

The High School Experience:

Impacts of Parent Involvement on Student Motivation and Engagement

[SARAH COFFMAN]

Abstract

There are many factors that may help to increase a high school student's motivation and engagement in school. To identify some of these factors, we (students of FIYS 190 taught by Dr. Rachel Ragland) conducted a study of eighteen classes at Stephen Tyng Mather High School in Chicago, IL in which 397 students received a survey assessing different independent variables that impact student motivation and engagement. These variables included language spoken at home, country of origin, teaching style, counselor involvement, parent involvement, participation in extracurricular activities or athletics, and parental involvement. We interviewed thirty-five of these students to gain insight into our variables of interest. This study in particular highlights the impact of parental involvement on the student's motivation and engagement levels. I predicted that there would be a positive correlation between parental involvement in a student's high school career and his or her motivation and engagement in school. Results showed that students who reported that their parents were actively involved in their schooling had higher engagement scores on the surveys; this result suggests that the degree of parent involvement may predict a student's levels of motivation and engagement.

Keywords: student motivation and engagement, parent involvement

Introduction

A major problem in American high schools today is the lack of engagement and motivation of students. After eighth grade graduation, students are looking over the edge of a figurative cliff: the likelihood of being engaged in their schoolwork is rapidly decreasing, and students' motivation levels are bottoming out during their third year of high school.¹ Many students enter high school feeling as though they have no control over their success, and that they are predisposed to fail. Poor life attitudes such as these lead to lower grades, increased absences, and heightened pessimism about the future. Students who feel this way are much less likely to go to college, find jobs, or even graduate high school.

The purpose of this study was to determine the impact of both out of school and in school factors on students' motivation and engagement in the classroom. An aspect of this that was investigated extensively here is the impact of parental involvement on student motivation and engagement. The following research questions are answered with the completion of the study:

1. In what ways does increased parental involvement at home help to predict or determine a student's motivation in the classroom?
2. What relationship exists between parental support and student engagement in the classroom?
3. What kinds of parental involvement have a positive impact on student motivation and engagement?

Hypothesis: There is a positive correlation between parental involvement in a student's high school career and his or her motivation and engagement in school.

¹ Ross Brenneman, "Gallup Student Poll Finds Engagement in School Dropping by Grade Level," *Education Week*, March 22, 2016, <http://www.edweek.org/ew/articles/2016/03/23/gallup-student-poll-finds-engagement-in-school.html>.

Definition of Terms

Parental involvement involves “helping with the student’s homework, attending school programs, watching the student in sports or other extracurricular activities, helping the student to select courses, and remaining informed of the student’s progress in school.”² However, parental involvement is not limited to the above, and can also be negative, like harsh punishment for failure, removal of privileges, or excessive presence in the student’s decisions.

Student motivation and engagement can look different depending on the student, but typically it is displayed in the following ways: “sense of well-being, attendance, attitude, homework readiness, grades, and awareness of educational aspirations.”³ Engaged students also tend to be more attentive and participate more in class, join extracurricular activities, and be more active in the school community outside of the classroom.⁴

Limitations of the Study

Only having access to one high school population is a limitation in terms of external validity. From these data, generalizations cannot be made about other high schools. Also, we were limited to drawing data from classes that were assigned to us by the school administration, and we had no control over the proportion of freshmen, sophomores, juniors, and seniors in our sample.

As the survey used to collect information about students was a compilation of questions investigating many different aspects that could impact motivation and engagement, only so many questions could be asked about parental involvement. Additionally, it would have

2 Laurence Steinberg et. al, “Impact of Parenting Practices on Adolescent Achievement: Authoritative Parenting, School Involvement, and Encouragement to Succeed,” *Child Development*, no. 60 (1992): 1267.

3 Alyssa Gonzalez, “Parental Involvement: Its Contribution to High School Students’ Motivation,” *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, no. 75 (2002): 133.

4 Weihua Fan and Cathy M. Williams, “The Effects of Parental Involvement on Students’ Academic Self-Efficacy, Engagement and Intrinsic Motivation,” *Educational Psychology*, no. 30 (2010): 57-58.

been helpful to interview or give surveys to the parents or guardians of students at Mather High School to collect more meaningful parental involvement data from the parents, but this was not possible.

The results of surveys can be easily biased. Nervousness caused by the thought of being viewed in a negative light may lead to self-reporting bias, resulting in students answering questions with the intent of manipulating their image. There could also be deliberate deception, as some students may realize the purpose of some of the questions, making it possible for students to answer in a particular way. Other students may be “yea-sayers” or “nay-sayers” and fall into a response set, tending to agree or disagree with the statements on the survey. These are some of the ways results could be limited or distorted.

Interviews with students also have their own limitations. There was simply not enough time to interview every student at Mather High School. Students who wanted to participate in the interview may have a higher level of motivation because they were going out of their way to be a part of the study, which was not required. Yet, the responders may also have a lower level of motivation if they were participating because they wanted to be out of class. This bias caused by convenience sampling could be eliminated if students were selected to participate in the interviews randomly, but it is unlikely that meaningful data would be collected from students who are unwilling to participate. Also, there is the possibility that students may not want to share some information about their parents and home life because it is personal and hold some of their testimony back.

On both the surveys and the interviews, we cannot ask questions about grades or GPAs because it is personal information. It is beyond the scope of our study, as we are analyzing factors that influence motivation and engagement, not academic achievement. We are also so limited as to how many questions we can ask, as the attention of the participants may dwindle if the surveys or interviews are too long.

Review of Literature

High school students and motivation: these are two things that are

often not put together. It is frequently assumed that high schoolers are lazy and uninterested in school. In part, this assumption is correct; as students progress through secondary education, their motivation levels bottom out, dropping significantly after their 9th-grade year, and only fifty percent of students report that they are invested in their education.⁵ Many researchers studying adolescent development and the high school experience are trying to determine specific impacts on student motivation and engagement at school. An extremely crucial element to a student's drive is the degree of parental involvement in their education. Based on the method of parental involvement in a student's academic career, positive involvement by parents can translate to more observable effort toward schoolwork by the student, which leads to the development of an adolescent with high levels of self-efficacy.

Parents can have an impact on their child's education in many different ways based on the way they interact with him/her and if they actively participate in school events. Steinberg, Lamborn, Dornbusch, and Darling (1992) studied several different parenting techniques and types of parental involvement in schools, including "helping with the student's homework, attending school programs, watching the student in sports or other extracurricular activities, helping the student to select courses, and remaining informed of the student's progress in school" and determined that there was positive correlation between the amount of involvement exuded by parents and the amount of effort and engagement displayed by the students, across multiple subject areas.⁶ The research team was also able to conclude that a particular style of parenting called authoritative parenting promoted higher levels of motivation.⁷ Authoritative parenting is described as a relationship where the parent creates clear yet reasonable expectations of the child, advocates independence, and promotes good communication.⁸ The expectations of parents have the potential to alter the behavior of

5 Brennenman, "Gallup Student Poll."

6 Steinberg et. al, "Impact of Parenting Practices," 1267.

7 Ibid.

8 Tracy Trautner, "Authoritative Parenting Style," *Michigan State University Extension*, January 19, 2017, http://msue.anr.msu.edu/news/authoritative_parenting_style.

the adolescent. For example, if a mother were to clearly explain to her son that she wanted him to finish the semester with a B average and no disciplinary action, the son would be more inclined to stay focused and motivated to meet or even exceed her expectations. He would likely to set goals for himself and plan how he would achieve the B average and avoid disciplinary action, using strategies like actively listening, taking notes to do better on tests and quizzes, and communicating openly with his teachers.⁹ The described behaviors are ways in which an adolescent can exhibit engagement and motivation in the classroom, but they do not end there. With encouragement from parents, students are likely to become active members of the learning community and more seriously apply themselves.

Students can display that they are committed to their academics in many different ways, such as by developing a better “sense of well-being, attendance, attitude, homework readiness, grades, and awareness of educational aspirations.”¹⁰ Increased involvement allows parents to emphasize the importance of education over the course of time, in turn motivating the child to become active and attentive in school. According to Fan and Williams (2010), students then tend to participate more inside and outside of class. Students who are engaged in class are more comfortable sharing their ideas out loud with their peers.¹¹ They also are more likely to turn in homework on time and develop better relationships with teachers. Additionally, they are more motivated to become involved in extracurricular activities and develop a deeper connection to their school. With a more positive attitude towards his or her learning experience, a student will be less likely to lose interest in his or her education. Students are also more inclined to set goals and have more clearly orientated guidelines for success. If students are displaying these behaviors in school, it is much more likely that they will become more confident, self-aware, and comfortable with themselves and their developing identities.

An adolescent who is supported by his or her parents is more likely

9 Alyssa Gonzalez-Dehass et. al, “Examining the Relationship Between Parental Involvement and Student Motivation,” *Educational Psychology Review*, no. 17 (2005): 109.

10 Gonzalez, “Parental Involvement: Its Contribution,” 133.

11 Fan and Williams, “Effects of Parental Involvement,” 68.

to display higher levels of self-efficacy and independence, allowing them to be more prepared for a successful college experience and career. Self-efficacy is defined by Albert Bandura (1994) as “people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives.”¹² Therefore, if an individual completes a task that is considered to be challenging, his or her concept of self-efficacy will increase, allowing him to accept failures and recover quickly to complete the next task. Adversely, individuals with low self-efficacy will tend to avoid challenges and give up after exerting little effort. This can be applied to a school setting in multiple ways. If parents have more advanced career aspirations for their child that require more schooling, the difficulty level of the aspirations serve as “a strong positive predictor for adolescents’ academic self-efficacy,” meaning students are not just more likely to hold themselves to the higher standard established by their parents, but also be more confident in their abilities.¹³ Also, if a student is supported by their parents, he or she is more likely to have a higher self-efficacy in English and math, take more challenging classes, be more internally motivated, and set higher academic goals.¹⁴ These behaviors will not only help the student succeed in high school, but they are a great foundation of skills for success in the professional world.

Parent involvement is a crucial factor in a student’s education through which the student becomes more likely to show outward signs of care about schoolwork and develop higher self-efficacy. Therefore, if a student is properly supported and encouraged at home, they are ultimately being given the tools to succeed not only in high school, but in college and the real world. Countless researchers have presented evidence of the powerful influence of parents on a student’s motivation and engagement. High school is the time to develop the skills and mindset to make a student as successful as possible in their future endeavors. If parents support their student in any way possible, the sky is the limit for what he or she can achieve.

12 Albert Bandura, “Self-Efficacy,” *Encyclopedia of Human Behavior*, no. 4 (1994): 1.

13 Fan and Williams, “Effects of Parental Involvement,” 69.

14 Ibid.

Methodology

On September 19th, 2017, eighteen Mather High School classes were observed and notable behaviors that reflected or contradicted student motivation and engagement were recorded. Each class that was observed received a survey on October 19th, 2017. All of the students completed the survey unless they indicated otherwise on informed consent forms that were distributed the day of the observation visit. The survey (see Appendix) consisted of questions put together about influences on student motivation and engagement, which was determined by the interests of students in FIYS 190 and what independent variables they wanted to measure. Some of these independent variables include participation in extra-curricular activities, sports, or student government, parent involvement, counselor/teacher relationships, number of languages spoken, and country of origin. The survey is thirty-seven questions long and is divided into two sections. Section I (#1-7) asks about demographic information, including questions about year in school, sex, race, country of origin, time spent in the United States, primary language spoken, and activities. Some of these questions are multiple choice; others are filled in. Section II (#8-37) asks questions using the Likert scale about the independent variables listed above, and also the dependent variable: motivation and engagement. These questions ask about student participation, enjoyment of learning, asking questions, completion of homework, and school connectedness. Data was self-reported.

The participants of the study are students of Mather High School, freshmen through seniors (N = 397). Participants in this study were from nearly seventy varying countries of origin, with most students coming from Mexico, the United States of America, Pakistan, and Vietnam. There was also a large variety of languages spoken at home, the most common including English, Spanish, Urdu, and Arabic. The majority of the students participated in an extra-curricular activity (~59%), and about thirty-five percent participated in athletics at Mather.

A total of thirty-five interviews were conducted. Two students per class (one class only had one student) were asked a total of ten

questions about motivation and engagement, involvement in the school community, how he/she feels about their commitment to their educational career, and how involved his or her parents are (see Appendix). Students were either selected by the instructor, or they were volunteers selected by the interviewer. Responses were recorded by interviewers on question sheets. Interview participants included eighteen males, sixteen females, and one individual who preferred not to answer. Ethnically, thirteen individuals identified as Hispanic, seven as African American, five as Asian, three as white, five as other (not the ethnicities listed), and two preferred not to answer.

Analysis of the data was completed after the interview process was complete and all of the surveys have been collected. From surveys, data was compiled into a large spreadsheet that documented all of the responses. Columns are labeled by question number. Each student has their own row in the spreadsheet, and responses are represented in the spreadsheet by one of the following ways:

1. If a multiple-choice question, answer A/1 was recorded in the spreadsheet as 1, answer B/2 as 2, answer C/3 as 3, and so on for the number of choices there are.
2. If a Likert scale question (strongly agree to strongly disagree), strongly agree was recorded in the spreadsheet as 4, agree as 3, disagree as 2, and strongly disagree as 1.
3. If a yes/no question, answer yes was recorded in the spreadsheet as 1 and answer no was recorded as 0.

To measure student engagement, we averaged student responses to questions on the dependent variable (questions 21-30). These were Likert scale questions, ranging from Strongly Disagree to Strongly Agree. Each Strongly Disagree response was worth 1 point, Disagree was worth 2 points, Agree was worth 3 points, and Strongly Agree was worth 4 points. These questions asked students about their participation in class, relationships with their teachers, if they enjoyed what they were learning, etc. All of the scores corresponding

to responses were added up and divided by the number of dependent variable questions, ten, and this was the student's average engagement score.

To determine relationships between variables, data is represented in table form, on line graphs, and bar graphs that clearly show correlation results between the variables of parent involvement and overall student engagement score.

For interview questions, answers were assessed and grouped by response. All of the recorded answers were divided into similar categories and coded. Responses to questions were divided up into yes/no/yes and no categories, and then further specification was completed if necessary, and the number of answers that fit into each category was tallied up. For example, Question 1 "Do you enjoy coming to school? Why or why not?" responses are divided into two main categories, yes and no/sometimes. The yes category is divided into five different subcategories: Peers and friends at school, classes are interesting/like to learn, achieve career goals/better herself & family, after school and exciting activities, friendly and diverse community. The no/sometimes is divided into three subcategories: Teachers don't teach/classes not interesting, too early, and stressful/too dramatic. This coding procedure was followed for each of the ten questions.

Results

The average engagement score of all 397 surveys was 3.02. Overall, high average student engagement scores were correlated with strongly agree and agree to survey questions eight, nine, ten, and eleven. These questions ask specifically about parent involvement outside of school: question eight asking about parents helping with school work, question nine asking about parents having high expectations, question ten asking about parents providing support and encouragement, and question eleven asking about parents having conversations with their children about their futures.

Interview question nine asked about external factors that affect motivation and engagement in school, including parents, college, and future aspirations. Twenty-nine of thirty-five responses mentioned that parents and family had an effect on their motivation and engagement.

A student I interviewed mentioned that her grandmother played a large role in motivating her to get good grades by promising to give her money to buy shoes if she achieved a B or higher in her classes.

8 parents involved	Average engagement score
4 Strongly Agree	3.17
3 Agree	3.07
2 Disagree	2.83
1 Strongly Disagree	2.91
Grand Total	3.02

Table 1. Average engagement scores of students who responded “Strongly Agree, Agree, Disagree, Strongly Disagree” to Question 8, which stated, “My parents/guardians are involved in helping me with my school work.”

For question eight, the average engagement score for the agree responses (strongly agree and agree) is 3.12, while the average engagement scores for the disagree responses (disagree and strongly disagree) is 2.87.

9 Parents high expectations	Average engagement score
4 Strongly agree	3.10
3 Agree	2.92
2 Disagree	2.53
1 Strongly Disagree	2.82
Grand Total	3.02

Table 2. Average engagement scores of students who responded “Strongly Agree, Agree, Disagree, Strongly Disagree” to Question 9, which stated, “My parents/guardians have high expectations for me in school.”

For question nine, the average engagement score for the agree

responses strongly agree and agree) is 3.01, while the average engagement scores for the disagree responses (disagree and strongly disagree) is ~2.68.

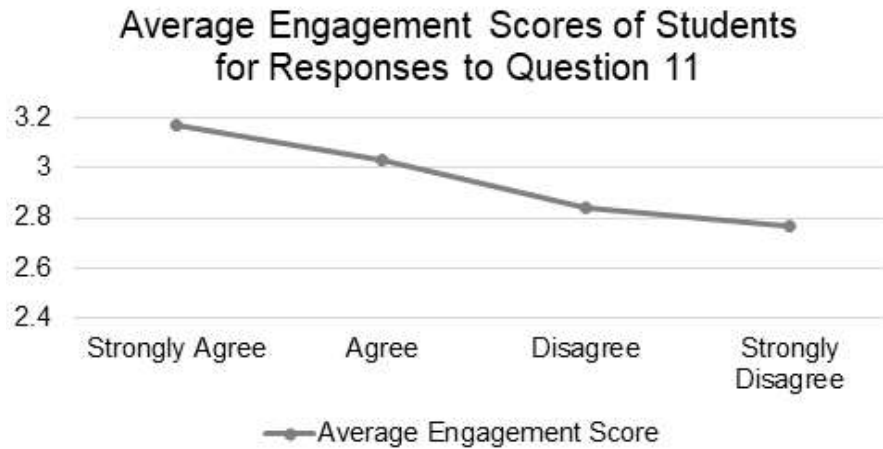


Figure 1. Average engagement scores of students who responded “Strongly Agree, Agree, Disagree, and Strongly Disagree” to Question 10, which stated, “My parents/guardians support me and encourage me to do my best in my school work.”

For question ten, the average engagement score for the agree responses (strongly agree and agree) is 3.00, while the average engagement scores for the disagree responses (disagree and strongly disagree) is ~2.60.

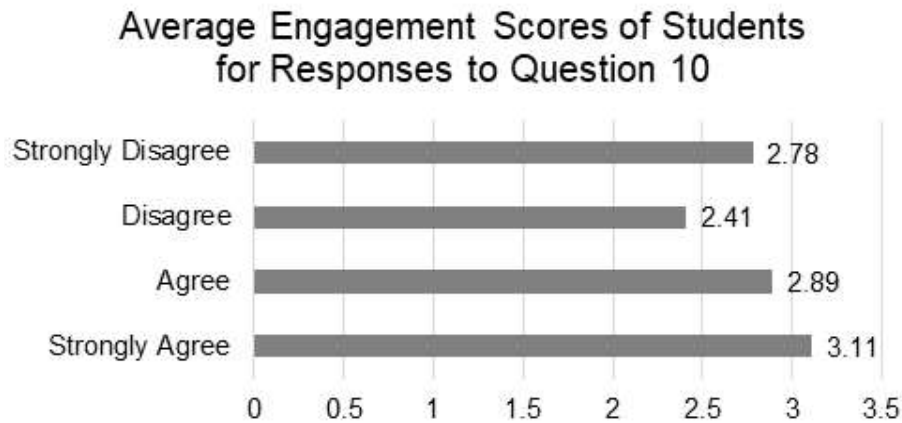


Figure 2. Average engagement scores of students who responded “Strongly Agree, Agree, Disagree, and Strongly Disagree” to Question 11, which stated, “My parents/guardians and I have regular conversations about college/my future.”

For question eleven, the average engagement score for the agree responses (strongly agree and agree) is 3.10, while the average engagement scores for the disagree responses (disagree and strongly disagree) is ~2.81.

Discussion

Overall, trends showed that students who indicated that their parents were involved in some way had higher average engagement scores. While students who selected “Strongly Disagree” for questions eight, nine, and ten had higher average engagement scores than those who selected only “Disagree,” it must be taken into consideration that only a very small percentage of students (~3%) selected these choices. The majority of students who took the survey responded with “Agree” and “Strongly Agree” (~96%), which suggests that many Mather parents are involved in their child’s education. These percentage distributions make sense because of the fairly high average engagement score for all the surveys, 3.02. Additionally, I took the average of “Strongly Agree”/ “Agree” answers “Strongly Disagree”/ “Disagree” answers to evaluate the engagement scores associated with positive (agree) and negative (disagree) responses.

Question 8 asked about parent involvement in the completion of schoolwork. Students who selected either agree answer averaged a 3.00 engagement score and students who selected either disagree answer averaged a 2.87 engagement score. This conveys clearly that the students who indicated that their parents assisted them in some way with their school work had higher average engagement scores. This finding agrees with that of Steinberg, et al. (1992), who noted that there was a positive correlation between the amount of involvement exuded by parents and the amount of effort and engagement displayed by the students across multiple subject areas.¹⁵

Questions 9 and 10 asked students about the expectations their parents have for them and addressed support and encouragement in coursework. The average engagement scores for each response were very similar. They show that students whose parents have high expectations and support and encourage them tend to have higher engagement scores. These findings agree with those of previous studies that outright stated the value of having clear, reasonable expectations for students. They will be more inclined to stay focused and motivated

¹⁵ Laurence Steinberg et. al, “Impact of Parenting Practices,” 1276.

to meet or even exceed expectations, set goals, and avoid discipline.¹⁶ Responses to question 11 show that students who indicated that they have regular conversations with their parents about college and the future tended to have higher average engagement scores. This was the only question related to parent involvement that had a consistently decreasing average engagement score from “Strongly Agree” to “Strongly Disagree.” The graph depicts a negative correlation between average engagement score and response to the statement. Therefore, it can be said that having conversations about the future is an effective way to potentially increase a student’s motivation and engagement in school. This corresponds to previous findings by Fan and Williams (2010) in which they highlight the importance of parents having conversations with their children about advanced career aspirations, college, and the future; the student is more likely to be more internally motivated if the parents voice their desires for the child’s success in a good career.¹⁷

Summary and Recommendations

This study examined how parental involvement impacts the motivation and engagement of Mather High School students (from each grade level) utilizing of a two-page survey and an interview. Three hundred and ninety-seven students took the survey, and thirty-five were interviewed. Survey responses were compiled into a large spreadsheet. Interview responses were categorized and coded to denote similar answers to each question. Students with higher average engagement scores typically indicated that they had parents who were involved in a variety of ways, including having conversations about the student’s future, helping with the student’s homework, supporting and encouraging the student to do their best, and having high expectations for the student. Students with lower average engagement scores often said that their parents were not as involved in their education. Therefore, there is a relationship between student motivation and engagement and parent involvement.

16 Gonzalez-Dehass et. al, “Examining the Relationship,” 109.

17 Fan and Williams, “Effects of Parental Involvement,” 69.

There are many things that can be taken away from this study. Parents need to become more active in their child's academic career, showing interest in the child's schoolwork, having high expectations, and most importantly, *talking to them*. All of these are correlated with higher levels of motivation and engagement in students, which typically equates to long-term success. For high schools, reform is most definitely in order. When considering possible reform ideas, high schools need to adopt new programs that promote parent involvement, including volunteer opportunities to be active in the school community, parent programs that explain how to be the right amount of involved, and also promotion of a healthy, open relationship between parents and students.

Many other studies could be completed to clarify these results. A study that has students and parents take a survey about involvement in the student's educational career captures a different angle that was inaccessible throughout the course of this study.

Another way to receive a more reliable measure of student motivation and engagement is to communicate with teachers and administrators who have worked with the student because self-report can be unreliable. While a student may say that they are motivated and engaged in their classes, their teachers know this the best from observing their behavior each day. Taking this into consideration will yield more meaningful results.

A variable that we were not allowed to study was the academic achievement measures of the students. Future work could be done in which grade point average is considered as an independent variable, and motivation and engagement is the dependent variable because students who are motivated often exhibit more effort in class and in turn, earn better grades.

Additionally, a replication of this study should be done in other Chicago Public Schools. All of the data collected could be compiled, noting similarities between schools and overarching trends. Compiling the results would allow a researcher to make general conclusions about in and out of school factors and the impacts on motivation and engagement of all Chicago Public School students.

Appendix

**Mather High School Student Survey / Lake Forest College, fall 2017
NO NAMES PLEASE. THIS SURVEY IS COMPLETELY ANONYMOUS.**

SECTION I

Please circle the appropriate answer or answers

1. I am a 1) Freshman 2) Sophomore 3) Junior 4) Senior

2. I am 1) Male 2) Female 3) prefer not to answer

3. I am 1) Caucasian 2) African-American 3) Hispanic 4) Asian
5) Other/multi-racial _____

4. My family came to the United States from _____
(list what country, if applicable/ leave blank if not applicable)

5. My family and I have lived in the United States for:
1) 0-6 months 2) 7 – 12 months 3) 1 – 2 years
4) more than 2 years

6. The primary language my parents/guardians and I speak at home is
_____.

7. (CIRCLE ALL THAT APPLY)
At Mather High School (during the school day and/or after the school day), I participate in
1) sports 2) clubs 3) band 4) choir 5) orchestra 6) private music lessons
7) student government 8) none of the above
9) Other _____

SECTION II

Please circle your opinion about each of the following statements.

8. My parents/guardians are involved in helping me with my school work.
Strongly agree Agree Disagree Strongly disagree

9. My parent/guardians have high expectations for me in school.
Strongly agree Agree Disagree Strongly disagree
10. My parent/guardians support me and encourage me to do my best in my school work.
Strongly agree Agree Disagree Strongly disagree
11. My parent/guardians and I have regular conversations about college/my future.
Strongly agree Agree Disagree Strongly disagree
12. My teachers have high expectations for me in school.
Strongly agree Agree Disagree Strongly disagree
13. My teachers care about me and my success.
Strongly agree Agree Disagree Strongly disagree
14. My teachers encourage me to embrace learning.
Strongly agree Agree Disagree Strongly disagree
15. My teachers show respect for me and my individual views.
Strongly agree Agree Disagree Strongly disagree
16. My teachers often use humor in the classroom.
Strongly agree Agree Disagree Strongly disagree
17. I feel connected to my teachers.
Strongly agree Agree Disagree Strongly disagree
18. My counselors care about me and my success.
Strongly agree Agree Disagree Strongly disagree
19. My counselors show respect for me and my individual views.
Strongly agree Agree Disagree Strongly disagree
20. I feel connected to my counselors.
Strongly agree Agree Disagree Strongly disagree
21. I participate actively in learning in my classes.
Strongly agree Agree Disagree Strongly disagree

22. My classes are engaging.
Strongly agree Agree Disagree Strongly disagree
23. I participate in class because I enjoy what we are studying.
Strongly agree Agree Disagree Strongly disagree
24. I often ask and answer questions during my classes.
Strongly agree Agree Disagree Strongly disagree
25. I enjoy working with my classmates in small groups.
Strongly agree Agree Disagree Strongly disagree
26. I consistently turn in my homework.
Strongly agree Agree Disagree Strongly disagree
27. I feel confident that I can do well in my classes.
Strongly agree Agree Disagree Strongly disagree
28. I feel connected to this school.
Strongly agree Agree Disagree Strongly disagree
29. I feel connected to my classmates.
Strongly agree Agree Disagree Strongly disagree
30. I feel safe in this school.
Strongly agree Agree Disagree Strongly disagree

If you participate in sport(s) at Mather HS, please answer these questions:

31. My coach treats me with respect.
Strongly agree Agree Disagree Strongly disagree
32. My coach expects me to put my academics first before my sport.
Strongly agree Agree Disagree Strongly disagree
33. My teammates put academics first before our sport.
Strongly agree Agree Disagree Strongly disagree
34. I am required to keep my grade up to participate in sports.
Strongly agree Agree Disagree Strongly disagree

If you participate in after school music at Mather HS, please answer these questions:

35. I enjoy participating in music.

Strongly agree Agree Disagree Strongly disagree

36. My band/orchestra/choir director treats me with respect.

Strongly agree Agree Disagree Strongly disagree

37. I look forward to interacting with my band/orchestra/choir director.

Strongly agree Agree Disagree Strongly disagree

**Mather High School Student Interview Questions
Fall 2017**

Male _____ Female _____ Grade _____

White _____ African American _____ Hispanic _____

Asian _____ Other _____

1. Do you enjoy coming to school? Why or why not?
2. What makes you motivated to come to school? Give specific examples.
3. What activities do you enjoy most in your classes? What kinds of things does your teacher do in class that you enjoy?
4. Do you feel connected to the community of your school?
5. What makes you feel (or not feel) connected to the community of your school?
6. What types of things in the classroom help you learn the best? Activities? Type of teacher? Subject being studied?
7. Does the school keep you motivated? If so, what types of things help you stay motivated in school? If not, what could they do to motivate you more?

8. Does the school keep you encouraged to continue your education?
If so, how? If not, what could they do to encourage you to continue your education?
9. How do things outside of school, like your family and parents, keep you encouraged to continue your education?
10. Are you more motivated and engaged in a class where you have a good relationship with the teacher? Why or why not? Or does it not matter?