related to how parental influences could affect an adolescent's sense of school belonging in the middle school years. The first study used a large cross-cultural data set consisting of 15 year old students ($N = 103,769$) from 11 different countries (Marksteiner & Kruger, 2016). The aim of the study was to investigate the role of parental education on sense of school belonging. The study found that across all countries the higher the level of parental education, the more their children felt they belonged to their school. This effect was mediated by students' attitudes towards school. Specifically, higher levels of parental education led to students having more positive attitudes towards school. Those students with more positive attitudes about school reported higher levels of school belonging. The second study took place in China. The aim of this study was to explore how parent's social capital derived from participating in the parent-teacher association influenced children's sense of belonging in school (Chueng, 2011). Social capital was defined as the assistance obtained from social relationships. Two hundred and eighty-nine parent-child dyads were surveyed over the telephone. The grades of the children ranged from fourth grade to ninth grade. The students were surveyed twice to establish a baseline sense of belonging and sense of belonging one year

later. The results showed that parental social capital only influenced students' sense of belonging if the students had an initially high sense of belonging. This finding aligns with a strength building perspective, which states strengths already present in an individual can amplify the benefits of social influences that make the most of those strengths (Lerner, 2004). The lack of research on how parents may help increase a sense of school belonging is an additional gap in the literature, as there are many ways parents could potentially influence school belonging. For instance, parents may influence the type of peers adolescents associate with and the amount of time given for peer interactions outside of school. Additionally, perceiving parents as invested or interested in their academic lives may encourage adolescents to engage more in school. The current research study aimed to help fill these gaps by investigating the role of parental influence on students' perceptions of school belonging, and students' perceptions of how parents may help them maintain and increase their sense of school belonging in middle school.

Conclusions and Purpose

Overall, the research shows that academic motivation and school belonging have positive effects on adolescent achievement (Juvonen, 2006; Rumberger & Rotermund, 2012; Wigfield et al., 2015). However, there is a general decline in the level of all two constructs during the adolescent years (Wang & Eccles, 2011; Wang & Eccles, 2012; Wigfield et al., 2015). While research has shown that parents can influence success, motivation, and belonging (Fan et al., 2012; Grolnick et al., 2002; Marksteiner & Kruger, 2016), there is still more that could be learned.

Gaps in the current literature include lack of student voices. For example, none of the studies reviewed on parenting practices and success asked students what they believed their parents did that aided in their success (Baharudin, et al., 2010; Benner et al., 2016; Gordon &

Chi, 2012; Porumbu & Necosi, 2013). Qualitative methodology has been suggested as a way to give voices to participants in research studies. The participants serve as experts of their experiences and context. By using interviews, participants can describe the complexity of their own experiences in a natural way, rather than through researcher generated surveys or questionnaires (Kaplan et al., 2012). Additionally, parenting practices are often studied separately or under the umbrella term of parental involvement (Dotterer & Wehrspann, 2015; Fan et al., 2012). Finally, no study has examined the relationship between parental socialization goals and practices with adolescents' definition of success, academic motivation, and school belonging. This study addressed the above gaps by using a qualitative lens to examine how adolescents' perceptions of parenting goals and practices foster their success, motivation, and belonging. A qualitative approach allowed for student voices to be heard. The current study examined adolescents' perceptions of parental socialization goals, parental involvement, and parental monitoring together, but as separate constructs, and how these constructs individually influenced adolescents' success, motivation, and belonging. Specifically, the study attempted to answer the following research questions:

1. Which parenting practices are perceived by students as currently supporting success, academic motivation, and school belonging?
 - a. Explore which perceived parenting practice is the most salient for each student motivation level (LMH).
2. Which parenting practices are perceived by students as potentially increasing success, academic motivation, and school belonging?
 - a. Explore which perceived parenting practice is the most salient for each student motivation level (LMH).

Chapter Three:

Method

Purpose and Research Questions

The purpose of the current study was to explore two main questions: 1) which parenting practices are perceived by students as currently supporting success, academic motivation, and school belonging; and 2) which parenting practices are perceived by students as potentially increasing success, academic motivation, and school belonging. In addition, differences between students of the three self-reported motivation levels (low, medium, and high) were explored for each question. To answer these questions, archival interview data were used from the Perceptions of the Learning Environment Project, a year-long, mixed methods study conducted by Dr. Sarah Kiefer as the principal investigator (P.I.). The larger study explored students' success, motivation, engagement, and belonging at one large, urban, ethnically diverse middle school. Interview data were collected from 18 middle school participants in the Spring of 2011.

Setting: Sanchez Middle School

Sanchez Middle School (pseudonym) is a large, urban, socio-economically, and ethnically diverse middle school containing grades 6 through 8. Sanchez Middle School is situated in one of the southeastern United States' largest school districts, and was one of the 10 largest districts in the United States, containing 44 middle level schools, during data collection (publicschools12.com). At the time data were collected (2010-2011 school year), Sanchez Middle School totaled 1038 students (publicschools12.com). The student demographics were

comprised of 60% minority students and 56% of students qualified for free/reduced lunch. The population of students at Sanchez was representative of the demographics of the larger school district (59% minority students and 56% of students qualified for free/reduced lunch). Specifically at Sanchez, approximately 42% of students were Latino, 8% were African America, and 10% were biracial or other ethnic minorities during the 2010-2011 school year (publicschools.k12.com).

Participants

Purposeful sampling was used to select 18 students to help ensure an “information-rich” case (Patton, 2002, p. 46). Student participants returned a signed parent consent form, gave verbal assent, and took part in the larger study. The sample included an equal number of males and females (9 males and 9 females) and an equal number of students per grade (six per grade). Students were selected based on self-reported motivation levels (Low Motivation, Medium Motivation, High Motivation) based on information from the larger study. An equal number of students in each motivation level were included in the sample (one boy and one girl per each motivation level at each grade level with 6 students in sixth, seventh, and eighth grades, totaling 18 student participants). To protect the identity of the participants, all students were de-identified and given pseudonyms (see Table 1).

Instruments

The mastery motivation measure from the Patterns of Adaptive Learning Scales (Midgley et al., 2000) was used to measure academic motivation in the larger study. Student’s self-reported levels of mastery motivation at Time 1 (5-point Likert scale, $M = 3.50$, $SD = 0.87$; $N = 224$) were used to create cut-off scores to purposefully select participants for follow-up interviews at Time 2, which are the focus for the current study. Students were divided into three

groups based on their self-reported levels of mastery motivation: low, medium, and high. Given that the mastery measure was skewed, Low Motivation students scored in the lowest 50% (1.0-3.4), Medium Motivation students scored in the middle 50%-75% (3.6-4.0), and High Motivation students scored in the highest 25% (4.2-5.0). Mastery Achievement Goal Orientation (5 items, $\alpha = .83$ at Time 1) is a well-established measure among early adolescence and is part of the Achievement Goals Measure (mastery, performance approach, performance avoid) from Midgley et al. (2000) Patterns of Adaptive Learning Scales (see Appendix F).

Table 1. *List of Student Participants*

Pseudonym	Demographics	Grade	Motivation Level
Julie	White female	Sixth	High
Sabrina	White female	Sixth	Medium
Tina	Asian female	Sixth	Low
Mustafa	Multiracial male	Sixth	High
Paul	Asian male	Sixth	Medium
Kirk	Latino male	Sixth	Low
Amy	White female	Seventh	High
Deidre	Multiracial female	Seventh	Medium
Liza	Latina female	Seventh	Low
Damien	Latino male	Seventh	High
Adam	White male	Seventh	Medium
Andy	White male	Seventh	Low
Kaitlin	Latina female	Eighth	High
Sofia	Latina female	Eighth	Medium
Shannon	White female	Eighth	Low
Dominick	Latino male	Eighth	High
Derek	African American male	Eighth	Medium
David	White male	Eighth	Low

Note: $N = 18$ student participants (6 in each grade; 9 boys and 9 girls; 7 White, 6 Latino/a, 2 Asian, 1 African American, and 2 Multiracial)

Research Design

This study was qualitative in nature (Creswell, 2007; Merriam & Tisdell, 2016). A qualitative design was selected due to the nature of the study (e.g., asking ‘how’ questions and

the exploratory nature of the study). Specifically, this study explored how early adolescents perceive their parenting practices as shaping their success and school adjustment (motivation and belonging) and utilized archival interview data. A qualitative design was better suited to work with these types of research goals and data (Merriam & Tisdell, 2016). Additionally, as students are experts when it comes to their own perceptions and experiences (Kaplan et al., 2012) a qualitative design ensured the study accurately captured what students reported in the interviews (Merriam & Tisdell, 2016).

Archival Interview Procedures

A descriptive, interpretive “basic qualitative design” (Merriam & Tisdell, 2016) was used to gain a detailed understanding of how and in what ways adolescents perceive their parents fostering their success, motivation, and belonging in middle school. The following procedures were conducted during data collection of the archival interview data. The author of the study was not involved in the data collection process.

Participant recruitment and sampling. As part of the Perceptions of the Learning Environment Project, a sequential explanatory mixed methods study, 203 students in one middle school were surveyed regarding their beliefs about success, motivation, engagement, and belonging at their school (Kiefer et al., 2015). The assistant principal selected six teachers to have their 15 classrooms participate in the larger, longitudinal study (grades 6-8). Participation rate was 57% at Time 1 (224 out of 391 possible students). There was a 9% attrition rate from fall to spring (203 students participated in spring; 21 students dropped out). These 203 students participated at both Time 1 and 2. Students completed the surveys in the fall and spring of the 2010-2011 school year. Only those students that completed surveys in the fall and the spring were eligible to participate in the qualitative interviews in the spring. The P.I. identified 18

students who completed surveys in the fall and spring and were demographically representative of the school's population to participate in individual interviews. An equal number of students were selected from each grade (i.e., sixth, seventh, and eighth) and motivation level (i.e., high, medium, and low). Motivation level was determined based on self-reported data from the fall surveys. Two alternate students were selected for each of the 18 participants in the event the originally chosen student was absent on the day of the interview. All students that participated in the study, along with their caregivers, signed consent forms. The eighteen students that participated in the interviews signed an additional assent form and provided verbal assent.

Interviewer training. The three lead interviewers and two assistant interviewers were IRB certified and had previous experience using qualitative interview techniques with youth. Training included all interviewers attending an hour meeting several weeks prior to data collection. Interviewers received a copy of the semi-structured interview protocol and note-taking protocol forms. The P.I. ensured that all interviewers were familiar with the primary interviewer role and supportive note taking role. All interviewers participated in role-playing several hypothetical interview scenarios to ensure they were familiar with IRB and study protocol and demonstrated proficiency utilizing several strategies aimed at building rapport with potential interview participants.

Interview protocol. A semi-structured interview protocol (see Appendix A) was used during individual interviews with all participants. An example question includes "Is there anything your parents might be able to do to help you stay motivated or increase your motivation?" The interviews were conducted in the media room during regular school hours. Each interview was conducted by two trained interviewers. One interviewer took notes, while the other facilitated the interview protocol. Each student participated in one semi-structured

interview that lasted between 30 and 60 minutes. The interviewers audiotaped the interviews. Members of the P.I.'s research team fully transcribed the audiotapes verbatim (Creswell, 2007). The author of this thesis was not involved in the transcription process. The transcription process resulted in 236 single-spaced pages of student transcripts.

Trustworthiness. Multiple procedures were used to reduce researcher bias and enhance trustworthiness of the data. First, member checks were conducted immediately after the interview sessions to allow participants the opportunity to confirm the researchers accurately represented their voices. Additionally, two interviewers were present during each interview to attempt to get all questions answered adequately and that the interview protocol was followed correctly. It was the third year in which the P.I. had an active research partnership with the school, so students were familiar with her. This was beneficial as the P.I. served as frequent interviewer. Given that sixth grade participants were in their first year at the school, they were less familiar with the P.I. and the research team. However, they did have some contact with the research team before the study began and rapport was developed with the students. Participants had to have taken part in the fall and spring surveys in order to qualify to participate in the interviews. Furthermore, warm-up questions were asked at the beginning of the interviews to establish rapport with the student participants.

To ensure confidentiality, all participating students and the school were de-identified and given pseudonyms. Due to the content of the interviews (adolescents' perceptions of parenting practices and normative school experiences), there was minimal risk to students who participated. Students could stop the interview at any point, and if they appeared distressed, the interview protocol included providing them with resources (e.g., school counselor). Finally, the interview data were stored in a password-protected laptop.

Data Analysis

To answer the research questions, a hybrid process of inductive and deductive thematic analysis (Fereday & Muir-Cochrane, 2006) using codes generated from the interview text and informed by the parenting practices literature (Darling & Steinberg, 1993; Spera 2005, 2006) was conducted using the archival interview data. This six-stage process allowed for a priori codes, as well as codes that emerge from the data, to be used in analysis. This process was well suited for the study as codes from the literature (i.e., parenting practices) were the primary means of interpretation, but it was unknown how the three parenting constructs would affect the three outcomes (i.e., success, motivation, and belonging), and whether this would vary based on students' self-reported motivational levels. The hybrid process of thematic analysis allowed for codes that emerged that were not accounted for in the parenting practices literature.

The hybrid process of thematic analysis, which involves six stages, was used to analyze data for the current study (Fereday & Muir-Cochrane, 2006). The first and second stages in the hybrid approach to thematic analysis involved creating a code manual and testing the reliability of the codes. The author of this thesis created a code manual based on a priori codes informed by the Conceptual Model of Parenting (see Figure 2) and read the raw interview data to generate new frames of analysis. All mentions by students in the transcripts of parents, caregivers, or family were pulled out for further analysis. This allowed for an inclusive look at parenting practices. Although the majority of questions were asked to each student, due to the limitations of conducting research in school and students (e.g., limited time with students, students getting off task, students speaking too much or too little on one topic), not all questions were asked to each student. Some students answered multiple questions when asked only one prompt. For

instance, some students would explain what their parents currently did to support their motivation when describing what motivation meant for them; thus eliminating the need to directly ask what parents currently did to support their motivation. The majority of students responded to most interview questions, with the exception of the question what parents currently did to increase school belonging, which five students did not have the opportunity to answer. School belonging was the last topic on the semi-structured interview protocol; some interviews may have needed to be shortened due to time limitations. Despite this, after reviewing interview responses, the author of this thesis and his major professor determined that there were sufficient data to answer the research questions.

Domain 1: Parental involvement is a way parents foster adolescent success, motivation, belonging

1. Home-Based Involvement (e.g., help with homework)
2. School-Based Involvement (e.g., attend school functions)

Domain 2: Parental monitoring is a way parents foster adolescent success, motivation, belonging

1. Peer-Based Monitoring (e.g., be available to talk)
2. School-Based Monitoring (e.g., track assignments)

Domain 3: Parental goals, values, and aspirations are ways parents foster adolescent success, motivation, belonging

1. Goals (e.g., get good grades)
2. Values (e.g., school is a priority)
3. Aspirations (e.g., go to college)

Figure 2. A priori codes informed by the Contextual Model of Parenting

In the third stage of this process, the data were summarized and initial themes were identified. During this stage, the frames of analysis were re-read with the purpose of trying to understand the quotes of the students. Key points from these frames of analysis in individual

interviews were summarized. The fourth step was applying the template of codes and allowing for additional codes. In this step, the transcripts were uploaded to the qualitative data analysis program, Atlas.ti. The frames of analysis were then individually coded by the author based on codes identified in the parenting practices literature (Darling & Steinberg, 1993; Spera 2005, 2006) with the intent of discovering meaningful sections of text. An additional trained researcher coded a sample of the frames of analysis to ensure reliability. The second coder was a graduate student from the same research team with expertise in qualitative research methods and familiarity with the interview transcripts. While data analysis was guided by the a priori codes (i.e., parenting practices), it was not confined to those codes.

In stage five, all codes (a priori and any that emerge from step four) were connected and themes were identified. Themes within the overall sample of students, as well among and between the three motivational levels (low, medium, and high) were explored. In the final stage of the process, the themes were finalized and it was ensured that there was sufficient data to support the themes. Representative examples and non-examples of themes were selected. Previous research has identified themes surrounding ways peers and teachers support academic motivation, classroom engagement, and school belonging with this sample (Kiefer et al., 2015). This study contributed to the literature by exploring themes concerning ways parents support success and these aspects of student adjustment. To ensure reliability, two transcripts from each grade level were given to a second trained coder to analyze using the established codes. Qualitative literature suggests coding every n th transcript, where n is determined by the total number of interviews and the resources available (e.g., time and number of coders; Guest, MacQueen, & Namey, 2012). This ensured that one-third of the total data was double coded, as well as having transcripts from each grade level represented.

Ethical Considerations

The study utilized archival data, which involved low risk to the original participants of the study. However, steps were taken to ensure the confidentiality of the original participants. The data remained de-identified. Only the author of this study, the primary investigator of the original study, and the additional coder had access to the original interview data. No new participants were recruited.

Chapter Four:

Results

This chapter presents the themes that were present across the eighteen middle school student interviews. These themes were analyzed to answer the following research questions: 1) which parenting practices are perceived by students as currently supporting success, academic motivation, and school belonging; and 2) which parenting practices are perceived by students as potentially increasing success, academic motivation, and school belonging. Additionally, the author examined the responses to these questions after categorizing the responses by the students' self-reported levels of motivation (low, medium, and high). First, a brief description of the results of interrater reliability are presented. Results are presented by student motivation, success, and belonging. Results are presented in accordance with number of responses from students. Academic motivation was the most salient aspect in terms of interview responses, followed by success then school belonging. Results from parental involvement, motivation, and socialization goals are explored separately for academic motivation, success, and school belonging (see Tables 2, 3, 4, 5, 6 and 7 for total code counts). Results are also reported according to self-reported motivation of the students in the sample (see Tables 8, 9, and 10 for total code counts by motivation level).

Reliability

In accordance with the hybrid process of inductive and deductive thematic analysis (Fereday & Muir-Cochrane, 2006), reliability checks were conducted first to ensure the

reliability of the a priori codes and again after all interviews had been read and new codes emerged (see Figure 3 for complete code book). Eighty percent agreement was set as the goal. The first round of reliability checks consisted of three interviews, one from each grade. For the first interview, the two raters reached an agreement of 43.75 percent. The results were discussed, resulting in 100 percent agreement. Seventy-three point five percent agreement was reached for the second interview. Discussion of the interview resulted in 94.1 percent agreement. The two raters reached 91 percent agreement on the third interview.

Table 2. *Total Parental Involvement Codes*

	Supporting Motivation	Increase Motivation	Supporting Success	Increase Success	Supporting School Belonging	Increase School Belonging	Totals
Total Home-Based Involvement Codes	5	3	3	4	0	0	15
Total School-Based Involvement Codes	0	1	3	0	0	2	6
Total Parental Involvement Codes	5	4	6	4	0	2	21

The second round of coding also consisted of three interviews, one from each grade. This ensured that a total of six or one-third of the total interviews were checked for reliability. The two coders reached 83, 100, and 75 percent agreement on the final three interviews. After a discussion, the coders reached 100 percent agreement on the interview that fell below the 80 percent goal.

Table 3. *Total Specific Parental Involvement Practices*

	Supporting Motivation	Increase Motivation	Supporting Success	Increase Success	Supporting School Belonging	Increase School Belonging	Totals
HBI: Help with Homework	0	0	3	2	0	0	5
HBI: Communicate with Teachers	0	1	0	1	0	0	2
HBI: Provide Positive Environment	0	1	0	0	0	0	1
HBI: Provide Positive Items/Activities	2	1	0	0	0	0	3
HBI: Withhold Positive Items/Activities	3	0	0	0	0	0	3
SBI: Attend School Functions	0	1	0	0	0	2	3
SBI: Support Extracurricular Activities	0	0	1	0	0	0	1
SBI: Provide Resources	0	0	2	0	0	0	2
HBI: Provide Positive Environment Non-Example	0	0	0	1	0	0	1
Total	5	4	6	4	0	2	21

Note: HBI=Home-Based Involvement; SBI=School-Based Involvement

Academic Motivation

Of the three factors of student adjustment, questions about motivation garnered the most responses from participant interviews. Students voiced that parents were currently doing something to help them be motivated in school (24 responses total among 11 participants) and shared ways that parents could improve their motivation (17 responses total among 9 participants).

Table 4. *Total Parental Monitoring Codes*

	Supporting Motivation	Increase Motivation	Supporting Success	Increase Success	Supporting School Belonging	Increase School Belonging	Totals
Total Peer-Based Monitoring Codes	0	0	1	0	0	3	4
Total School-Based Monitoring Codes	2	2	3	3	0	2	12
Total Social-Emotional Monitoring Codes	9	5	3	1	0	2	20
Total Parental Monitoring Codes	11	7	7	4	0	7	36

Participants reported parental monitoring practices more frequently as the type of parenting practice that parents were currently doing to support as well as increase motivation, followed by parental involvement then parental socialization goals for supporting motivation. Parental monitoring was followed by parental socialization goals then parental involvement for practices that could increase motivation. More details on the themes that emerged within each parenting practice are discussed below.

Parental involvement. Four students voiced that their parents currently engaged in parental involvement to support their motivation. Three students put forth that parental involvement would help increase their motivation. Two main themes from student responses that aligned with the parenting practices literature were home-based involvement and school-based involvement. Students more frequently reported parental involvement practices that were currently supporting their motivation than practices to help increase their motivation.

Table 5. Total Specific Parental Monitoring Practices

	Supporting Motivation	Increase Motivation	Supporting Success	Increase Success	Supporting School Belonging	Increase School Belonging	Totals
PBM: Talk/Give Advice About Peers	0	0	1	0	0	2	3
PBM: Facilitate Introductions	0	0	0	0	0	1	1
SBM: Track Assignments	1	0	1	1	0	0	3
SBM: Organize Materials	0	0	1	0	0	0	1
SBM: Check Grades	0	1	0	0	0	1	2
SBM: Plan for Future Classes/School	0	0	0	1	0	0	1
SBM: Track Extracurriculars	0	1	0	0	0	0	1
SBM: Talk/Give Advice About School	1	0	1	0	0	0	2
SEM: Provide Support/Encouragement	6	2	1	0	0	1	10
SEM: Listen to Explanations /Be Understanding	0	2	0	0	0	0	2
SEM: Provide Positive Praise/Feedback	3	1	2	0	0	1	7
SBM: Check Grades Non-Example	0	0	0	1	0	1	2
SEM: Listen to Explanations /Be Understanding Non-Example	0	0	0	1	0	0	1
Total	11	7	7	4	0	7	36

Note: PBM=Peer-Based Monitoring; SBM=School-Based Monitoring; SEM=Social-Emotional Monitoring

Table 6. *Total Parental Socialization Goal Codes*

	Supporting Motivation	Increase Motivation	Supporting Success	Increase Success	Supporting School Belonging	Increase School Belonging	Totals
Total Goal Codes	1	1	0	0	0	0	2
Total Values Codes	5	4	6	0	0	1	16
Total Aspiration Codes	1	1	1	0	0	2	5
Total Parental Socialization Goal Codes	7	6	7	0	0	3	23

Home-based parental involvement. Home-based involvement practices were reported more by students when it came to practices that currently support motivation, whereas students did not report any school-based practices that were currently supporting their motivation. The two home-based involvement practices provided by four students were both novel parenting practices for supporting motivation that were not included in the original a priori code book. These emergent practices included parents providing positive items or activities that may serve as a motivator (e.g., providing phones, going out to eat as a reward for good grades) and parents withholding positive items or activities that may distract students from school activities (e.g., getting grounded from video games or friends). Sixth grade student Julie explains how her motivation is partially tied to the rewards her parents give her for completing tasks, with bigger rewards being given for harder achievements:

Interviewer 1: After you do well do they [parents] give you a treat, or do you get a chance to celebrate?

Julie: Yeah, definitely, it depends like what type it is, if I got a 100 you know my mom will be like sure what do you want for dinner. But on my report card when I get all A's and B's they'll be like ok wanna go out for the day or you know. And, at the end of the

year like, when I graduated elementary with those good grades, they gave me a cell phone, cause I graduated elementary school and all through there I've gotten B's and above. Well one year I got a C, but I was new to science. And I'd been wanting a cell phone so they got me one of those little track phones.

Table 7. Total Specific Parental Socialization Goals

	Supporting Motivation	Increase Motivation	Supporting Success	Increase Success	Supporting School Belonging	Increase School Belonging	Totals
G: Get Good Grades	0	1	0	0	0	0	1
G: Behave in Class/School	1	0	0	0	0	0	1
V: School is a Priority	0	2	3	0	0	0	5
V: Try your Hardest	0	2	1	0	0	0	3
V: Model Positive Behaviors	3	0	0	0	0	0	3
V: School/Grades are Important	2	0	2	0	0	1	5
A: Go to College	1	1	0	0	0	1	3
A: Improve Current Life Situation	0	0	1	0	0	0	1
A: Get a Good Job	0	0	0	0	0	1	1
Total	7	6	7	0	0	3	23

Note: G=Goal; V=Values; A=Aspiration

Dominick (eighth grade) gave an example of how withholding positive items or activities aided in his motivation, “Sometimes they [parents] ground me, but they say that unless I start doing better in school then I’ll stay grounded, so I just start practicing and eventually I do start doing a little better.”

Table 8. *Total Parental Involvement Codes by Motivation Level*

	Motivation Level	Supporting Motivation	Increase Motivation	Supporting Success	Increase Success	Supporting School Belonging	Increase School Belonging	Totals
Home-Based Involvement Codes	Low	3	1	0	3	0	0	7
	Medium	0	1	2	1	0	0	4
	High	2	1	1	0	0	0	4
School-Based Involvement Codes	Low	0	0	1	0	0	0	1
	Medium	0	1	1	0	0	0	2
	High	0	0	1	0	0	2	3
Total Parental Involvement Codes	Low	3	1	1	3	0	0	8
	Medium	0	2	3	1	0	0	6
	High	2	1	2	0	0	2	7

Table 9. *Total Parental Monitoring Codes by Motivation Level*

	Motivation Level	Supporting Motivation	Increase Motivation	Supporting Success	Increase Success	Supporting School Belonging	Increase School Belonging	Totals
Peer-Based Monitoring Codes	Low	0	0	0	0	0	2	2
	Medium	0	0	1	0	0	0	1
	High	0	0	0	0	0	1	1
School-Based Monitoring Codes	Low	1	2	1	1	0	1	6
	Medium	1	0	1	0	0	0	1
	High	0	0	1	2	0	1	4
Social-Emotional Monitoring Codes	Low	2	4	2	1	0	0	9
	Medium	2	1	0	0	0	2	5
	High	5	0	1	0	0	0	6
Total Parental Monitoring Codes	Low	3	6	3	2	0	3	17
	Medium	3	1	2	0	0	2	8
	High	5	0	2	2	0	2	11

Three students voiced that more home-based parental involvement could potentially increase their motivation. Damien (seventh grade) reported that parents reaching out and communicating with teachers may help his motivation, “Maybe have a conference with my teachers every couple [of] months to see if I’m slacking off or being a little bit lazy in school.” Fellow seventh grader Adam stated that having a positive home environment could increase his motivation, “By having like a good home, I will be able to work harder in school.” Finally, Liza

(seventh grader) stated that her mother providing her with rewards for grades could help increase her motivation.

Table 10. *Total Parental Socialization Goals by Motivation Level*

	Motivation Level	Supporting Motivation	Increase Motivation	Supporting Success	Increase Success	Supporting School Belonging	Increase School Belonging	Totals
Goal Codes	Low	0	1	0	0	0	0	1
	Medium	0	0	0	0	0	0	0
	High	1	0	0	0	0	0	1
Values Codes	Low	1	3	4	0	0	0	8
	Medium	4	0	1	0	0	0	5
	High	0	1	1	0	0	1	3
Aspiration Codes	Low	0	0	0	0	0	0	0
	Medium	0	0	1	0	0	0	1
	High	1	1	0	0	0	2	4
Total Parental Socialization Goal Codes	Low	1	4	4	0	0	0	9
	Medium	4	0	2	0	0	0	6
	High	2	2	1	0	0	3	8

School-based parental involvement. Regarding school-based parental involvement, one student reported parents attending school functions would be a helpful practice to increase motivation. Adam (seventh grade) provided an example of when his parents recognized him at a school-based event, “I got into NHS [National Honor Society], they, my dad wasn’t supposed to make it, but he came as I walked on stage. I was just proud of myself.”

Parental monitoring. More parental monitoring practices were reported by students than any other type of parenting practice as both currently supporting and having the potential to increase motivation. Nine students, or half the sample, expressed that parental monitoring was currently supporting their motivation. Six students voiced that parental monitoring practices served as a way parents could help increase their motivation.

Domain 1: Parental involvement is a way parents foster adolescent success, motivation, belonging.

1. Home-Based Involvement
 - a. Help with Homework
 - b. Communicate with Teachers
 - c. Provide Positive Environment (supplies, area to study, not arguing in front of kid, not too many chores, etc.)
 - d. Provide Positive Items/Activities
 - e. Withhold Positive Item/Activities
2. School-Based Involvement
 - a. Attend School Functions
 - b. Support Extracurricular Activities
 - c. Provide Resources

Domain 2: Parental monitoring is a way parents foster adolescent success, motivation, belonging.

1. Peer-Based Monitoring
 - a. Be Available to Talk/Give Advice
 - b. Facilitate Introductions
2. School-Based Monitoring
 - a. Tracking Assignments/Projects
 - b. Organizing Materials
 - c. Checking Grades
 - d. Plan for Future Classes/School
 - e. Track Extracurricular Activities
 - f. Be Available to Talk/Give Advice
3. Social-Emotional Monitoring
 - a. Provide Support/Encouragement
 - b. Listen to Explanations/Be Understanding
 - c. Provide Praise/Positive Feedback (Proud)

Domain 3: Parental socialization goals are ways parents foster adolescent success, motivation, belonging.

1. Goals
 - a. Get Good Grades
 - b. Behave in Class/School
2. Values
 - a. School a Priority
 - b. Try Your Hardest
 - c. Model Positive Behaviors
 - d. School/Grades are Important
3. Aspirations
 - a. Go to College
 - b. Improve Current Situation
 - c. Get a Good Job

Figure 3. Complete Code Book of A priori and Emergent Codes

The responses provided by students concerning motivation and monitoring fell into two parental monitoring themes, one that aligned with the existing parenting practices literature (i.e., school-based monitoring) and one that emerged from student responses (i.e., social-emotional monitoring). This new theme emerged as many students voiced instances of parents simply checking in on them, providing encouragement, letting them know they are proud of them, and being available to have conversations with. While these practices do not align with the traditional definition of parental monitoring practices (Spera, 2005, 2006), these practices seemed to be a way for parents to check in on the wellbeing of their children. Thus, the author felt these practices would fit well under the overall parental monitoring domain. Social-emotional monitoring practices were reported the most for both supporting current motivation and potentially increasing motivation, followed by school-based monitoring for both categories. Three new practices emerged from student responses: parents tracking extracurricular activities, parents being available to talk/give advice about school, and parents providing positive praise/feedback including letting students know they are proud of them.

Social-emotional monitoring. Seven students, close to half the sample, voiced that their parents provided social-emotional monitoring that was currently supporting their motivation. Providing support and encouragement was the most frequently reported parenting practice for currently supporting students' motivation (six responses from four students). Julie (sixth grade) explained how parental support and encouragement assisted her motivation:

Julie: I've been motivated, when I walked into my teachers' classroom today, and I know I did good on the subject, I was happy, I knew I would pass, and I just walked in and I was motivated, and I did the test.

Interviewer: You felt good, you said I can do it?

Julie: Yeah, well you know in my head. I probably get that from my dad cause my dad always goes to me like you can do it. Be motivated.

Providing positive praise/feedback was a second social-emotional monitoring practice reported by students as currently helping their motivation. Kaitlin (eighth grade) provided an example of the practice of providing positive praise/feedback:

They [parents] increase my motivation a lot by just telling me that they want to be proud of me, or they are proud of me. So that makes me want to just make them even more proud and even more happy.

The three social-emotional monitoring practices (i.e., providing support and encouragement, listening to explanations/being understanding, and providing positive praise/feedback) were all voiced by at least one student as having the potential to increase motivation. Tina (sixth grade) provided an example of how her parents' continuing providing support and words of encouragement could help increase her motivation, "On one of my spelling tests, they [parents] probably [would] be like, oh ok try your hardest and if you do bad it's ok you can bring it up with another grade."

Shannon (eighth grade) expressed a need for more understanding from her caregivers as a way to increase her motivation, "Umm...they could motivate me by not like yelling at me when I get a bad grade, like be understanding." Earlier in her interview, Shannon shared that negative interactions between her and her caregivers (aunt and uncle) affected her performance in school. The above quote demonstrates how she believes her motivation would increase if she received more understanding from her caregivers. Finally, Adam (seventh grade) made a brief mention that his parents being proud of him could increase his motivation, "By having my parents proud of me, they will support me."

School-based monitoring. School-based monitoring was a less salient theme for motivation as only two students reported school-based monitoring practices that currently supported their motivation. Two students voiced that parents tracking school assignments/projects or being available to talk/give advice about school was a current facilitator of their motivation. Eighth grader David explained how his parents tracking his school assignments online, combined with withholding positive items and activities, help his motivation:

Interviewer: Can you talk to us about your motivation for being a student at Sanchez?

David: My most would probably be my parents because...it kind of ties in with the Edline thing, they...they make you do your stuff, because they can see projects ahead of time and they can be like you got to do that right now, no exceptions.

Interviewer: So your parents saying that, what does that do to your motivation?

David: When I get home I want to play video games, so I just do what they say.

Edline is a computer-based tracking program that parents can use to monitor their children's grades and assignments. Earlier in the interview, David explained how his parent's use of this system caused him stress. While in the above quote David states that tracking school assignments online had some influence on his current motivation, he also said that more understanding from his parents concerning assignments and grades could help increase his motivation:

Interviewer: Is there anything that your parents might be able to do to help you stay motivated, or increase your motivation?

David: Yeah if they didn't like just right as they saw the computer screen like with the F or whatever, like not make their decision then, just hear me out first.

One student stated that advice from her parents concerning school was helpful to her motivation. Sophie (eighth grade) described a time when seeking advice from her mother helped support her motivation to do better in class:

Last year I had a really bad grade in math because I couldn't understand my teacher. And then I started talking to my mom and then she told me to come to tutoring for math, and then I did and I brought my grade up from a D to a B.

Parents tracking extracurricular activities and checking grades on report cards and assignments were reported as practices that could increase motivation. Kirk (sixth grade) was motivated to get good grades in order to be allowed to play on sport teams. He stated that his teachers could help his increase motivation by providing him information on extracurricular activities. Kirk also stated his parents could increase his motivation by tracking and providing information on extracurricular activities including, "...tell[ing] you how many wins and loss the other team has." He indicated that he preferred to play harder teams, "because you get better playing harder teams." Checking grades was reported as a way to increase motivation by Lisa (seventh grade), but only when combined with providing positive items or activities:

My mom's always saying... every quarter when I bring home my report card she always has something for me. I haven't gotten straight A's this year, but I have gotten A-B honor roll every time and...every time I bring home my report card she always gives me something. Like when we brought home our report cards in December, she gave me, it was a total surprise, she gave me the new iPod Touch that came out with the camera. That was a complete surprise and...she's given me shoes and stuff whenever she can for my good grades.

Parental socialization goals. Students voiced that parental socialization goals contributed to their current motivation and served as potential ways to increase motivation. Six students reported parental socialization goals that were currently supporting their motivation. Three students gave examples of parental socialization goals that could increase their motivation. Parental goals, values, and aspirations were the three themes that made up parental socialization goals, aligning with extant parenting practices literature. Values was the most salient theme for supporting and potentially increasing students' motivation. Goals and aspirations had an equal number of responses to what parents were currently doing to help motivation and to what parents could do to potentially increase motivation. Two new parental socialization goals emerged from participant responses: parents wanting students to behave in class and knowing that school and grades are important.

Values. Four students voiced that their parents' values of students knowing that schools and grades are important and parents serving as role models were currently supporting motivation. This quote from Sophia (eighth grade) shows how her parents transmit the value of knowing that school and grades are important, "They work really hard for me to have all the things I have and for me to study they tell me 'Oh you have to study' and they tell me why." Sabrina (sixth grade) described how her mother serving as a role model was a motivating factor in her choice of extracurricular activities:

Because I've always wanted to play volleyball and my mom played volleyball and I want to follow in her footsteps sometimes, because I dance and she was a dancer and in high school she played, not played, she...did the baton thing and if they have that I want to do that and then she was also one of the flag girls, and I want to do that. I just want to follow in her footsteps like to play volleyball, because she played it.

The values of trying your hardest and setting school as a priority were reported by three students as socialization goals that could potentially increase their motivation. Liza (seventh grade) voiced how her parents' value of trying your hardest increases her motivation, "Well they're always giving me like, you know...verbally motivating me to do good. Again, as I said to be successful and reach for the highest, which really motivates me to do the best I can." Mustafa (sixth grade) explained how his parents helping him to set school as a priority may help his motivation to get less conduct reports and do better in school:

Interviewer: Are there things that your parents could do to help you maybe not get, you know, conduct alerts anymore, or anything they could do to help support you?

Mustafa: Be more strict on me I guess.

Interviewer: What would that look like if your parents were more strict?

Mustafa: Maybe I'll have better grades, instead of going outside and doing my homework at night, right when I get home I can do my homework.

Goals. Goals were only reported by one student as a parental socialization goal that was supporting motivation. Additionally, only one student reported that parental goals could increase motivation. Mustafa reported the only parental goal from the sample that was currently supporting his motivation. When asked what his parents did that currently helped him stay motivated, Mustafa explained his parents' goal for him to behave in class and school, "They tell me don't, like sometimes I bring home a conduct alerts my mom says don't do that again and stay good, be good in school, don't, just be good." No other parental goals were reported as having the potential to increase motivation. It is possible that parents are not making their goals explicit to their children or possibly simply knowing a parental goal is not enough to get a student motivated to achieve that goal.

Aspirations. Similar to parental goals, parental aspirations were mentioned by one student as currently supporting their motivation and by one student as having the potential to increase motivation. Parents wanting their children to attend college was also the only parental aspiration reported as potentially increasing motivation. Amy (seventh grade) reported the only parental aspiration that was currently supporting motivation, parents wanting their students to go to college:

My dad does talk about different colleges and what are really good colleges. He always talks about Duke. He always talks about Duke, and he says, ‘This is a college you really want to go to. This is the college that means you’re smart and you’re athletic.’ All this stuff.

Mustafa concisely states, “Tell me to do great in school so I can go to college.”

Parents cannot help. Only one student, eighth grader Derek, stated that parents could not help with increasing his motivation. In response to whether parents, teacher, or peers could help support motivation, Derek stated:

For me I don’t rely on other people, it’s just I can do myself or it’s not going to happen because in college you rely on yourself because you don’t have any family around you if you want to go out of state, so you can’t rely on everybody to do your work for you. You have to motivate yourself sometimes.

It is possible that Derek may be self-motivated for times when he will have to be more self-sufficient in the future.

Low, medium, and high motivation levels. Students with self-reported low, medium, and high levels of motivation differed in the types of parenting practices voiced for currently supporting motivation and having the potential to increase motivation. The following section

examines the responses given by students in each motivation level, starting with students with low motivation level and ending with students with high levels of motivation.

Low motivation level. Three out of six students who previously self-reported low levels of motivation identified at least one parenting practice that was supporting their current motivation. Responses from this level indicate that motivation was tied to gaining access or avoiding losing access to positive items or activities. For example, David's (eighth grade) demonstrates how his parents motivate him using extrinsic motivation, and that completing school work is a means to end:

David: With my dad, you kind of have to know him, he kind of just puts his foot down and that's the answer, so if he says you, you have to do this now then you have to do that now.... There was a project due in my language arts class and I've been procrastinating it. So, there was, it was coming up on the last couple days and my dad saw that it was due. He was like 'have you started that,' I'm like no, he's like 'well you're not going to be able to do anything until it's finished'.

Interviewer: How did that motivate you?

David: I kind of had to...I don't know if it's motivation, but that's what keeps me going. David also mentioned that his motivation to get schoolwork completed was tied to his desire to participate in enjoyable activities, including "hanging out with friends." Andy (seventh grade) also voiced that his parents took privileges away if his work was not completed, which motivated him to complete his work. While parents providing praise and positive feedback, support and encouragement, transmitting the value that grades are important were each mentioned once in this motivation level, motivation appears to be tied to more concrete parental behaviors.

Five of the six students in the low motivation group identified parenting practices that could potentially increase their motivation. Having parents check grades and provide rewards for good grades were parenting practices mentioned by one student in at this level. This shows how working to gain a reward may be a helpful practice for students with low levels of self-reported motivation. However, students in this level voiced wanting more social-emotional monitoring, parental values, and parental goals. The two eighth grade students, Shannon and David, stated that having their caregivers listen to explanations and be understanding would be beneficial to their motivation. Parental support and encouragement was also a practice expressed by two students at this motivation level that could potentially increase motivation. Students in this group also voiced that knowing and sharing the values of trying your hardest (two students) and setting school as a priority (one student) could help increase their motivation.

Medium motivation level. Three students from the self-identified medium motivation level described parenting practices that were currently supporting their motivation. No parental involvement practices were voiced by students as currently supporting their motivation. Students who are moderately motivated may not need high levels of parental involvement to support their motivation. Parental monitoring practices, mostly social-emotional monitoring, were noted by students as supporting their motivation. Parental values were the key practice for this group, specifically parents displaying positive values and behaviors by acting as role models for their children. The parental value that school and grades are important was also mentioned by one student. Each of the three students responded that their motivation was supported by their parents either serving as a role model or displaying positive behaviors. Recall that Sabrina's (sixth grade) motivation to play volleyball was influenced by her mother. Her response and explanation best illustrate this parenting practice:

Interviewer: What makes you want to follow in her footsteps?

Sabrina: Well, my mom's my role model, because she's my mom and I love her.

Interviewer: So, being like her is a good thing for you?

Sabrina: Yeah, but not like exactly like her, but mostly like her.

Only one student with a medium level of motivation voiced ways his parents could increase his motivation. Having his parents attend school functions, setting up a positive environment in the home, and providing positive praise and feedback were all practices captured in Adam's (seventh grade) responses (see Adam's above responses for examples).

High motivation level. Five of the six students with self-identified high levels of motivation voiced parenting practices that were currently supporting their motivation. Social-emotional monitoring was the type of parenting practice voiced the most by students in this group, as three students reported their parents giving them support and encouragement or providing positive praise and feedback was currently supporting their motivation. When asked what influenced her motivation, Amy (seventh grade) expressed how support and encouragement from those close to her, including her parents, aided her motivation, "What influenced me? Just support from teachers, my parents, friends, everybody. I feel like I can keep going. I feel like I'm strong and I'll do whatever it takes because they believe I can." Julie (sixth grade) stated her parents providing rewards helped her motivation in an above section. Dominick (eighth grade) mentioned his parents grounded him, which motivated him to work at school to be ungrounded. Amy (seventh grade) gave the only instance of a parental aspiration, specifically for their child to attend college, supporting their motivation. Wanting their children to go to college was also the only parental aspiration given as having the potential to increase motivation, as voiced by Mustafa (sixth grade). Mustafa also identified the value of setting school as a priority as a

practice that could increase motivation. Damien (seventh grade) stated that his motivation might increase if his parents had conferences with his teacher.

Success

Several students voiced parenting practices that were currently supporting their success in school (20 responses total among 8 participants) and expressed ways parenting practices could improve their motivation (8 responses total among 8 participants). When asked about what success meant to them, all but two students related success to a form of academic achievement (e.g., getting good grades, going to college, getting a good job, etc.). Due to the general consensus among the sample that success meant high academic achievement, this study did not further explore students' explicit notions or definitions of success. Parental socialization goals were the most helpful in currently supporting their success in school as reported by students in this sample, with parental monitoring second and parental involvement having an equal number of responses. Parental monitoring and parental involvement were also equal in responses to what could increase success. No parental socialization goals were identified as having the potential to increase school success. Themes and specific practices that were voiced for parental involvement, monitoring, and socialization goals are discussed below.

Parental involvement. Four students shared parental involvement practices that were currently supporting their success in school. Examples of parental involvement practices that could potentially increase success in school were given by four students. Responses from students again fell into the themes of home-based and school-based involvement. Students reported equal numbers of home and school-based practices that were currently supporting their success. However, only types of home-based involvement were reported as potentially increasing success.

Home-based parental involvement. Parents helping with homework was voiced by three students as supporting their success in school. Deidre (seventh grade) said, “They help me with whatever homework I need even though they haven’t been to college in a long time. But they still try to remember and think about stuff.”

Homework help from parents was also reported as a practice that may increase success in school by two students. Adam (seventh grade) stated, “They can help out with school if you don’t get something.” Kirk (sixth grade) gave the other home-based practice that could possibly increase success, parents reaching out to and communication with teachers:

Interviewer: And is there anything that your parents could do to help you out be more successful?

Kirk: Asking the teacher like what they’re doing bad in school or good.

Shannon (eighth grade) expressed how not having a positive home environment hindered her success:

Interviewer: Is there ways that your parent or guardian could help you increase your success here at school?

Shannon: Umm...well it doesn’t help when I get home and have a bunch of homework and then get in an argument about something stupid you know, that, that just puts me in a bad mood and when I’m in a bad mood, I can’t really focus on what I’m doing so.

Interviewer: And didn’t you say you live with your aunt and uncle now?

Shannon: Yeah

Interviewer: Aunt and uncle. Okay. And so really coming home and trying not to have those arguments could really help you out. Is there anything else that maybe they could do for you to help you?

Shannon: Umm... basically I just want to get along with her more. Like we really, we're two opposite people and they say opposites attract, but, but not that much.

School-based parental involvement. Two students voiced that their success in school was supported by their parents providing them with resources needed for school (e.g., books, materials for projects, etc.). In addition to home-based involvement, Deidre (seventh grade) discussed how her parents engaged in school-based parental involvement to help her succeed, "They get me any supplies I need for school." One student also expressed that her parents supporting her in extracurricular activities currently helped her success. Liza (seventh grade) said the following when describing ways her mother supports her success:

Well she's told me any...club or organization I want to join she totally backs me up on it.

And any orchestra concert, anything, she always takes me. She never says, "no I can't take you", she always finds a way.

No school-based parental involvement practices were reported by students as a way to increase their school success.

Parental Monitoring. Students voiced that parents' monitoring practices were supporting and could possibly increase their school success. Seven students shared parental monitoring practices that were currently supporting their success. Two students gave examples of monitoring practices that could increase success, while one student described how parental monitoring was negatively influencing his success. School-based monitoring, social-emotional monitoring, and peer-based monitoring were the larger themes with which the responses corresponded. Social-emotional monitoring and school-based monitoring were described in equal amounts as currently helping success. One example of peer-based monitoring was voiced.

Only school-based monitoring practices were given in response to what parents could do to increase success.

School-based monitoring. Three students identified three separate school-based monitoring practices that were currently supporting their success in school. Adam (seventh grade) shared that his parents helping him to organize his school materials helped his success:

They help me clean out my backpack and what I don't need and what I do need. If I don't need it, they still keep it in a folder or a file so that if I need it later on, I'll have it.

Sofia (eighth grade) found her parents giving her advice to be useful in facilitating her success in school, "They try to give me good advice and they're always telling me that if I do good, then I can have a better future." Finally, Julie (sixth grade) described how success was aided by her parents tracking assignment and projects, then providing resources and helping to complete those projects:

Julie: My parents are very helpful, and when I come home they're always helping me with my homework, always checking Edline when I come home with a book report, they always make sure I'm on top of it and help me. They're very nice so, just keep doing what they're doing again.

Interviewer: And what do you mean they help you keep on top of it, is there other things they do to help you with that?

Julie: Yeah like I'll come home and I'll tell my mom that I have a book report, and she'll be like, and she'll say to me like ok, and um, what is it about, and she'll make sure that like I have the book.

School-based monitoring practices were also voiced by two students as being ways to potentially increase success. Mustafa (sixth grade) stated his success may be aided by his parents helping him to plan for future school experiences:

Interviewer 1: And are there ways that your parents can support you now in terms of doing well so that you can be successful in the future?

Mustafa: Maybe help me with some stuff coming up for seventh grade. Maybe stuff that's coming up in later grades, like in high school.

Interviewer 2: What kind of stuff can they help with?

Mustafa: Like tell me, like in high school they can tell me what classes to take that will help me get some college credit.

Damian (seventh grade) considered that his parents helping him to track assignments may be helpful to his school success:

Interviewer: Anything that your parents might be able to do to help you [be successful]?

Damian: Just keeping like always telling me to do my homework every now and then.

However, David (eighth grade) voiced that his parents checking his grades was negatively affecting his ability to be successful. David explained how too much parental monitoring caused him stress.

Interviewer: Okay. Anything your parents could do to make you feel successful?

David: I don't know. I guess I get a lot of stress from my parents because of the whole "Edline" thing.

Interviewer: Now talk to me about that. What's that?

David: Edline is like they can go on the computer and look at all your grades and like all the assignments you have due or have already been graded and stuff. It can create a lot of stress.

Interviewer: So, your parents can see, they can kind of go online and see how you're doing.

David: And if you get like a bad grade on something then they, you get in trouble.

Interviewer: So, you don't even have to tell them your grades, they get to see them?

David: Mmhmm

Social-emotional monitoring. Three students voiced their parents were currently performing social-emotional monitoring that supported their success. Two students stated that their parents providing praise and positive feedback was beneficial to their success. Kaitlin (eight grade), "They tell me if you do really good on this, you know you'll make me really proud, and that's all I want to do is make my parent proud." Liza (seventh grade) described how her father provides support and encouragement even though he lives in another country, "My dad's in Cuba right now so he can't really, but every day every time I talk to him he tells me to do good in school, you know. He does what he can."

Social-emotional monitoring was not identified by participants as a type of parenting practice that could potentially increase school success. However, David (eighth grade) described how his parents not listening to explanations and a lack of understanding negatively affected his success. Continuing his explanation of the Edline situation from above:

Interviewer: Okay. And how does that [parents checking Edline] create stress for you?

David: Umm well sometimes like, let's, if it's like a misunderstanding or something, like you weren't, you were absent for the day and the teacher puts in a zero or something, or if

there was like a mistake... somehow, like if she didn't see your paper yet and so she puts in a zero then your parents see it and they look at it like you're not doing the assignments and then you get grounded.

Interviewer: Okay, so you're not able to give them an explanation of what's going on?

David: They just kind of look at the computer and that's the answer.

Not being able to explain himself to his parents and a lack of understanding on their part is having a negative influence on David's view of success.

Peer-based monitoring. Peer-based monitoring was mentioned by one student as supporting her success. Peer-based monitoring was not stated by any students as a way to increase success. Deidre (seventh grade) gave an example of how her parents provided peer advice, which supported her success:

Interviewer: How do you feel your parents are supporting you in terms of being successful?

Deidre: They provide me with pretty much anything I need. They can help me with whatever problems I have. If I have little conflicts with Jamie and my friends, they can help me get through them and make myself a better person to where I'm not just keeping a grudge against that person.

Interviewer: Can you give me an example or a for instance of that?

Deidre: Me and [Friend's name] were hanging out, and she said something about one of my close friends. And I didn't really like it, and I told her that. And she, and we were mad at each other, I was mad at her for what she said, and she was kind of mad at herself because she didn't really realize what she said. And I asked her, I confronted her, I said,

‘Do you realize what you just said, [Friend’s Name].’ And she was like, ‘Yeah, and I want to apologize.’ And we’re kind of even closer now to what we were before.

Interviewer: And how did your parents help to kind of get you through that.

Deidre: Because my parents were telling me that it’s okay, everybody’s going to say something once and awhile. They’re not perfect. Everybody’s not perfect. And it’s better to keep living life and not hold a grudge against that person forever because you never know in the end, they could be your best friend.

Parental socialization goals. Three students gave examples of parental socialization goals that were currently supporting their success. The themes values and aspirations were represented in the responses given by the students. However, values had the most responses. Parental socialization goals were not expressed by students as potentially increasing success.

Values. All three students shared at least one parental value that was currently supporting their school success. The parental value of setting school as a priority was voiced most often as the value that was supporting success. Liza’s (seventh grade) shared her mother’s value of putting school first:

Every day she [her mom] reminds me that never let anyone bring you down, never let anything bring your grades down. Remember that grades come before friends because when you go to college some of those friends you won’t ever see them again. So always put your grades in front of everything else. School is very important.

Understanding that school is important is another parental value that was expressed as supporting school success. Sophia (eighth grade) “That if I don’t study and don’t do good at school, I’ll be like a nobody. I wouldn’t have a good future.” Sophia expressed that remembering these words

of advice from her parents helped support her success. The final parental value identified by this sample was trying your hardest. Liza stated:

My mom always told me, always shoot for the highest, never settle for less than you can get. Like if you can get into the best school, try. It's always worth trying, and I am going to try to get into one of the best schools.

Aspirations. Parents wanting their children to have a better future or improve their current situation was a parental aspiration voiced by one student as a facilitator of her success. Sofia (eight grade), "They're always telling me that if I do good, then I can have a better future." No other parental aspirations were identified by the participants.

Parents cannot help. Two students stated that parents could not help to increase their school success. One student, Paul (sixth grade) simply said "No" when asked if there was anything his parents could do to increase his success. Dominick (eighth grade) elaborated slightly more, "Hmm...uhh no not really. I think it's just a matter of what I do to prepare."

Low, medium, and high motivation levels. There was less consensus among the students within each motivation level regarding their perceptions of parents supporting their success in school. Some patterns were seen when looking at the larger domains and themes. However, no clear patterns were evident among the different self-reported motivation levels (i.e., low, medium, high) for specific parent practices. The following sections reports the larger domains and themes as reported by students in each motivation level.

Low motivation level. Half of the students (three of six) with self-reported low levels of motivation gave examples of parenting practices that were currently supporting their success, with parental monitoring as the most frequently reported parenting practice. Tina (sixth grade)

and Liza (seventh grade) voiced that social-emotional monitoring aided in their success at school. Tina:

Every time I feel like I have a hundred or an A+ on my quiz I feel really good cause, that I know my parents can be proud of me and I'm gonna pass my grades and get into a good college.

Andy (seventh grade) stated that school-based monitoring influenced his success at school (see above section on school-based monitoring for quote). Liza also reported school-based involvement and parental values as other types of parenting practices that were currently supporting her success (see above sections on school-based involvement and parental values for quotes).

Two students with self-reported low levels of motivation provided examples of parenting practices, specifically home-based involvement, that could potentially increase their success at school. Kirk (sixth grade) voiced that parents reaching out and communicating with teachers could aid his success (see above section on home-based involvement for quote). Tina (sixth grade) stated help with homework may increase her success in math:

Tina: I probably should, my parents are trying to help me be better in math. I'm still trying to be, be myself in math. Trying to work hard and all my other grades are really good, but math is the only thing I'm ok with but I'm not that good, I'm not bad, but I'm like in between. So, I might wanna help my grade in math up.

Interviewer: Ok, and you said your parents are trying to help you. What are they doing?

Tina: Like I ask my dad how do I do my math homework, and he just teaches me sometimes, and my parents really support me a lot.

By providing non-examples of parenting practices that hindered their success, two students provided examples of parenting practices that could increase their success. David (eighth grade) stated that the constant checking of his grades by his parents caused him stress and negatively affected his success (see above section on school-based monitoring for quote). David also stated that a lack of understanding or willingness to listening to explanations did not aid in his success. Perhaps a reduction of monitoring grades and an increase in understanding from his parents could help increase David's success. Similarly, Shannon (eighth grade) stated that the lack of a positive home environment did not help her success (see above sections on home-based involvement for quote). Coming home to a more positive environment may help Shannon increase her success.

Medium motivation level. Three students with self-reported levels of medium motivation gave examples of parenting practices that were currently helping their success. Parental involvement practices were reported by two students as currently aiding their school success. Paul (sixth grade) and Deidre (seventh grade) brought up homework help was a way their parents supported their success. Paul simply puts it, "They help me do my work, and, that's all." Deidre also identified that her parents providing her with resources was a help to her success (see above section on school-based involvement for quote).

Two students voiced that their parents giving advice on different subjects, a form of parental monitoring, was helpful to their success. Deidre found advice about her peers to be supportive of her success (see above section on peer-based monitoring for quote). Sofia (eighth grade), stated that school-based advice was beneficial to her school success (see above section on social-emotional monitoring for quote). Sofia also said that her parents' aspiration for her to

improve her current situation/have a good future and knowing her parents valued the importance of school also supported her success.

Adam (seventh grade) was the only student with self-reported medium motivation level that provided an example of parenting practice that could potentially increase his success. He stated that his parents helping with homework may help increase his success (see above section on home-based involvement for quote).

High motivation level. Two students that self-reported high levels of motivation voiced parenting practices were supporting their success in school. For Kaitlin (eighth grade), her parents providing praise and positive feedback was supportive of her success (see above section on social-emotional monitoring for quote). Julie (sixth grade) also found a form of parental monitoring helpful in supporting her success, but for her it was tracking school projects (see above section on social-emotional monitoring for quote). In the same quote above, Julie also voiced that her parents getting involved by helping her with her homework and providing her resources supported her school success. Her parents' value of setting school as a priority also supported Julie's success. She completed her above quote by saying:

Julie: ...and she'll make sure that like I have the book. And I'm also on top of it too, but she'll always make sure, like every here and there, you know, I'll want to go out with my friend and she'll be like well Julie why don't you just do so much with your book report, and she'll help me, and she'll be like 'Oh that looks nice,' and she goes 'I found this really good picture online Monday' like that would fit your book report perfectly and print it up and say like cut this out and like maybe put it right here. So like it will come out to be nice, and like make sure I always get like the good grades on it.

Interviewer: That's good, so it sounds like your parents are pretty supportive already huh?

Julie: Yeah they've been ever since, my mom said like she made sure I made did my homework every day in my four year old class cause she said that's where it all starts pretty much. If I start like that young, like today I'll be like I am, like that's what she says to me.

Two different students with self-reported high motivation levels gave ways that parents could potentially increase their school success. Mustafa (sixth grade) and Damien (seventh grade) voiced school-based monitoring practices that may increase their success, helping to plan for future schooling and tracking projects/assignment respectively (see above section on school-based monitoring for quotes)

School Belonging

Questions about school belonging and parents garnered the least amount of responses from participating students. No students voiced parenting practices that were currently supporting their belonging. Seven students, close to half the sample, voiced at least one parenting practice that could potentially increase their sense of belonging. Parental monitoring practices were reported more by the students as practices that could potentially increase their sense of belonging, followed by parental socialization goals then parental involvement practices. Themes and individual practices for each type of parenting practice are presented below. Due to the low number of responses, only parental monitoring practices are presented by themes.

Parental involvement and parental monitoring. Two students reported parental involvement practices that could potentially increase their sense of school belonging. Julie (sixth

grade) and Kaitlin (eighth grade) responded that parents attending school functions was a school-based parental practice that may increase their sense of belonging. Kaitlin:

Interviewer: ...How about ways your parents could help you [increase your sense of belonging]?

Kaitlin: My parents by just going to all conferences, checking on my grades on Edline.

For six students, parental monitoring practices served as ways for parents to potentially increase their sense of belonging. Peer-based monitoring practices were reported the most for this sample, which was followed by social-emotional monitoring then school-based monitoring. One student also gave a non-example of school-based monitoring.

Peer-based monitoring. Three students voiced that peer-based monitoring could help increase their sense of belonging. Mustafa (sixth grade) said his parents facilitating peer introductions may help increase his belonging:

Interviewer: Anything you feel like your parents could do to help increase your sense of belonging at school?

Mustafa: Probably...like if my mom has like, if my parents have a friend at school, if they have a child they could probably like introduce me to them and get to know them better and we could probably become friends.

Kirk and Tina (both sixth graders) said that their parents might help increase their sense of belonging by giving them advice on peers. Tina responded to the question of if there was anything her parents could do to help her increase her sense of belonging by saying, “Yes, if I have, if I ever have a problem I can just ask my parents, oh this person is bullying me or something then they would help me get, help me stand up for myself or something.”

Social-emotional monitoring. Two students gave examples of social-emotional monitoring practices could serve as ways to increase their school belonging. One student gave non-examples of social-emotional monitoring. Paul (sixth grade) said words of encouragement and support from his parents could help increase his belonging, “They encourage by telling you how good this school is, like they want you cause you’re smart.” Sofia (eighth grade) stated that praise and positive feedback from her parents could be a way to increase her belonging at school:

Interviewer: What about your parents is there anything that they might be able to do to help you feel like you can be that person that belongs at school? Remember how when you said you felt belonging was you know doing good for the school, representing the school, by having friends and doing good in school that you belonged, is there anything that your parents could do to help that?

Sofia: For them to feel proud of me.

Kaitlin (eighth grade) recounted a time when a lack of support and encouragement regarding a peer conflict did not aid her sense of school belonging:

Interviewer: Is there a time when maybe you didn’t feel like you belonged at Sanchez?

Kaitlin: My first year here, I was the new girl and they were, there was these girls, they wanted to pick on me and I just felt like I wanted to go back to my old school.

Interviewer: So that was after you transferred in sixth grade and they were kind of being little picky picks, bullying, maybe bullying you would you say?

Kaitlin: Yeah

Interviewer: Okay and that made you feel like maybe this wasn’t the place for you?

Kaitlin: Yes

Interviewer: Did you want to go back to your other school?

Kaitlin: I did.

Interviewer: And what happened?

Kaitlin: My, my dad was just like we're, we already moved and I can't make anything change.

School-based monitoring. Kaitlin (eighth grade) provided the only school-based monitoring practice that has the potential to increase school belonging. In the same quote where Kaitlin reported her parents attending school functions would be helpful, she mentioned that her parents checking her grades may also increase her sense of belonging:

Interviewer: ...How about ways your parents could help you [increase your sense of belonging]?

Kaitlin: My parents by just going to all conferences, checking on my grades on Edline.

Interviewer: So maybe providing those kinds of supports for you?

Kaitlin: Yeah

However, David (eighth grade) suggested his parents decreasing the amount they check his grades may increase his school belonging, "Umm maybe they could not look at Edline as often."

Parental socialization goals. Only one student, Mustafa (sixth grade) reported that parental socialization goals could potentially increase his sense of school belonging. However, his response seems to be more related to success. When asked what his parents could do to increase his sense of belonging, Mustafa voiced the parental aspirations of going to college and getting a good job and the value of knowing that school is important:

Tell me like if you do good you might go to college and get a good job and have a lot of money. And if you don't you won't be so, you won't be great and you might not have a lot of money.

Parents cannot help. Two students voiced that parents could not help with school belonging, saying it was more of a personal responsibility. Shannon (eighth grade), “Umm...nothing really, like I just, I know that I belong here you know?” Dominick (eighth grade) gave more elaboration:

No not really. I think it’s more up to you, if you decide whether to belong because if you just are going to stay by yourself all the time then you’re not really going to belong, but if you try to open up and be more social then yeah I guess you could just umm... be a little more belonging.

Low, medium, and high motivation levels. Although responses were relatively low, there did appear to be different types of parenting practices reported by each motivation level. Results from all three motivation levels are presented below.

Low motivation level. Two students with self-reported low levels of motivation identified parenting practices that could increase their sense of school belonging. Kirk (sixth grade) and Tina (sixth grade) discussed how parents giving advice about peers (peer-based monitoring) may increase their sense of school belonging (see above section on peer-based monitoring for quotes).

Medium motivation level. The two students with self-reported medium motivation levels, Paul (sixth grade) and Sofia (eighth grade), provided examples of social-emotional monitoring practices that could increase their school belonging. Sofia mentioned her parents giving her praise and positive feedback, while Paul stated his parents giving him support and encouragement could help increase sense of belonging (see above section on social-emotional monitoring for quotes).

High motivation level. Three students who had self-reported high levels of motivation voiced parenting practices that could potentially increase their sense of belonging. Two students, Julie (sixth grade) and Kaitlin (eighth grade) said their parents attending school functions may increase belonging. Kaitlin also said her parents checking grades could be beneficial to belonging. Mustafa (sixth grade) voiced peer-based monitoring, parental values, and parental aspirations that could increase his sense of belonging. Specifically, he mentioned parents facilitating peer introductions, the value of knowing school is important, and the aspirations of going to college and getting a good job.

Chapter Five:

Discussion

The aim of the current study was to address two main questions: 1) which parenting practices are perceived by students as currently supporting success, academic motivation, and school belonging; and 2) which parenting practices are perceived by students as potentially increasing success, academic motivation, and school belonging. Differences between students with self-reported low, medium, and high levels of motivation were explored for each question. Parents, through the use of parenting practices, have been shown to influence success, motivation, and belonging (Fan et al., 2012; Grolnick et al., 2002; Marksteiner & Kruger, 2016). This study was designed to explore which parenting practices were most influential on success, motivation, and school belonging, as reported by students. This chapter interprets the findings of the study and discusses how the results align with and extend existing theory and research. Following a discussion of the findings, theoretical and practical implications for parents and school psychologists, limitations, and directions for future research are discussed.

Motivation

Academic motivation and parenting practices. For supporting and increasing motivation a new theme of social-emotional monitoring, under the domain of parental monitoring, emerged as the most salient response from student interviews. This theme consisted of the following practices: giving words of encouragement, providing positive praise and feedback, and listening to and understanding explanations. Participants voiced that these

parental behaviors resulted in positive self-talk and attitudes towards themselves. The behaviors also helped to maintain positive relationships between the students and their parents. These outcomes align with the goals of social-emotional learning (Greenberg, Domitrovich, Weissberg, & Durlak, 2017). For this reason, the author of this thesis chose to classify these behaviors under the theme of social-emotional monitoring. The specific parenting practice that was most reported as currently supporting motivation was parents providing words of support and encouragement. Parents providing words of support and encouragement and parents being understanding and listening to explanations were reported equally as practices that could increase motivation.

Students in this study reported parental monitoring practices more frequently than other parenting practices as currently supporting their academic motivation. This finding contradicts the literature that states parental involvement, specifically home-based involvement practices, is most supportive of academic motivation (Mansour & Martin, 2009; Wigfield et al., 2015). Parental monitoring, specifically social-emotional monitoring, emerged from student interviews as the most salient theme for supporting academic motivation and as a potential facilitator of motivation. This theme included parents providing words of encouragement and praise, as well as being available to talk. In the Contextual Model of Parenting, parental monitoring practices include parents monitoring school activities such as homework and peer activities such as after school events (Spera 2005, 2006). This type of monitoring may go against adolescents' growing need for autonomy (Eccles et al., 1993). Students may see this type of monitoring as restrictive or overbearing. In contrast, students may perceive socio-emotional monitoring as promoting academic motivation, as evidenced by the findings in the current study. Words of encouragement and positive feedback may allow students to feel confident enough to make their own decisions,

while also meeting their need to relate to important people in their lives (Deci & Ryan, 1985). Only two students stated that school-based monitoring practices currently supported their motivation. However, seven out of eighteen students gave a total of nine examples of social-emotional monitoring practices that were currently supporting their motivation. Five students each gave one example of a social-emotional monitoring practice that could potentially help to increase their motivation. This indicates that for parents wanting to increase their adolescent children's motivation, simply providing socio-emotional monitoring via encouragement and support may be beneficial. These findings align with a previous research study that found a positive association between parental monitoring and warmth with minority students' intrinsic motivation (Lowe & Dotterer, 2013). Parental warmth was viewed as the emotional context through which parental monitoring practices were delivered, which aligns with the Contextual Model of Parenting (Spera, 2005). However, a positive emotional context does not happen on its own. Although parents' verbal encouragement and positive feedback may lead to a positive emotional context, parents must display behaviors to establish and maintain a positive environment.

This begs the question of whether students in the current study reported on the emotional context of their parent-child relationships or if they identified a different type of parenting practice. Darling and Steinberg (1993) describe the emotional context as being pervasive throughout all interactions. However, participants identified specific parental behaviors (i.e., providing positive feedback, providing support/encouragement, listening to explanations) that correspond with specific outcomes (i.e., supporting or increasing motivation). If participants described the emotional context, according to the Contextual Model of Parenting, students would report these behaviors for success, and school belonging, in addition to academic motivation.

However, this was not the case. Given that these perceived parenting behaviors were specifically in relation to academic motivation, they may warrant a new classification of parental monitoring practices, although additional research is needed to confirm this. Domain specific behaviors align more with the definition of parenting practices (Darling & Steinberg, 1993). Another possibility is that some parenting practices may have direct effects on children, while also influencing the emotional context of the parent-child relationship. Future research is needed to investigate whether these social-emotional parenting behaviors have a larger influence on behaviors, parent-child relationships, or an equal influence on both.

Academic motivation and parenting practices among different motivation levels.

For students with low levels of motivation, home-based parental involvement practices of providing and withholding positive items/activities were reported as most salient for currently supporting motivation. As for practices that could potentially increase motivation, students with low motivation levels voiced wanting their parents to be more understanding of explanations and provide more words of encouragement and support. For students with medium levels of motivation, parents serving as a role model, a parental socialization goal that falls under the theme of values, was reported more as currently supporting motivation. Only one student with self-reported medium motivation gave a practice that might increase motivation: parents providing positive praise and feedback. Social-emotional monitoring practices were voiced more by students with high levels of motivation as currently supporting motivation, specifically parents providing support and encouragement. Two students with high levels of motivation provided two parental socialization goals (i.e., the aspiration of wanting their child to attend college and the value of parents setting school as a priority) and one home-based parental involvement practice (i.e., parents communicating with teachers) as ways to increase motivation.

The developmental contextual view of parenting (Lerner et al., 2002) and the stage-environment fit theory (Eccles et al., 1993) can help to interpret the responses given by students with different levels of self-reported motivation. The developmental contextual view of parenting states that parent-child relationships are interactive and dynamic, and that students play an active role in their development. For students with self-reported low motivation, extrinsic motivators (e.g., phones, time with friends, etc.) were a main support of their motivation. Parents may have recognized that these students were not motivated by academics, which led to them finding other means to increase motivation. However, the students in this motivation level also voiced a need for understanding. The two students that stated their academic motivation might increase if their parents listened to explanations and were more understanding were both in eighth grade. As adolescents grow older they develop a need for autonomy and responsibility (Eccles et al., 1993); adolescents do better in environments that are responsive to their changing developmental needs. These students may be voicing that need for autonomy and responsibility by asking their parents to step back and listen rather than using extrinsic motivators.

Compared to students with low motivation, students with medium and high levels of self-reported academic motivation described more autonomy-supportive parenting practices as supporting their academic motivation. Medium motivated students found their parents acting as role models to support their motivation. Parents may have seen these children take the initiative themselves at times and need a more of a push at other times. By simply serving as a role model rather than directly interfering, these parents may have found a way to honor the autonomy of their children and encourage them as needed. For students with high motivation, simple words of encouragement were sufficient to support their motivation. These parents may have recognized they do not need to use external motivators as their children already find enjoyment

in academic tasks. However, it is unknown whether these children were always highly motivated or if parents had to build up this motivation using previously discussed parenting practices.

Success in School

Success in school and parenting practices. The students in this study voiced that currently their success was supported more by parental socialization goals, most of which fell under the theme of parental values. The specific value voiced was parents setting school as a priority. An equal number of practices were reported by students that fell under the domain of parental involvement and parental monitoring as ways to increase success. However, more practices that corresponded with the theme of home-based parental involvement were voiced. Parents helping with homework, reaching out to teachers, and providing a positive home environment were all home-based involvement practices stated as ways parents might increase school success.

Parental values, specifically parents setting school as a priority, were the most frequently voiced in supporting success for students in this study. The literature on parenting and academic success has shown a positive relationship between parental socialization goals and student outcomes (Benner et al., 2016; Porumbu & Necosi, 2013). However, previous studies have put more weight on expectations and aspirations rather than values (Porumbu & Necosi, 2013). For students in this study, knowing the values of their parents was enough to support their success. It may be that students consider the value of their parents when forming their own goals and definitions of success. As the developmental contextual model of parenting states (Lerner et al., 2002), parent-child relationships are dynamic and interactive. Interactions within a system (e.g., the home) will have influences in other systems (e.g., school). For the students in this sample, values displayed by their parents in the home may be affecting how students behave in school.

To encourage success, parents may need to honor their children's need for autonomy by trusting them to take the values learned at home into other settings.

In terms of the type of practice that could potentially increase their success, students reported an equal amount of parental involvement and parental monitoring practices. However, there were more responses under the theme of home-based involvement, specifically parents helping with homework and parents reaching out to teachers. This finding is in contrast with research indicating school-based involvement is valued over home-based involvement, especially for tenth-grade students with lower prior achievement and from economically disadvantaged backgrounds (Benner et al., 2016). Although participants from the current study were from an urban, diverse middle school, we were unable to collect school records regarding achievement and socioeconomic status for participants. It also may be that home-based involvement is more helpful for students during middle school, often characterized as a time of transition, compared to high school. Perhaps having stability and support at home helps students to adjust to the changes and new demands of the middle school environment.

According to the Contextual Model of Parenting (Spera 2005, 2006), parental socialization goals should lead parents to perform specific parenting practices. Aligned with this model, findings indicated students who provided an example of a parental value that supported their success also provided examples of parental involvement and/or parental monitoring practices that also supported their success. A salient theme from the findings were that participants emphasized the importance of their parents' values more than specific parenting practices on shaping their success in school. It is possible that knowing parents value education may be more important than the specific help participants perceive receiving from their parents. Another explanation is that parental practices may be perceived as more invasive and less

autonomy-supportive than parental values, which may be perceived as more abstract and less action-oriented. This may also explain why participants did not voice parental socialization goals as a way to increase success.

School success and parenting practices among different motivation levels. There were no clear patterns regarding parenting practices students with different motivation levels as supporting or increasing success. Thus, findings are discussed in terms of the larger parenting practice domains (i.e., parental involvement, monitoring, and socialization goals) and sub themes (e.g., home-based involvement, social-emotional monitoring, etc.) for success in school. Students with low levels of motivation found social-emotional monitoring and school-based monitoring practices to be most supportive of their current success, while home-based involvement practices were seen as a way to increase success. Home-based and school-based involvement practices were voiced by students with medium motivation as currently supporting their success. The one student with medium motivation that spoke about practices that could increase success also reported a home-based involvement practice. Finally, students with high motivation levels reported social-emotional monitoring and school-based monitoring practices as currently supporting their motivation. School-based practices were also reported by students with high motivation as potentially increasing their motivation.

Given that success has different meanings for different people, (Karabanova & Bukhalenkova, 2016), students with similar levels of motivation may not share similar notions of success or may perceive the role of parent practices in shaping their success differently. However, most students in this study included some form of academic achievement (e.g., getting good grades, going to college, etc.) in their definition of success. Still because success can have such a personal meaning, even similar definitions may have differences. For instance, “getting

good grades” may mean getting all A’s for one student, while another may see that as getting B’s and C’s. Although students from with different levels of motivation may share the same general definitions of success, the specifics may be quite different. This highlights the importance of listening to student voices in the school and home contexts. It may be hard for some parents to accept their children’s definition of success, but the findings from the current study suggest that parents help to shape what students consider as success. Participants voiced that parental socialization goals were the most supportive of students’ current success. Future research could investigate whether students share definitions of success with their parents, and if parents use specific practices to help shape students’ notions of success over time.

School Belonging

School belonging and parenting practices. Although no students reported parenting practices as currently supporting their school belonging, several participants shared ways parents could to increase their school belonging. Peer-based monitoring were reported the most as potentially increasing school belonging, specifically parents giving advice on peer situations and parents facilitating peer introductions. The current literature is lacking on ways that parents support school belonging. It appears that students in this study may be at an equal loss, as no students reported parenting practices that currently supported their sense of belonging. Regarding what parents could do to possibly increase school belonging, participants voiced parental monitoring practices as having the potential to increase school belonging, especially peer-based monitoring (i.e., giving advice on peer situation and facilitating peer introductions). Given that school belonging involves how students feel valued and accepted by their peers (Goodenow, 1993), it makes sense that students in this study viewed parents helping with peer situations as a way to increase school belonging. Students may see peers and teachers as more

salient facilitators of school belonging. Middle school students have previously voiced that teacher-student relationships and student-student relationships help foster school belonging (Ellerbrock et al., 2014). Although school belonging can be conceptualized in different ways, research findings are more consistent when school belonging is measured as students' subjective perceptions of their school environment (Juvonen, 2006). It could be that students view school belonging as completely separate from the home life. It may be hard for them to consider ways parents can help them connect more to school beyond introducing them to people in the school.

School belonging and parenting practices among different motivation levels. Despite the low number of responses, some patterns did emerge among the motivation levels regarding ways parenting practices may shape school belonging. Parents giving advice on peer situations was voiced more by students with low levels of motivation. Students with low levels of motivation may see their social relationships as more important than their academic responsibilities. The two students with self-reported low levels of motivation that responded to how parents could increase school belonging both said that parents giving advice on peer situations would be helpful, a peer-based monitoring practice. Helping students to feel more connected to school by improving social relationships may be a way to help these students increase their motivation, as school belonging has been positively linked to motivation and engagement (Goodenow, 1993; Juvonen, 2006; Osterman, 2000). Social-emotional monitoring practices were reported by students with medium levels of motivation. Two students with medium levels of motivation both gave a social-emotional monitoring practice as a way to increase school belonging, although each provided a different specific practice. While the specific practice may not be important, supporting students social-emotional wellbeing may help increase their self-esteem, which has been found to be a predictor of school belonging (Ma,

2003). Parents attending school functions was reported by students with high levels of motivation as potentially increasing school belonging. This practice was reported by two of the three students with high levels of motivation that provided answers. Students with high levels of motivation may want to have their accomplishments acknowledged by their parents. Seeing their parents support them at school may motivate them more to participate in more school activities, thus increasing their sense of belonging.

Theoretical and Practical Implications

This study provided support for the Contextual Model of Parenting (Darling & Steinberg, 1993; Spera, 2005) as participants perceived specific parenting practices as supportive for different student outcomes. This study allowed students to voice their perceptions of specific parenting behaviors and how they may contribute to their success in school, academic motivation, and school belonging. The findings from this study suggest that students may perceive the role of parenting practices as being unique or different for success, motivation, and belonging. The findings also indicated that different parenting practices may be perceived as more beneficial for students with different levels of motivation. However, these differences between motivation levels were more salient for supporting motivation than success and school belonging. Additionally, the findings may have revealed a new form of parental monitoring, social-emotional monitoring, which was the most salient theme for supporting academic motivation. Additional research is needed to determine how social-emotional monitoring fits into the Contextual Model of Parenting, whether these behaviors are a parenting practice or are contributing to the emotional context through which parenting practices are being delivered.

The findings from the current study have practical implications for parents and school psychologists. One implication is that more attention should be given to the role of socio-

emotional practices for supporting motivation, as this was a salient theme among participants. Adolescence marks a time of transition, where youth are facing new development issues and changes (Eccles, 2009, 2014; Eccles & Roeser, 2011). Providing support and words of encouragement, listening to explanations, and being understanding are possible ways to help students stay motivated during this period of change. These practices may be seen by students as more autonomy supportive, while also supporting their need for relatedness (Deci & Ryan, 1985; Eccles & Roeser, 2011). Adolescents are becoming concerned with personal responsibility, personal identity, and engagement (Eccles, 2009, 2014; Eccles & Roeser, 2011). By engaging in social-emotional monitoring practices, parents can support their children as they work to meet these needs, while still giving them the space to grow and learn on their own.

A second implication is to support students' notions of success in school, parents are encouraged to share their values on education with their children. Participants reported that knowing their parents set school as a priority (a parental socialization goal) supported their notions of success. However, there was much diversity in the types of parenting practices students reported as supporting success. This was true for the total sample and among the different motivation levels. This could be speaking to each student's individual idea of success (Karabanova & Bukhalenkova, 2016). While almost all students in the sample defined success as an aspect of academic achievement, this may not encompass their full perceptions of success. For instance, students may want to get good grades for the social recognition or as a way to improve themselves (Karabanova & Bukhalenkova, 2016). To help their children thrive, parents may use parenting practices that allow students to develop and articulate their own notions of success. For example, parents can foster discussions with their children to help them determine how they define success. By having a better idea of the goals of their children, parents may be

able to choose appropriate parenting practices to help them meet those goals. Parents may also influence their children's definition of success by communicating their values and fostering shared values. This may be seen by adolescents as a less intrusive parenting practice that supports autonomy.

Although additional research is needed in order to understand ways parents can support school belonging, the findings in this study provide a good starting point. A third implication is that parents can be available to discuss and/or offer advice on peer related problems and attend school functions in order to support students' sense of belonging. Students may have a hard time associating parents and the home life with school belonging. For this reason, parents may need to integrate themselves more into the school environment. Knowing about their children's friends, introducing them to other students, and giving advice on peer relations may be ways that parents can achieve this integration. Parents could achieve this by being actively engaged at home, as well as by attending more school functions.

The findings of the study also have implications for school psychologists, as they serve as bridge builders between the school and home environments. School psychologists can have discussions with parents about which parenting practices may promote students' success in school, academic motivation, and school belonging. By sharing the Contextual Model of Parenting and parenting practices, school psychologists can help parents understand why a specific practice they are engaging in may not be effective for their child and why other practices may be more effective. Additionally, school psychologists can perform many of the parenting practices discussed in this chapter to support parents and students. For example, school psychologists can have conversations about goals and ideas of success with students. School psychologists could foster parent-student communication and work with parents and students to

develop strategies to help students meet those goals. School psychologists can also help support positive relationships between students and peers as well as between students and teachers. This may help students to gain a greater sense of belonging in school. In this way, school psychologists could serve as role models for enacting best practices for parents. Although school psychologists cannot perform every action of a parent, they can do their part to support parenting practices in school and serve as a liaison between the home and school environments.

Limitations

Despite contributing to the literature, the current study has several limitations. First, due to the qualitative nature of the study, the findings are not generalizable beyond the 18 participants in one urban, diverse middle school. A second limitation was the low number of responses to some of the questions. Despite having two interviewers present and an interview protocol, some students were not asked all of the study questions. In particular, questions about parents and school belonging was often neglected. This could have been due to a time factor, as the interviewers had limited time with the interviewees and school belonging was the last topic discussed. The original study also had a larger focus of the role of teachers, peers, and parents on motivation, engagement, belonging, and success. However, as students gave the fewest responses to questions about school belonging, it is difficult to determine if students are not sure what parents can do to support belonging or were not given enough time to discuss the topic. Future research would benefit from a qualitative study with a primary focus on parenting practices and their influence on student adjustment. By focusing solely on parents and asking directly about parenting practices, more examples may be revealed. Students in the current study were asked what their parents were doing or could do to support their success, motivation, and school belonging. While this approach did not restrict students' answers, in some cases students

failed to described actions or behaviors taken by their parents. A qualitative study focused solely on parenting practice would help address this limitation.

Another limitation of the study was the need to make inferences based on the students' interview responses. The author of this thesis did not conduct or transcribe the interviews of the students. Thus, the author did not have the ability to ask follow-up questions or experience the nuances of face-to-face conversations. Thus, all meanings and inferences were based solely on interview transcripts and interviewer notes. This may have contributed to the original low interrater reliability scores. Although agreements were eventually reached, only one transcript resulted in 100 percent agreement on the first try. Due to the similarities of some of the practices and the vague language of some responses, it was essential for the coders to have conversations about disagreements to ensure that the analysis accurately captured student voices. While the author is confident about the validity of the codes, there is always the possibility that some meaning was lost in translation between the interviews and the transcripts.

It was beyond the scope of this study to analyze the response by ethnicity, socioeconomic status (SES), and prior achievement. This was partially due to the lack of data on SES and prior achievement. The sample was representative of the school demographics in terms of ethnicity, with both being 60% ethnic minority. While student ethnicity was available and reported, the author in this study sought to include a sample that was representation of students from the entire school rather than separate participants by ethnicity (rather, the author examined possible differences based by self-reported motivation levels). However, as research has shown that student background variables can sometimes influence student outcomes (Balfanz et al., 2007; Benner et al., 2016, Chueng, 2011), future research could examine whether student perceptions of parenting practices differ by ethnicity, SES, and prior achievement.

A final limitation of the study is that the qualitative component of the study was conducted at one-time point. Thus, it is not clear whether adolescents' perceptions of parenting practices and their influence on adjustment change over time. Although participants represented the sixth, seventh, and eighth grades, this study did not look at responses by grade level, but rather as a whole and by different motivation levels. Thus, it is not possible to say whether certain parenting practices are more salient for student in different grades or ages.

Directions for Future Research

There are many directions for future research that could help increase our knowledge of parenting practices and their influence on adolescent outcomes. The first should be further investigation into social-emotional monitoring behaviors. It would be beneficial to see if students beyond the current sample also report these social-emotional monitoring practices as ways that their parents support their motivation or other aspect of school adjustment. A larger, multisite qualitative study would address this question. By having more students in multiple locations discuss what their parents are doing to support their success, motivation, and belonging, researcher would be able to determine how prevalent a theme social-emotional monitoring is among adolescents.

A second future direction is to conduct a large, mixed method, multi-informant longitudinal study to examine the influence of parenting practices on success, motivation, and belonging over time. The larger sample size would allow for greater generalization of the findings. Asking students and their parents directly about parenting behaviors through surveys, interviews, and/or focus groups may help to generate more examples of parenting practices. Additionally, by following a single or multiple cohort across time, researchers may discover that certain parenting practices carry more weight for students depending on their age or grade, as

well as which parenting practices are more salient at different points in school. Future research is also needed to examine the extent to which students' and parents' perceptions of parenting practices align.

A final direction for future research is to conduct a cross-sectional, mixed method study investigating how well parents understand their student's definition of success and how this aligns with their own definitions of success. Surveys could be used to ascertain students' and parents' definitions of success, as well as parents' perceptions of their children's definitions of success. These surveys would be used to determine parents' accuracy regarding their children's definition of success, as well as the extent to which children's and parents' definitions of success are correlated. Follow up interviews would be used to investigate key themes in the definitions of success among parents and children.

Conclusion

The purpose of the current study was to investigate adolescents' perceived influence of parenting practices on their success, motivation, and belonging. The current study provided support to existing theory and research that suggests specific parenting practices, such as involvement and monitoring, along parental socialization goals are strong predictors of student outcomes (Spera, 2005, 2006). Findings revealed that participants found social-emotional monitoring practices, an emergent theme, to be the most salient for supporting and increasing academic motivation. Parents having the value of setting school as a priority was the most beneficial for supporting current success. No parenting practices were identified as currently supporting school belonging. However, peer-based monitoring was voiced as having potential to increase school belonging. These findings highlight the importance of parenting practices that are supportive, while also honoring students' need for autonomy. Future directions should focus

on further investigating the role of social-emotional monitoring practices, how the influence of parenting practices may change over time, and definitions of success for students and parents.

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Appendices

Appendix A: Interview Training

Interview Training Motivation and Learning Environment Study

Study Objectives

This study investigates young adolescents' perceptions of the learning environment in middle school, and how this relates to their motivation, engagement, and school belongingness. This study has three main objectives: 1) to examine academic and social components of students' perceptions of the learning environment at the classroom and school levels; 2) to examine the unique and combined contribution of perceptions of the learning environment to students' adjustment (i.e., their motivation, engagement, and school belongingness); and 3) to explore whether perceptions of the learning environment and its relation to adjustment differ by gender and ethnicity. The study will have implications for educators in supporting young adolescents' positive perceptions of their school experiences, in addition to promoting students' motivation, engagement, and school belongingness.

Study Hypotheses

Academic and social aspects of school are often intertwined (Roeser, Urdan, & Stephens, 2009; Wentzel, 1997, 2009), yet little research examines the interplay of social and academic factors in school. It is expected that both academic and social components of students' perceptions of the learning environment will have a unique impact on students' adjustment in school and that this will provide a more comprehensive view of students' experiences in school. Consistent with prior research (Haynes, Emmons & Ben-Avie, 1997; Patrick, Ryan, & Kaplan, 2007; Wang & Holcombe, 2010), we expect students' perceptions of the classroom environment and school climate will be positively associated with students' motivation, engagement, and school belongingness. Much less is known about students' own voices regarding their perceptions of the learning environment and motivation (Schmakel, 2008), so the student interview portion will be more exploratory and will help to compliment the survey component of the study. It is expected that student interviews, in tandem with a teacher focus group interview and administrator interview, will help to provide a richer context to help better understand students' perceptions of their classroom and school experiences and how this impacts their adjustment.

Data Collection Techniques & Instruments

This is a mixed-methods study conducted in the fall of 2010 and spring of 2011 in one middle school (grades 6-8). Approximately 250 students will participate in survey administration in the fall and spring in order to examine both concurrent and prospective relations between individuals' perceptions of the learning environment and adjustment. Follow-up student surveys will be administered to a sub-sample of students ($N = 18$) in the spring of 2011 in order to obtain qualitative data on students' own understandings of their school learning environment. The P.I. will identify a demographically representative group of sixth, seventh, and eighth-grade students who reported low, medium, and high levels of motivation on the fall survey and will be invited to participate in one 45-minute semi-structured individual interview. There will also be one 45 minute teacher focus group semi-structured interview ($N = 6$) and one 45 minute assistant principal individual semi-structured interview ($N = 1$). All interviews will be audio taped. Surveys will be scanned and entered, and interviews will be transcribed.

Qualitative Data Analysis

Hatch's (2002) inductive approach to data analysis will be used for the present study. The inductive approach involves looking for patterns in data and making general statements regarding the phenomena. Hatch's method was selected because of its ability to work flexibly within multiple qualitative paradigms, and its ability to focus deeply on a particular entity allowing participants' stories to emerge from the data (Hatch, 2002). Inductive analysis involves a series of steps that begins with reading and rereading the data to acquire a deeper understanding and separating the data into analyzable parts, referred to by Hatch (2002) as frames of analysis. Researchers will individually code all transcribed interview data into analyzable parts and then compare the frames and discussed discrepancies until a consensus is reached. The frames will then be reread and domains, or categories of meaning, will be created based on the relationships discovered within the frames of analysis. Domains will be examined to ensure there is enough support in the data for its inclusion and disconfirming evidence will be examined. Domains that emerge from these data will inform quantitative results and deepen our understanding of students' motivation and the learning environment.

Semi-structured interview

- Rapport
 - Establish an atmosphere where the student feels safe enough to talk freely about his/her experiences and feelings.
 - Be respectful, attentive, nonjudgmental, nonthreatening, genuine interest.
 - Interviewing relationship can be friendly, but not a friendship.
 - Have enough distance so that you can ask real questions, explore assumptions.
- Be an active listener
 - What is the participant saying? Do you understand the responses completely? Is the response as detailed and complete as you would like it to be?
 - Is the participant using a public voice or inner voice? Find ways to get past the public voice & vague words (cool, nice, great, challenge, adventure...) to have a deeper understanding.
 - Be sensitive to the participant's energy level and nonverbal cues.
- Listen more, talk less
 - Avoid reinforcing participant's responses (verbal/non-verbal).
 - Avoid interrupting participants when they are talking.
 - Ask students to reconstruct, not to remember – "What happened?" or "What was your experience like?"
 - Tolerate silence: balance between jumping in too soon with a question and waiting too long in silence.
 - Take notes (jot down key words/markers to revisit later).
- Elaboration probes
 - Would you give me an example?
 - Would you elaborate on that?
 - Could you say some more about that?
 - Would you explain that further?
 - That's helpful. I'd appreciate it if you could give me more detail.
 - What do you mean by X?

- Is there anything else?
- Let me make sure I understand exactly what you said, then I'd like to ask you to say some more on that.
- Clarification/interpretation probes
 - You said the program is a "success". What do you mean by "success"? I'm not sure I understand what you mean by that. Would you elaborate, please?
 - Let me ask you to repeat what you said so that I can get your exact thoughts.
 - Use clarification probes naturally and gently; convey that the failure to understand is the fault of the interviewer.
 - You mean that...?
 - Is it correct that you feel that...?
 - Do I understand you correctly when I'm saying...?
- Neutral statements I understand...
 - I'm glad that you shared that...

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Appendix B: Procedures and Questions for Individual Student Interviews

Procedures and Questions for Individual Student Interviews Motivation and Learning Environment Study

Instruction/Briefing

I want to thank you for taking the time to meet with me today. My name is _____ and I would like to talk to you about your experiences here at your school and how they may have shaped your motivation and success in school. The interview should take less than 45 minutes. I will be taping the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I can't possibly write fast enough to get it all down. Because we're on tape, please be sure to speak up so that we don't miss your comments.

All responses will be kept confidential. This means that your interview responses will only be shared with research team members at USF. We will make sure that any information we include in our report does not identify you by name. Your specific responses will not be shared with your teachers, parents, or any other adult at your school. But, if you report plans to hurt yourself or someone else, or if you know if someone is hurting you, or if someone else is getting hurt, I will have to let your school counselor know in order to make sure you or that person stay safe. You don't have to talk about anything you don't want to and you may end the interview at any time. There are no right or wrong responses; we are interested in hearing about your thoughts and experiences. Keep in mind that I'm here to gather information only, not to tell you how to act or think, or even to provide advice, just to listen.

- *Are there any questions about what I have just explained?*
- *Are you willing to participate in this interview?*

Student Assent

Please read over and sign the student assent form. This information will be kept confidential (private) and will not be shared with your teachers, parents, or any other adult at your school.

Questions (see other page)

Debriefing

- *Is there anything more you would like to add that would help me better understand what influences your motivation and success in school? Do you have anything more you want to bring up, or ask about, before we finish the interview?*
- *Thank you for your time. We have a small gift that is a token of our appreciation for your participation.*
- *Ask student to walk back to class if there is any remaining time in the period, or keep the student in the media center until the next period (student may peruse a book).*
- *Take a few minutes after each interview to reflect and take notes regarding what has been learned from the particular interview, including interpersonal interactions, immediate impressions, etc.*

Time estimates: Each period is 50 min. (minimum 37 min; maximum 45 min)

1. Introduction/consent: 5 min
2. Overall experiences: 5 – 7 min
3. Success: 5 – 7 min
4. Motivation: 5 – 7 min
5. Academic classes: 10 min
6. Belonging: 5 – 7 min
7. Debriefing: 2 min

1. Let's start by talking about your **overall experiences** here at your school.
 - a. **How long** have you been at Sanchez Middle School?
 - b. How would you **describe your school** to someone who has never been here?
 - c. **How do you feel** about being a student at this school?
 - i. PROBE: Provide an example of a time that you felt that way.
 - d. What are your **core/team teachers** like (language arts, math, science, social studies)?
 - i. PROBE: How would you describe them? Can you provide an example?
 - e. What are **other students** like (friends, classmates)?
 - i. PROBE: How would you describe them? Can you provide an example?

2. Let's talk about what it means to be **successful** at your school.
 - a. What does **success mean** to you?
 - i. PROBE: What does it mean to be successful academically? Socially?
 - b. Talk to me about **how you feel you can be successful** as a student here.
 - i. PROBE: Provide an example of when you have been successful as a student at Sanchez this past quarter (semester/year if they need it).
 - ii. PROBE: Tell me the kind of things your parents, teachers, or your classmates or friends do to support you.
 1. FOLLOW UP: How does that support you?
 2. FOLLOW UP: Can you provide an example?
 - c. What would you say might help to **increase your success** in school? What might your parents, teachers, or your classmates or friends do to help support your success in school?

3. Let's talk about what it means to be **motivated** at your school.
 - a. **What does it mean** to be motivated?
 - i. CLARIFICATION: Motivation is what makes you want to do something.
 - ii. PROBE: What does it mean to be motivated academically? Socially?
 - b. Talk to me about **your motivation** in school.
 - i. PROBE: Tell me about a time when you were motivated this past quarter.
 - ii. PROBE: Tell me the kind of things your parents, teachers, or your classmates or friends do to support you.
 1. FOLLOW UP: How does that support you?
 2. FOLLOW UP: Can you provide an example?
 - c. What would you say might help to **increase your motivation** in school? What might your parents, teachers, or your classmates or friends do to help support your motivation in school?

4. Let's talk about your experiences in your **core academic classes** (lang, math, science, social studies).
 - a. Talk to me about a time this past quarter when you were **highly focused / interested** in a class.
 - i. PROBE: What class was it? What made it interesting?
 - ii. PROBE: Did the teacher do anything to make it interesting? Classmates?
 - b. Talk to me about a time this past quarter when you were **NOT focused / interested** in a class.
 - i. PROBE: What class was it? What made the class not interesting?
 - ii. PROBE: Did the teacher do anything to make it more interesting? Classmates?
 - iii. FOLLOW UP: What would have helped you to be more interested in the class?
 - c. Tell me the kind of things your **main academic teachers** do to support you.
 - i. PROBE: How does that support you? (academic or emotional/social support)
 - ii. PROBE: Can you provide an example? **IF NO:** What types of support would you like?
 - d. Tell me the kind of things your **classmates** do to support you.
 - i. PROBE: How does that support you? (academic or emotional/social support)
 - ii. PROBE: Can you provide an example? **IF NO:** What types of support would you like?

5. Let's talk about what it means to **feel like you belong** at your school.
 - a. **What does it mean** to 'feel like you belong' at a school?
 - i. CLARIFICATION: Belong: feeling like you can be yourself, accepted, involved, pride.
 - b. Do you **feel like you belong** at your school? Why/why not?
 - i. PROBE: Tell me about a time when you felt like you did/didn't belong this past quarter.
 - ii. PROBE: Tell me the kind of things your parents, teachers, or your classmates or friends do to support you.
 1. FOLLOW UP: How does that support you?
 2. FOLLOW UP: Can you provide an example?
 - c. What would you say might help to **increase your sense of belonging** in school? What might your parents, teachers, or your classmates or friends do to help support your belonging in school?

Appendix C: Student Verbal Assent Script: Student Survey

Student Verbal Assent Script: Student Survey

Introduction

Hello my name is _____. I am a student/teacher at the University of South Florida. Right now, I'm trying to learn about students' perceptions of the learning environment and their motivation, engagement, and school belongingness in middle school. I would like to ask you to help me by being in a study, but before I do, I want to explain what will happen if you decide to help me.

Informed Consent

I will ask you to fill out a survey. Filling out this survey is voluntary. If at any point you want to stop or skip a question that is ok. For survey questions, there are no right or wrong answers; we just want your opinions. By being in the study, you will help me understand students' motivation and success in school.

- Your survey is confidential. This means that your parents, teacher, and classmates will not know what you have written on your survey. When I tell other people about the study, I will not use your name, and no one will be able to tell who I'm talking about.
- Your mom/dad says it's okay for you to be in the study. But if you don't want to be in the study, you don't have to be. What you decide won't make any difference with your grades or about how people think about you. No one will be upset if you don't want to be in the study. If you want to be in the study now but change your mind later, that's okay. You can stop at any time. If there is anything you don't understand you should tell me so I can explain it to you.
- You can ask me questions about the study. If you have a question later that you don't think of now, you can call me (*or Dr. Kiefer*) or ask your parents or teacher to call or email me (*or Dr. Kiefer*).
- Do you have any questions for me about the survey?

If you would like to be in the study and fill out the survey, please read and sign the student assent form.

Student Verbal Assent Script: Student Interview

Introduction

Hello my name is _____. I am a student/teacher at the University of South Florida. Right now, I'm trying to learn about students' perceptions of the learning environment and their motivation, engagement, and school belongingness in middle school. I would like to ask you to help me by being in a study, but before I do, I want to explain what will happen if you decide to help me.

Informed Consent

I would like to ask you to participate in an interview. Participating in the interview is voluntary. If at any point you want to stop or skip a question that is ok. For survey questions, there are no right or wrong answers; we just want your opinions. By being in the study, you will help me understand students' motivation and success in school.

- Your interview is confidential. This means that your parents, teacher, and classmates will not know what you say in the interview. When I tell other people about the study, I will not use your name, and no one will be able to tell who I'm talking about.
- Your mom/dad says it's okay for you to be in the study. But if you don't want to be in the study, you don't have to be. What you decide won't make any difference with your grades or about how people think about you. No one will be upset if you don't want to be in the study. If you want to be in the study now but change your mind later, that's okay. You can stop at any time. If there is anything you don't understand you should tell me so I can explain it to you.
- You can ask me questions about the study. If you have a question later that you don't think of now, you can call me (*or Dr. Kiefer*) or ask your parents or teacher to call or email me (*or Dr. Kiefer*).
- Do you have any questions for me about the interview?

If you would like to be in the study and participate in the interview, please read and sign the student assent form.

Appendix D: Parental Consent Form

Parental Consent Form

Dear Parent or Caregiver:

This letter provides information about a research study titled, “*Perceptions of the Learning Environment: Relations with Young Adolescents’ Motivation, Engagement, and School Belongingness*” (IRB # Pro00001422) that will be conducted at your child’s middle school by investigators from the University of South Florida. The purpose of this study is to learn more about students’ perceptions of their middle school, and how this may influence their motivation, engagement, and school belonging.

✓ **Who We Are:** The research team is led by Sarah Kiefer, Ph.D., a professor in the Educational Psychology Program at the University of South Florida (USF). Several graduate students in the USF College of Education are also on the team. We are planning the study in cooperation with the administration of your child’s school to make sure that the study provides information that will be useful to the school.

✓ **Why We are Requesting Your Child’s Participation:** This study is being conducted as part of a project entitled, “*Perceptions of the Learning Environment: Relations with Young Adolescents’ Motivation, Engagement, and School Belongingness.*” Your child is being asked to participate in this research study because he/she is a student in one of the middle schools selected for this study.

✓ **Why Your Child Should Participate:** We need to learn more about how students view their learning experiences in school and what leads to students’ success in middle school! The information that we collect from students may help increase our overall knowledge of students’ experiences in middle school and how teachers and schools can improve students’ middle school experience. Information from the study will be shared with the teachers and administrators at your child’s school in order to increase their knowledge of what helps students to be successful in school. Please note neither you nor your child will be paid for your child’s participation in the study. However, all students who participate in the study will be entered into a drawing for one of several gift certificates.

✓ **What Participation Requires:** If your child is given permission to participate in the study, he or she will be asked to complete two paper-and-pencil questionnaires. These surveys will ask about your child’s motivation and perceptions of the learning environment in school. Completion is expected to take your child between 40 and 50 minutes. We will administer the questionnaires during regular school hours, to large groups of students who have parent permission to participate. Participation will occur during one class period in the fall of 2010 and one class period in the spring of 2011. Of those students who participate in the surveys, a limited number will be asked to participate in a follow-up interview (30 minutes or less). The interview will occur during regular school hours and consist of us asking students additional questions about their motivation and perceptions of the learning environment. In total, participation will take

about 100 to 130 minutes of your child's time.

✓ Please Note: Your decision to allow your child to participate in this research study must be completely voluntary. Your child will be able to make up any class work missed as a result of being a part of this project. You are free to allow your child to participate in this research study or to withdraw him or her at any time. If you choose not to participate, or if you withdraw at any point during the study, this will in no way affect your relationship with your child's middle school, USF, or any other party.

✓ Confidentiality of Your Child's Responses: There is minimal risk to your child for participating in this research. We will be present during the survey in order to provide assistance to your child if he or she has any questions or concerns. The Principal Investigator will destroy all data after five years. All written data will be shredded. Your child's privacy and research records will be kept confidential to the extent of the law. Authorized research personnel, employees of the Department of Health and Human Services, the USF Institutional Review Board and its staff, and other individuals acting on behalf of USF may inspect the records from this research project, but your child's individual responses will not be shared with school system personnel or anyone other than us and our research assistants. Your child's completed questionnaires will be assigned a code number to protect the confidentiality of his or her responses. If your child participates in the interview, his/her voice will be audio-taped so that the Principal Investigator can remember what he/she said. Your child will be given a different name so no one will be able to trace the findings back to him/her. Only we will have access to the locked file cabinet stored at USF that will contain all records linking code numbers to participants' names and all records from interviews. All records from the study (completed surveys, interview audiotapes, and transcriptions) will be destroyed in five years. Please note that although your child's specific responses on the questionnaires will not be shared with school staff, if your child indicates that he or she intends to harm him or herself, we will contact district mental health counselors to ensure your child's safety.

✓ What I Will Do With Your Child's Responses: We plan to use the information from this study to inform educators and psychologists about how to support students' learning and success in school, and how to improve students' middle school experience. The results of this study may be published. However, the data obtained from your child will be combined with data from other people in the publication. The published results will not include your child's name or any other information that would in any way personally identify your child.

✓ Questions? If you have any questions about this study, call Sarah Kiefer, the Principal Investigator, at 813-974- 0155. If you have questions about your child's rights as a person who is taking part in a research study, you may contact a member of the Division of Research Compliance of the University of South Florida at (813) 974-9343.

✓ Want Your Child to Participate? To permit your child to participate in this study, complete the attached consent form and have your child return the form to the designated teacher.

Sincerely,
Sarah Kiefer, Ph.D.
Assistant Professor of Educational Psychology

Consent for Child to Take Part in this Research Study

I freely give my permission to let my child take part in this study. I understand that this is research. I have received a copy of this letter and consent form for my records.

Printed name of child

Signature of parent of child

Printed name of parent

Date

Statement of Person Obtaining Informed Consent

I certify that participants have been provided with an informed consent form that has been approved by the University of South Florida's Institutional Review Board and that explains the nature, demands, risks, and benefits involved in participating in this study. I further certify that a phone number has been provided in the event of additional questions.

Signature of person obtaining consent

Printed name person obtaining consent

Date

Study ID: Ame1_Pro00001422 Date Approved: 10/28/2010 Expiration Date: 10/11/2011

Appendix E: Individual Student Interview Notes

**Individual Student Interview Notes
Motivation and Learning Environment Study**

Student Name: _____

Interviewer Name: _____

Note Taker Name: _____

Day, Period: _____

Observations include: non-verbal cues, body language, tone of voice, key ideas, etc.

Questions	Observations (non-verbal cues, body language, tone of voice, key ideas)
Briefing	
Debriefing	

Comments/Reflections:

Questions	Observations (non-verbal cues, body language, tone of voice, key ideas)
1. Let's start by talking about your overall experiences here at your school.	
a. How long have you been at Smith Middle School?	
b. How would you describe your school to someone who has never been here?	
c. How do you feel about being a student at this school? PROBE: Provide an example of a time that you felt that way.	
d. What are your core/team teachers like (language arts, math, science, social studies)? PROBE: How would you describe them? Can you provide an example?	
e. What are other students like (friends, classmates)? PROBE: How would you describe them? Can you provide an example?	

Questions	Observations (non-verbal cues, body language, tone of voice, key ideas)
<p>2. Let's talk about what it means to be successful at your school.</p>	
<p>a. What does success mean to you? PROBE: What does it mean to be successful academically? Socially?</p>	
<p>b. Talk to me about how you feel you can be successful as a student here. PROBE: Provide an example of when you have been successful as a student at Smith this past quarter (semester/year if they need it).</p>	
<p>c. What would you say might help to increase your success in school? What might your parents, teachers, or your classmates or friends do to help support your success in school?</p>	

Questions	Observations (non-verbal cues, body language, tone of voice, key ideas)
<p>3. Let's talk about what it means to be motivated at your school.</p>	
<p>a. What does it mean to be motivated? CLARIFICATION: Motivation is what makes you want to do something. PROBE: What does it mean to be motivated academically? Socially?</p>	
<p>b. Talk to me about your motivation in school. PROBE: Tell me about a time when you were motivated this past quarter.</p>	
<p>c. What would you say might help to increase your motivation in school? What might your parents, teachers, or your classmates or friends do to help support your motivation in school?</p>	

Questions	Observations (non-verbal cues, body language, tone of voice, key ideas)
4. Let's talk about your experiences in your core academic classes (lang, math, science, social studies).	
<p>a. Talk to me about a time this past quarter when you were highly focused / interested in a class. PROBE: What class was it? What made it interesting? PROBE: Did the teacher do anything to make it interesting? Classmates?</p>	
<p>b. Talk to me about a time this past quarter when you were NOT focused / interested in a class. PROBE: What class was it? What made the class not interesting? PROBE: Did the teacher do anything to make it more interesting? Classmates? FOLLOW UP: What would have helped you to be more interested in the class?</p>	
<p>c. Tell me the kind of things your main academic teachers do to support you. PROBE: How does that support you? (academic or emotional/social support) PROBE: Can you provide an example? IF NO: What types of support would you like?</p>	
<p>d. Tell me the kind of things your classmates do to support you. PROBE: How does that support you? (academic or emotional/social support) PROBE: Can you provide an example? IF NO: What types of support would you like?</p>	

Questions	Observations (non-verbal cues, body language, tone of voice, key ideas)
<p>5. Let's talk about what it means to feel like you belong at your school.</p>	
<p>a. What does it mean to 'feel like you belong' at a school? CLARIFICATION: Belong: feeling like you can be yourself, accepted, involved, pride.</p>	
<p>b. Do you feel like you belong at your school? Why/why not? PROBE: Tell me about a time when you felt like you did/didn't belong this past quarter.</p>	
<p>c. What would you say might help to increase your sense of belonging in school? What might your parents, teachers, or your classmates or friends do to help support your belonging in school?</p>	

Appendix F: Mastery Achievement Goal Orientation Measure

Mastery Achievement Goal Orientation Measure

Achievement Goals

5 Point Likert Scale (*1 = not at all true of me, 3 = somewhat true of me, 5 = very true of me*)

Mastery Achievement Goal Orientation (5 items, α = .83 Time 1)

I like schoolwork that I'll learn from, even if I make a lot of mistakes.


I like schoolwork best when it really makes me think.

An important reason I do my schoolwork is because I want to improve my skills.

An important reason I do my schoolwork is because I'm interested in it.

An important reason I do my schoolwork is because I like to learn new things.

Appendix G: IRB Certificate

		Completion Date 17-Sep-2015 Expiration Date N/A Record ID 17143991
This is to certify that:		
David Rubio		
Has completed the following CITI Program course:		
Social and Behavioral Responsible Conduct of Research (Curriculum Group) Social and Behavioral Responsible Conduct of Research (Course Learner Group) 1 - Basic Course (Stage)		
Under requirements set by:		
University of South Florida		
		
Verify at www.citiprogram.org/verify/?w38ce3252-23fa-4c74-8c88-bac464165545-17143991		



Completion Date 08-Sep-2015
Expiration Date 07-Sep-2018
Record ID 17143990

This is to certify that:

David Rubio

Has completed the following CITI Program course:

Human Research (Curriculum Group)
Social / Behavioral Investigators and Key Personnel (Course Learner Group)
2 - Refresher Course (Stage)

Under requirements set by:

University of South Florida

CITI

Verify at www.citiprogram.org/verify/?w2c6a8030-0ce9-4c26-b03c-16197a6e3777-17143990