Parental Support for Students Who Participate in High School Athletics: An Exploration of the Perceived Influence of Parents and Its Effect on Student Self-Efficacy and Academic Success

by

Daniel Ming Lui To

M.Ed, Curriculum Studies, University of British Columbia, 2004
B.Ed., University of British Columbia, 1999
B.A., University of British Columbia, 1996

Dissertation Submitted In Partial Fulfillment of the
Requirements for the Degree of
Doctor of Education

in the
Educational Leadership Program
Faculty of Education

© Daniel To 2016

SIMON FRASER UNIVERSITY

Spring 2017

Copyright in this work rests with the author. Please ensure that any reproduction or re-use is done in accordance with the relevant national copyright legislation.

Approval

Name:	**Daniel Ming Lui To**
Degree:	**Educational Doctorate**
Title of Thesis:	***Parental Support for Students Who Participate in High School Athletics: An Exploration of the Perceived Influence of Parents and Its Effect on Student Self-Efficacy and Academic Success***
Examining Committee:	**Chair**: Michelle Pidgeon Professsor, SFU

Dan Laitsch
Co-Senior Supervisor
Associate Professor, SFU _____

Fred Renihan
Co-Senior Supervisor
Research Professor, SFU (retired) _____

Robin Brayne
Supervisor
Professor of Professional Practice, SFU _____

Allan MacKinnon
Internal Examiner
Professor, SFU _____

Brenda Rose Lee Kalyn
External Examiner
Assistant Professor
College of Education
University of
Saskatchewan _____

Date Defended/Approved: April 10, 2017

Ethics Statement

The author, whose name appears on the title page of this work, has obtained, for the research described in this work, either:

a. human research ethics approval from the Simon Fraser University Office of Research Ethics

or

b. advance approval of the animal care protocol from the University Animal Care Committee of Simon Fraser University

or has conducted the research

c. as a co-investigator, collaborator, or research assistant in a research project approved in advance.

A copy of the approval letter has been filed with the Theses Office of the University Library at the time of submission of this thesis or project.

The original application for approval and letter of approval are filed with the relevant offices. Inquiries may be directed to those authorities.

Simon Fraser University Library
Burnaby, British Columbia, Canada

Update Spring 2016

Abstract

This mixed method study explored student athletes' perception of parental involvement in their high school athletic endeavours and how this perceived involvement affected their self efficacy and academic success. The quantitative data was derived from surveys that gauged student perceived parental involvement, self efficacy and academic success in two high schools in a large metropolitan school district in British Columbia. One of the schools was a school composed primarily of students of mid to high social economic status while the other was designated an inner-city school. The qualitative focus group consisted 10 athletes from each of the schools – a male and female from each grade – discussing students' feelings about perceived parental involvement and how it affected their self-efficacy and academic success. The findings showed that all of the student athletes – regardless of which school they attended – perceived that their parents were involved in their high school athletic careers. This perceived parental involvement did not, however, substantially influence their self-efficacy or academic success. Student athletes did feel increased membership when part of a high school athletic team and the interactions with their peer group and positive role models is linked to engagement in school, stronger feelings of self-worth, and academic success. This study showed that perceived parental involvement, while likely a positive support for students, had very little effect on the students' perception about themselves or their academic success.

Keywords: High School Athletics; parents; academic success; self efficacy; perception; involvement

Dedication

This work is dedicated to Dr. Geoff Madoc-Jones who inspired many of my ideas, to Michelle, Madeline Reine, and Spencer Morgan who I love more than life, to my brother Nathan who beat me to it, to my father for his endless support, and to my mother - who smiles on me from heaven. Finally, to God Almighty for His providence, strength, and saving grace.

Acknowledgements

I would like to thank Dr. Robin Brayne for his valuable contribution towards this process as one of my professors and on my committee. I am also thankful to Dr. Fred Renihan for encouraging me to enrol in this program despite my initial reservations. It has been quite a wonderful journey and while taking longer than I had planned, I am still quite the happy pilgrim excited to finally reach the Celestial City. Thank you also to Dr. Dan Laitsch who has been a wonderful professional mentor both in my career and in my completion of this work. Finally, I would like to acknowledge both the Surrey School District and Simon Fraser University – educational institutions that I am proud to have learned from and serve every single day.

Table of Contents

Approval ii
Ethics Statement iii
Abstract iv
Dedication v
Acknowledgements vi
Table of Contents vii
List of Tables xi
List of Figures xiii
Glossary xiv

1. Chapter 1 – Background and Purpose of Study 1
1.1. Introduction 1
1.2. The Problem 2
1.3. Significance of the Problem 4
1.4. Research Questions 6
1.4.1. Central Questions: 6
1.4.2. Sub Questions: 6
1.5. Locations of Study 6
1.6. Delimitations of the Study 7
1.7. Limitations of the Study 7
1.8. Organization of Dissertation 8
1.9. Summary 9

2. Chapter 2 – Review of Related Literature 10
2.1. Background and Framework 10
2.2. Attributes of Parental Involvement: Engagement, Support, and Participation 13
2.2.1. Parent Engagement 13
2.2.2. Parental Participation 15
2.2.3. Parental Support 16
2.2.4. Importance of Parent Involvement 16
2.2.5. Parent involvement and Student Athletics 17
2.2.6. Parent involvement in the Athletic Experience of their Children 18
2.2.7. Limits to Parent Involvement 19
2.3. Self Efficacy 20
2.3.1. Self-Efficacy and Academic Success 21
2.3.2. Self-Efficacy and Relationships with Peers 21
2.3.3. Self-Efficacy Relationships with Adults in the school 22
2.3.4. Self-Efficacy, Athletics and Student Athletes 22
2.3.5. Self-Efficacy and Self-Esteem 23

2.3.6. Issues with Self-Efficacy and Athletics 24
2.4. Academic Success 25
2.4.1. What is Academic Success 25
2.4.2. Academic Success and Self-Efficacy/Esteem? 27
2.4.3. Student Athletics and Academic Success 27
2.4.4. Sport Generated Capacity for Academic Success 28
2.4.5. Academic Success Factors 28
2.5. Summary 29

3. Chapter 3 – Research Design and Method 30
3.1. Introduction 30
3.2. Method of Study 30
3.3. Rationale for Chosen Research Design 31
3.4. Study Participants 33
3.4.1. Quantitative Data: Description of the Quantitative Data Sample 34
3.4.2. Qualitative Data: Description of the Qualitative Data Sample 35
3.5. Research Instruments 36
Survey 36
Questionnaire and Focus Group 38
Research Tools Pilot Tests 39
3.6. Treatment of the Survey Data 39
3.6.1. Categorization Of Self Efficacy 40
3.6.2. Treatment of Inferential Statistics 44
3.6.3. Process of Analysis of Raw Data from Survey – Descriptive Statistics 45
3.7. Treatment of Focus Group Data 45
3.8. Summary 47

4. Chapter 4 – Results and Discussion of Quantitative Data 48
4.1. Introduction 48
4.2. Descriptive Statistics 48
4.3. Description of Survey Responses 50
4.3.1. Parent Involvement 51
4.3.2. Self-Efficacy 56
4.4. Research Questions 60
4.4.1. Research Question 1 60
How does perceived parental involvement in students' high school athletic activities relate to students' sense of self-efficacy? 60
4.4.2. Research Question 2 65
How does perceived parental involvement in students' high school athletic activities relate to students' sense of academic success? 65
4.5. Discussion 66
Discussion of Research Question 1 67

Discussion of Research Question 2 67
4.6. Summary of Quantitative Data 68

5. Chapter 5 – Results and Discussion of Qualitative Data 71
5.1. Introduction 71
5.2. Data: Oakwood Focus Group 72
Participation in Sport 72
Parent Involvement 72
Research Question 1 How does perceived parental involvement in students' high school athletic activities relate to students' sense of self-efficacy? 73
Research Question 2 How does perceived parental involvement in students' high school athletic activities relate to students' sense of academic success? 74
5.3. Data: Skyview Focus Group 75
Participation in Sport 75
Parent Involvement 75
Research Question 1 How does perceived parental involvement in students' high school athletic activities relate to students' sense of self-efficacy? 76
Research Question 2 How does perceived parental involvement in students' high school athletic activities relate to students' sense of academic success? 77
5.4. Cross Site Analysis 77
5.5. Summary of Qualitative Data 81

6. Chapter 6 – Discussion 83
6.1. Introduction 83
6.2. Relationship to Research Questions 83
6.3. Discussion of Quantitative and Qualitative Data 84
6.4. Engaging the Literature on Membership 92
6.4.1. Membership and Engagement: Constructs for Success in School 92
94
95
6.5. The Theme of Membership within the Data Results 96
6.6. Summary of Discussion of Quantitative and Qualitative Data 100

7. Chapter 7 – Conclusions, Implications and Recommendations 102
7.1. Summary of the Study 102
7.2. Discussion of Findings 104
7.2.1. Parental Support 105
7.2.2. Self-efficacy 105
7.2.3. Academic success 106

7.3. Conclusions 107
Conclusion #1: How much a parent is involved is not as important as a parent's willingness to be involved in high school athletics. 107
Conclusion #2: Students' self-efficacy and feeling of academic success is enhanced as a consequence of participation in high school athletics. 108
Conclusion #3: The sense of team, collaboration, and friendship generated by the partipation in high school athletics may play an important role in student self efficacy and academic outcomes. 109
Conclusion #4: Parental influence itself –while being a function of support – does not appear to link to student feelings of self-efficacy or academic success in high school 109
7.4. Current View, Current Practice, and Ramifications 110
7.5. Implications and Recommendations 112
The Importance of Membership 113
Building a Skill Set of the Future 114
7.6. Recommendations 115
7.7. Caveats to this Research Study 116
7.8. Suggestions for Further Study 117
7.9. Final Comments 118

References 120

Appendices 129
Appendix A. School District Permission Letter 130
Appendix B. SFU Ethics Permission 131
Appendix C. Survey 132
Appendix D. Qualitative Survey 147
Appendix E. Parental Consent Form 153
Appendix F. Student Assent Form 158

List of Tables

Table 1: Marsh Questionnaire and Self-Efficacy Categories 42

Table 2: Global Average for Reported Academic Success 43

Table 3: Percentage of Athletes who Responded 48

Table 4: Gender of Participants in each School 49

Table 5: Grade Level of Participants in each School 49

Table 6: Ethnicity of Participants in each School 50

Table 7: Multi-sport Participants vs. Single-sport Participants 50

Table 8: Percentage of Student Athletes in Community-Based Sports Activities 50

Table 9: Question 27 - Parent Involvement in Non-Sports Related Activities - Both Schools 52

Table 10: Question 29 – Parent Involvement in Athletics Average and Mode for Both Schools 55

Table 11: Sample Questions, Marsh Self Description Questionnaire (1986) 57

Table 12: Student Self-Efficacy 59

Table 13: Spearman's Correlation Between Self-Efficacy Categories and Parental Involvement at Oakwood 61

Table 14: Spearman's Correlation between Self-Efficacy Categories and Parental Involvement at Skyview 62

Table 15: Groups of High and Low Self-Esteem Students 63

Table 16: T-Test Results 63

Table 17: T-Test – Global Self Esteem and Parent Involvement 64

Table 18: Question 37 Overall Feeling of Academic Success Average and Mode for Both Schools 65

Table 19: Spearman's Correlation between Academic Success and Parental Involvement at Oakwood 66

Table 20: Spearman's Correlation between Academic Success and Parental Involvement at Skyview 66

Table 21: Relationships between Self-Efficacy Categories 69

Table 22: Multi-Sport Participants vs. Single-Sport Participants 72

Table 23: Overall Comparison between Focus Group Answers 78

Table 24: Primary Types of Parental Involvement 85

Table 25: Global Self-Efficacy Scores 86

Table 26: Self-Efficacy Categories Related to Interpersonal Relationships 97

Table 27: Self-Efficacy questions related to school and relationships with those of the same-sex 98

Table 28: Enjoyment Level of Student Athletes 99

List of Figures

Figure 1: Research Framework 12

Figure 2: Scaffolding Pattering of Children's Perceived Self-Efficacy 90

Figure 3: Comparative Relationship Between Bandura et. al. and Study Responses 91

Figure 4: Libbey School Connectedness Measure (2004) Used with Permission. 94

Figure 5: Participation and Identification Model (Finn, 1993). Public Domain 95

Figure 6: Perceived Parent Involvement, Membership, Self-Efficacy, and Academic Success 104

Glossary

High School Athletics	This term is the foundation for the study and encompasses competitive teams students join to compete against other teams, usually from other schools. This is considered an extracurricular activity in the school system where this study takes place.
Self Efficacy/Self-Esteem	According to Bandura, Pajares and Schunk (2007), self efficacy is one's beliefs concerning one's own capabilities which influences decisions on how one's knowledge and skills are used. A person is more likely to engage in a task he/she feels confident and competent in while avoiding those activities where confidence and competence is felt to be lacking. In relation to the research topic, various forms of contextual feedback (of which parental influence is a part) affect student self-efficacy. I use this term interchangeably with Self-Esteem based on the research from Bong and Skaalvik (2003); Judge, Erez, Bono, and Thoresen (2002); and, Lane, Lane & Kyprianou (2004).
Parental Involvement/influence	I used these words to refer to the student's perception of their parent's influence over a particular aspect of their lives. Parent Involvement is the overarching term describing how parents interactions/ actions within the school community for the purpose of giving their child a more positive educational experience.
Parent Engagement	Parent engagement is the general willingness of a student's parents to participate appropriately in the school-based educational programming and community event experiences of their children (Marburger & Ohms, 1986; Carpenter et. al., 2016
Parental Participation	Participation implies that the parent is actively including him/herself and is also being purposefully included in it as into the educational programming of their child. (Pushor, 2012)
Parental Support	Parental support is a descriptive term indicating the general areas where parents can be involved. Areas of support for a child in school can include academic support, emotional support, financial support and physical support (Hayakawa et al., 2013; Ramierez, L, Machida, S, Kline, L, and Huang, L, 2014).

1. Chapter 1 – Background and Purpose of Study

1.1. Introduction

Over the past decade, there has been an increased movement from both the grassroots in the British Columbia (BC) Education Community and in the BC Ministry of Education to promote the ideals of healthy living and exercise amongst our youth. This is especially true in the case of senior high school students (see Ministry of Education Service Plan 2008/09 – 2010/11). Starting in grade 10, one quarter of the Planning 10 curriculum is dedicated to the subject of healthy living (Planning 10 Integrated Resource Package, (IRP) Ministry of Education 2008). Moreover, as the Ministry of Education reframes the curriculum to focus more on students' engagement in their own learning (see www.bcedplan.ca), greater emphasis is placed on engaging in an active lifestyle and participating in activities that help maintain and improve the health and well being of the student. One of the key strategies in the BC Education Plan is to personalize learning by putting students at the centre of learning so they can follow their own interests and passions within the topic matter. The plan also emphasizes the importance of supporting teachers and involving families (see www.bcedplan.ca)

In 2008, the Ministry of Education mandated that students from Kindergarten to grade 9 engage in 30 minutes per day of physical activity and students from Grades 10 – 12 to engage 150 minutes a week of moderate to vigorous physical activity (Ministry of Education Daily Physical Activity Press Release, 2008). Currently, all BC students are required to participate in the Graduation Transitions Program, where they must "demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being by engaging, from Grade 10- to grade 12, in at least 80 hours of moderate to vigorous physical activity in addition to PE 10" (Graduation Transitions IRP, Ministry of Education). The focus on healthy living and, even more so, on physical activity – either within the school or in the community, is supported by the notion that physical activity will increase students' self-

efficacy and engagement in positive life building activities, thereby committing students to a healthier lifestyle (BC Education Plan, 2013).

These mandates are supported by the growing body of research showing that participating in physical activities—especially extracurricular school sports—increases students' levels of achievement in school (McNeal, 1999) as well as their growth in social capital (White & Gager, 2005).

1.2. The Problem

Supporting student health and healthy behaviours is an important component of BC's commitment to education. While the role of schools in supporting student health is defined, much less is known about how parental involvement interacts with school-based efforts and student outcomes.

The IRP and Education Service Plan, provide information about athletic activities to both students and their parents as a method of enhancing the discussion about membership and engagement in school (BC Ministry of Education, 2008 – 2011). Aside from giving students the educational background to make healthy choices, parents are seen as key to engaging their children in the school community and in healthy lifestyles. The Service Plan document points out that, "The Ministry annually collects opinions from students, parents and school staff on achievement, human and social development and safety… The level of satisfaction of parents and students serves as a critical measure for assessing the overall performance of the education system" (Service Plan, Ministry of Education, 2008-2011). While it is evident that parent satisfaction is important, it is less clear how the Ministry wants parents to engage in the educational experiences of their children and how they envision parents supporting healthy choices.

The Ministry's goal to promote healthy living in young children and to involve parents in this aspiration is supported by research. Parents affect the self-esteem of their children by encouraging them in specific tasks and the matter of how they use praise or criticism directly influences how children respond in terms of their own self-worth (Felson & Reed, 1986). Parents also play an important role in the motivation of children. Where parents are instrumentally involved, students are more likely to take ownership of their

own learning (Gonzalez, 2002; Gonzalez-DeHass, Willems, & Holbein, 2005). Parents are motivators of their children's' exercise habits and the primary contributors to their dietary needs (Pearce et al., 2009). Finally, parental approaches to discipline and encouragement can also determine the positive or negative direction children take in their own lives (Kanters, 2002). The extent to which children see the actions of their parents as supportive, and the extent to which that belief interacts with their own self-efficacy is less explicit.

Through the IRP and the BC Education Plan the Ministry recognizes the influence parents have over their children's choices and the role they play in influencing the overall educational options their children might pursue. The BC Ministry of Education views students' participation in athletic or physical activity as important and includes parents in its overall Service Plan to the school districts. However, the specific role of parents in the choices their children make in relation to high school based athletic activities is not often discussed (Bartko & Eccles, 2003). Understanding the role of the parent in the choices students make to participate in high school athletics, as well as how they can continue to encourage their children as they progress into secondary school, is key in helping students reap the benefits of participation in such activities (Field, Deigo, & Saunders, 2001; Kanters, 2002).

The benefits of participation in high school athletics can include strengthening attributes such as honesty, self esteem and respect for authority (Rasmussen, 2000). Although research also indicates that parents help their children develop self-efficacy (Felson & Reed, 1986; Leff & Holye, 1994), there has been very little research done on how students' recognize their parents' influence, or how that recognition might relate to their own lifestyle choices. This represents a gap in the research that provides fertile ground for exploration. Parents may influence the type of activity in which their children participate, potentially affecting the personal health choices students make. When students feel supported in choosing the activities in which they want to participate**,** there is a better chance of them following through, enjoying and excelling in those activities (Hayakawa, Englund, Warner-Richter, & Reynolds, 2013).

If we can better understand the relationship between parental involvement for participation in high school athletics, student engagement and self-efficacy, and the

potential health and academic outcomes for students, we may be able to create programs that better support student success.

1.3. Significance of the Problem

Student engagement in schools is important to their success, as is parental support of students. In addition to the academic outcomes, there are also important health outcomes. Recently the BC Provincial Government has focused on creating programs and environments conducive to improving and maintaining healthy lifestyles for its citizens. This is due, in part, to Vancouver winning the bid for the Winter Olympics in 2010 prompting the formation of Act Now BC (see www.actnowbc.ca) and solidifying the promise the government made in 2006 (see www.gov.bc.ca) to make BC the healthiest Province in Canada. In 2006 the Ministry of Education also shifted its focus to "Healthy Schools" in recognition of two key ideas; that healthy children are better able to learn; and, that schools can directly influence children's health (see www.bced.gov.bc.ca/health, 2006).

Growing childhood and adult obesity rates in Canada generally, and British Columbia specifically, present another important impetus for change. Obesity, as a health construct, is defined as persons who carry a body mass index of more than 30. Obese persons are approximately 14 kg (30 pounds) overweight (BC Health Guide, 2000). Being obese can result in many health problems, including high blood pressure, high cholesterol, heart disease, type 2 diabetes, sleep apnoea, and cancer (BC Health Guide, 2000). Obesity can also limit productivity in school and the work place (Kleinman, Abouzaid, Andersen, Wang, & Powers, 2014). In 2014, Statistics Canada reported that 6.2% of youth ages 12-17 reported heights and weights that classified them as obese. (Statistics Canada, 2016).

As a result of the rising number of those classified as obese or overweight, the Government of British Columbia decided to incorporate the notion of Healthy Living and an Active Lifestyle in the curriculum of Planning 10 requiring that BC Students complete 80 hours of physical activity before graduation from high school (BC Ministry of Education, Planning 10 IRP, 2006). The goal is that through participation in physical

activity and by promoting healthy lifestyle habits, schools can help reduce such health problems (Talpin & Zeitler, 2008). Having parents involved as collaborators rather than just "token" advisors, supporters or spectators, is key to changing outcomes for their children (Renihan & Renihan, 1994).

In order to achieve such positive outcomes, we need to better understand the role parents play in the school experiences of their child–- both curricular and extracurricular. The Ministry of Education believes that a healthy lifestyle does indeed lead to a stronger performance in learning and that families and in particular, parents, need to have a voice (BC Education Plan 2013). However, the notion of "involvement" is hard to quantify. There are many ways that parents can be involved in the school community and the interpretation of what constitutes as significant is difficult to measure.

This is especially true when it comes to parent involvement in high school athletics. Following through with the Ministry goals and guidelines in ensuring that students are given multiple opportunities to attain at least 150 minutes of physical activity a week, schools and school districts provide students opportunities to participate in extracurricular high school athletics. These activities, which are mostly run by a network of volunteers organized by the school (teachers, community members, and family members), provide the opportunity for students to learn about and live healthy lifestyles, reaping the health, social and academic benefits that stem from participating in an extracurricular athletic activity.

The Ministry of Education, however, believes it is crucial that parents encourage such healthy lifestyle choices both at school and in the home if students are to gain interest in a respective activity, establishing a routine, and maintaining the discipline to follow through. Yet, across Canada, there has been a paucity of research with regards to quantifying parent involvement and determining what level of involvement is necessary for students to realize the benefits participation in high school athletics. Thus, it becomes important to determine what exactly constitutes parental involvement from a student's perspective.

1.4. Research Questions

Participation in school athletics can have positive health and academic outcomes for students. We also know that parents play a key role in the choices their children make and in supporting positive health and academic outcomes. How these two issues— student participation and parent involvement— interact and influence outcomes for students is less well known and forms the foundation for this research.

1.4.1. Central Questions:

1. How does perceived parental involvement in students' high school athletic activities relate to students' sense of self-efficacy?

2. How does perceived parental involvement in students' high school athletic activities relate to students' sense of academic success?

1.4.2. Sub Questions:

1. How does perceived parental involvement affect the students' level of participation in high school athletics?

2. What is the relationship between student perceptions of parental involvement in their high school athletics and their own sense of self-efficacy?

3. What is the relationship between student perceptions of parental involvement in their high school athletics and their own sense of academic success?

4. How do the levels of self-efficacy compare to the levels of academic success for students who participate in high school athletics?

1.5. Locations of Study

To answer these questions, I surveyed and interviewed students at two public high schools in a large Metropolitan School District in British Columbia. For the purposes of this study, one school was named "Oakwood" and the other "Skyview." Oakwood is a public school designated by the school district as an "inner city school."

This means that, among other interventions, Oakwood students have access to financial support for participation in high school athletic programs. Skyview's student population is, for the most part, located in the upper middle class range. As a result, most students there have the means to participate in school-based athletic activities— even if funded through additional fees.

In both cases, the school names have been changed to ensure confidentiality of the staff, students, parents, schools and school district.

1.6. Delimitations of the Study

This study is focused on two public high schools in a large Metropolitan School District in British Columbia. One of the schools is considered to have an Inner City designation. Students there tend to be in a lower socio-economic bracket. The second school is populated by students of higher socio economic status. Data used in the study derive from the results of surveys given to specific groups in each respective school. This data:

1. focuses on parental influence on students' choices in high school athletics;
2. takes into consideration parents, by birth, adoption or marriage but not court appointed guardians (foster parents);
3. examines parent and student involvement in high school athletics and how these matters influence student self-efficacy and academic success;
4. is not concerned with how self-efficacy and academic success are affected by other non-athletic extracurricular activities (within the school or outside of school).

1.7. Limitations of the Study

This study presents evidence derived from the groups surveyed in each respective high school. While the results and recommendations may be relevant to public high schools of a similar demographic and socio-economic population, they may

not be applicable to every secondary school and should not be considered generalizable.

1. While the influence of other adult extended family members may be important, they are not accounted for in this study.

2. Data was collected only from athletes who volunteered to do both the qualitative and quantitative surveys.

1.8. Organization of Dissertation

This first chapter introduces the study and describes the context, purpose, and significance of the research. The reader is informed of the education agenda in British Columbia and why health, physical education and high school athletics, with a special focus on parental involvement, needs to be studied. It is within this context that the research questions and sub questions are presented.

Chapter Two explores the literature with a particular emphasis on previously completed research. The notions of self-efficacy are first discussed. Second, a review of the literature pertaining to the influence of high school athletics on student academic achievement and social well-being is investigated. Finally, literature about the involvement of parents and the potential effect parent involvement has on student perceptions of their own self-efficacy and academic success is presented.

Chapter Three describes the research methodology selected for the study. Specifics about the population and selection of the research sample are given and methods for data collection, analysis and verification are described.

Chapter Four provides an analysis of the quantitative data derived from the two schools involved in the study.

Chapters Five provides an analysis of the qualitative data derived from the two schools involved in the study.

Chapter Six, presents the findings of the study by examining the quantitative and qualitative data sets. The findings are discussed in light of the research questions that guided the research.

Chapter Seven, presents the conclusions drawn from the findings and offers recommendations regarding the practices and policies that might be implemented to better assist parents, schools and school districts, in providing instrumental support for students involved in high school athletics.

1.9. Summary

In the drive to promote healthy living and active lifestyles for the children of the province, the Ministry of Education in BC has committed to work collaboratively with parents. Integral to that aspiration is the need for schools to extend a means for parents to become more involved in the health, self-efficacy, social well-being, and academic success of their children. A student's view of parental involvement in sports-based extra-curricular programs and how that involvement relates to their own self-efficacy and academic success is an important issue worthy of formal investigation, thus providing impetus for the present enquiry.

2. Chapter 2 – Review of Related Literature

2.1. Background and Framework

The inclusion of high school athletics in a high school program can be a controversial issue. Some critics argue that the secondary school is a place to obtain academic instruction, socialization into the greater community, and career preparation; and that high school athletics does not play a role in such goals (Eder & Kinney, 1995). On the surface, the British Columbia's Ministry of Education's service plan appears to perpetuate this stance. Goals such as improving student academic and non-academic (social and lifestyle) achievement, creating a high-quality education system, and improving literacy (BC Ministry of Education 2008-2011 Service Plan) seem to leave very little space for encouraging students to participate in high school athletics (McNeal, 1999). Closer examination of the Service Plan and the new BC Education Plan (2012), however, reveals that under the goal of attaining a balanced secondary education, significant benefits accrue for students who participate in high school athletics (Eder & Kinney, 1995).

The BC Education Plan also advocates for working with families to determine what supports they need and how they want to be engaged in the education of their children. As a result, a parent engagement strategy has been developed with key stakeholders to help support families in their children's learning. This approach is designed to encompass all aspects of the school experience including that of extracurricular athletic activities and school socialization experiences (BC Education Plan, 2012).

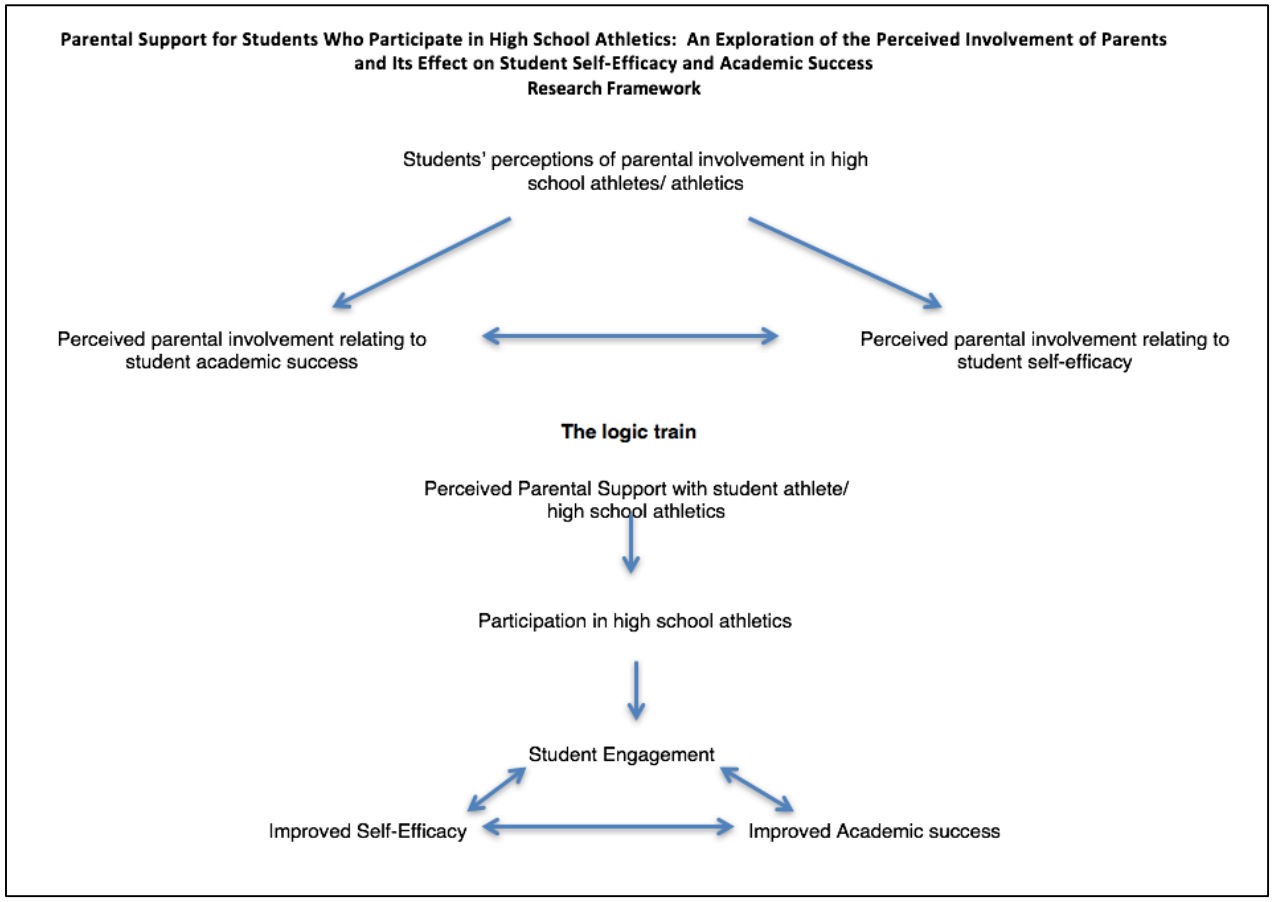
Research concerning this topic suggests that the potential benefits of participating in high school athletics include a desire to maintain a focussed involvement in scholarship endeavours (Broh, 2002); enhanced student achievement (Trudeau & Shepard, 2008); a strong work ethic (Trudeau & Shepard, 2008); respect for authority

(Bartko & Eccles, 2003); the value of perseverance (Broh, 2002); higher peer status (Edder & Kinney 1995); and, a lessening of problematic behaviour (Bartko & Eccles 2003). These areas of potential benefit aid students in achieving the Ministry's overarching goal for every student to receive a strong academic and socially rounded secondary education (BC Ministry of Education Service Plan, 2008-11). What the research underscores is that increased participation in high school athletics does not detract from academic learning and allows students to acquire the learned behaviours, characteristics, and values that contribute to success in secondary school and in life more generally (Kaufman & Gabler, 2004). The research also recognizes that the active involvement of parents in the school community is important to overall student success (Felson & Reed, 1986; Kanters, 2002; Marburger & Oohms, 1986).

The research that has been culled for this review supports the view that, for students to gain fully on all fronts from their participation in high school athletics, the following matters need to be understood: that secondary schools need to offer sports based extracurricular activity choices both interscholastic and intramural and that parent involvement in such activities is critical for student success. The purpose of this study is to examine the notion of parent involvement and, in particular, to study student perceptions of what constitutes enough parental involvement for the positive attributes of participating in a high school sports program to take effect.

Figure 1 describes the research questions examined in this study along with the related variables that are postulated, their relationship to one another, and their ability to impact on potential outcomes related to student self-efficacy and academic success.

Figure 1: Research Framework



This literature review elaborates on the topics in the Research Framework in the sequential order described above. Parent involvement, self-efficacy and academic success, and how each area respectively links to student athletics in high school, are discussed in the following sections.

2.2. Attributes of Parental Involvement: Engagement, Support, and Participation

Prior to examining the literature on the central theme of parental involvement, it is necessary to examine its meaning and understand the various nuances of this term. The notion of parental involvement is an overarching phrase used to describe different aspects of how parents choose to enmesh themselves within their child's educational experience (Carpenter et al., 2016). Within the context of parental involvement there are additional terms used as either descriptive synonyms or more specifically focused definitions when referring to specific circumstances and cases with regards to parental association with their child's schooling. Three of these terms will be referred to for the purposes of this study: parental engagement, parental participation, and parental support.

2.2.1. Parent Engagement

The notion of parent engagement with their children's education is an important concept in the literature with regards to the field of education (Hayakawa et al., 2013; Kim et al., 2012). Within the general idea of parental engagement, there are many different ways that parents can be engaged within the walls of the school house; thus, fully defining it can be difficult and may vary depending on who is defining the term—for example, students may see engagement of their parents much differently than would the staff of the school.

Within the general term, it is also important to differentiate between positive parent engagement and negative parent engagement (Marburger & Ohms, 1986). Parents who negatively engage may be those who demand their way, make unfounded complaints and/ or take extraordinary measures to ensure that teachers and administrators prioritize their interests over the interests of others (Kanters, 2002). "Helicopter parents" – parents who hover over their kid's lives and activities - are one example of negatively engaged parents (Doan, 2016). Positive parent engagement, on the other hand, envisions parents as partners in the education and development of their children (Kanters, 2002). Within this study, I am interested in the positive outcomes of

parent engagement, and as such, “parent engagement” will be mean *positive* parent engagement.

Broadly, parent engagement is the general willingness of a student’s parents to participate appropriately in the school-based educational programming and community event experiences of their children (Carpenter et. al., 2016; Marburger & Ohms, 1986). What this participation looks like in action however, may look quite different for individual parents. While the level of parent engagement falls on a spectrum, it can still be conceptualized in four distinct categories:

1) The uninvolved but aware parent: this group of parents will sign all of the necessary forms, and appear when requested – but is generally uninvolved in the schooling of their child. They will normally answer the phone and occasionally come to a parent/teacher meeting, but usually do not participate unless requested.

2) The responsive parent: this group of parents generally responds to school notices, picks up and drops off their children, interacts with teachers and administration on a regular basis and is concerned with the progress of the child both educationally and socially. The interaction with teachers is usually during parent teacher interviews or, in elementary school during drop off and pick up times. The conversations are mostly related to the daily progress of the student.

3) The participating parent: this group of parents does everything the responsive parent does but also participates in some (but not all) school events. In elementary school, this could include activities such as coming during family reading days, being part of the audience during concerts and athletic events, and doing moderate fundraising at the request of the Parent Advisory Council (Marburger & Ohms, 1986). In secondary school, this may include being part of the audience during concerts and athletic events, doing moderate fundraising depending on the child’s extracurricular activities, and driving to some events. This type of parent is moderately visible in the school events but cannot always physically participate.

4) The fully involved parent: this group of parents does everything the responsive and participating parent does, but takes it a step further and is fully involved in the educational programming and community life of the school. While these parents may or may not join the Parent Advisory Council, they will be fully invested in all aspects of the schooling. They normally volunteer to help when needed, communicate regularly with the teachers and administration as to how they can be of assistance, and volunteer to participate in supervising/leading/coaching extracurricular activities. In essence, they become unpaid staff at the school, taking on responsibilities to work with students when there is a need. (Marburger & Ohms, 1986; Kanters, 2002; Kim et al, 2012)

2.2.2. Parental Participation

Linked closely with the notion of parental engagement is the phrase parental participation. This is a descriptive phrase used to measure and gauge how active a parent is in the life of the child (Pushor, 2012). As mentioned in the previous section, there are different levels of parental engagement and they are measured by gauging the range one chooses to participate in the educational programming of the child. The idea of participation implies that the parent is actively including him/herself and is also being purposefully included in it as into the educational programming of their child (Pushor, 2012).

Being a participant in this milieu includes parents investing in their children's educational programming, taking part in the decision-making processes that affect the school community, and having an overall understanding their role in the overall landscape of the school community (Pushor, 2012). Participation in school life means that the parent feels a sense of overall responsibility towards their child's educational programming and want to take part, in the most inclusive yet non-intrusive manner possible. Some ways to participate may include being a role model, providing encouragement and giving tangible support for their child (Lindqvist et al., 2015). In sum, parents who participate in their child's educational programming act as a catalyst in fostering their child's increased interest in their overall school experience, reducing obstacles that may hinder progress and nurturing a feeling of positivity and success (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001; Pushor, 2012).

2.2.3. *Parental Support*

Within the framework of Parental Involvement, and tied closely with participation, is the term parental support. This term is the most general of the three within the umbrella of parental involvement and, for the purposes of this work, the one without quantifiable nuances. While engagement quantifies the amount of involvement, and participation measures the level of engagement, support is a descriptive term indicating the general areas where parents can be involved. Areas of support for a child in school can include academic support, emotional support, financial support and physical support (Hayakawa et al., 2013; Ramierez, Machida, Kline, & Huang, 2014).

Within this context, the term "parental support" is used more so as a verb to describe action but not truly measuring the quality of said action. For example, a parent may choose to show support by attending a game – but may not participate much when attending and look at his/ her mobile device the entire time. This parent also may not engage in a positive manner and choose to yell obscenities at the referees or criticize the coaches publically. Parents choosing to show support by attending parent teacher interviews is another example. A parent could choose to attend thereby showing support, but then does not follow the teacher's advice for how to participate in his/ her child's academic life or does not engage much in the process or in the follow up to the interview with the child. Showing parental support is good, but the support should have elements of engagement and participation to be considered as parental involvement (Carpenter et. al., 2016; Pushor, 2012).

2.2.4. *Importance of Parent Involvement*

Parent involvement in school is thought to be important for several reasons. First, there is an overarching belief that parental involvement with respect to the academic work done at school will reinforce what was learned and solidify the knowledge base of the child (Kim et al., 2012). While children are at school for more than 6 hours a day, they, in most cases, see their parents/families for a lengthier period of time. When a parent engages with their child at home and reviews what is being done at school, the hope is that there will be deeper learning and the child will retain more of what was

learned at school compared to if there had been no support (Hayakawa et al., 2013; Kim et al., 2012).

Second, parental involvement reinforces a student's self-efficacy. Most children have an attachment to their parents/families; thus, the more youth feel that their parents are involved in their school work and school life, the better they will feel about their own potential for success (Felson & Reed, 1986; Gonzalez-DeHass, Willems, & Holbein, 2005). Through the actions of their parents, children believe that their parents care about their well-being and, if a student has strong self-efficacy, there is an increased chance of academic success (Felson & Reed, 1986; Gonzalez-DeHass, Willems, & Holbein, 2005).

Finally, parental involvement in the school relieves some of the stress parents and their children may feel related to education (Felson & Reed, 1986; Gonzalez-DeHass, Willems, & Holbein, 2005). The more the parent is involved in the various school activities, the more knowledge they will have about what is occurring at the school. Parental involvement may also result in a more stress free environment at home, as parents no longer have to question their children about what happened at school and rely, instead, on their own observations (Hayakawa et al., 2013; Wang, Haertel, & Walberg, 1993; Wolley & Bowen, 2007).

2.2.5. Parent involvement and Student Athletics

Parent involvement is even more important when it comes to high school athletics (Eccles, 1994; Field, Deigo, & Saunders, 2001; Kanters, 2002; McNeal, 1999; Turner & Lapan, 2002; Young, 1994). In many cases, high school athletics is a costly venture for both the participant and the school district, especially in districts where the costs are expected to be offset by the local community (Hoff & Mitchell, 2006). Items such as uniforms, tournament costs, equipment (for some sports) and travel are all financial items that parents of the student athletes may be asked to help cover (Hoff & Mitchell, 2006). Parent support in the area of finances, whether it be paying upfront or participating in fundraising activities, has become important to the operation of any athletic team (Hoff & Mitchell, 2006).

Individual or team-based sports in high school, especially public schools, often need volunteers to support the work of coaches within the school. Parents are often called on to drive to games, be team managers, take care of the fundraising, collect fees, coach, and participate as fans in the games (Kanters, Bocarro, & Casper, 2008). They fill a crucial gap that is not always filled by the other adults and students in the community. Finally, as with overall parent involvement in school, parent involvement in athletics increases the self-efficacy of the student, as it indicates to the student that the parent cares about his/her activities and wants to be involved (Felson & Reed, 1986; Kanters, Bocarro, & Casper, 2008). Increased self-efficacy can lead to improved physical performance in the respective sport but also increases academic success in non-sport based academic subjects (Felson & Reed, 1986; Kanters, Bocarro, & Casper, 2008).

2.2.6. Parent involvement in the Athletic Experience of their Children

Choosing to join a sports team at one's high school is quite an important and, at times, courageous decision for a young person; a decision that requires time, energy, mental toughness, perseverance and thoughtfulness. Students who choose to participate and are selected for the team often want reassurance that their choice was the right one. They want validation that they have the right personality traits and skillset to be part of the team of their choosing (Kanters, 2002; Kanters, Bocarro, & Casper, 2008). Parental affirmation and support of their child's choice can provide a boost for their child's self-confidence and allow the student athlete to feel more secure socially and emotionally regarding their choice (Kanters, 2002; Kanters, Bocarro, & Casper, 2008) as well as reduce the anxiety they may have regarding their decision (Waldron & Krane, 2005).

In addition to the positive effect parents have on their children by supporting their initial venture into high school athletics, parents also play a key role in providing ongoing support as their children progress throughout an athletic season (Field, Deigo, & Saunders, 2001; Kanters, 2002; Kanters, Bocarro, & Casper, 2008). While this may look different for every parent (some may volunteer as drivers, participate in bake sales,

coach teams etc., while other may only have time to show up to some events or support their children financially), overall it is important that children feel that their parents are walking alongside them as they traverse the peaks and valleys of being on a high school sports team during a season of play. From their parents, student athletes also learn to value words of care and understanding after a loss, defeat, or personal failure, or treasure celebration in times of success and triumph (Kanters, 2002; Kanters, Bocarro, & Casper, 2008). Student athletes may need nurturing when injuries or personal pain arise and their self-efficacy may increase as a result of attention from their greatest fans, their parents (Kanters, 2002; Kanters, Bocarro, & Casper, 2008). Overall, parental involvement is important to the athletic experience as children realize their parents' care, love, support and affirmation regarding the important choices they make in life, such as joining a high school athletic team (Field, Deigo, & Saunders, 2001; Kanters, 2002; Kanters, Bocarro, & Casper, 2008).

2.2.7. Limits to Parent Involvement

Although parent involvement appears to be an important facet in affirming a child's decision to join a school based sports team in these two areas: it is a key element in the success of children on the teams and may even increase their level of self-efficacy-- it is still hard to quantify in two specific areas. The first quandary is gauging what level of parental involvement makes a difference. Does merely allowing a student to participate count as parental involvement or do parents need to be fully and physically invested before a student feels a sense of affirmation and increased self-efficacy? Gauging the point in the engagement spectrum where parental involvement makes a difference is difficult (Felson & Reed, 1986; Kanters, 2002; Kanters, Bocarro, & Casper, 2008).

The second question is whether the perceived benefits from parental involvement continue to manifest themselves as the child participates in the sport. Does the child's level of self-efficacy continue to grow after joining the team based on the parental involvement, or does being part of the sports team then "take-over" in the building of the child's character? Being part of an athletic team in high school teaches the student a variety of skills that will help them later in life, skills such as working as a team,

persevering through difficult situations, accepting failure, turning failure into success, following instructions and direction, problem solving, and asking advice of mentors and coaches (Felson & Reed, 1986; Kanters, 2002; Kanters, Bocarro, & Casper, 2008). These outcomes may be exclusive of parental involvement, thus confounding the extent to which it acts as a determining factor in the self-efficacy and academic success of the students. I hope to examine this tension in my research.

Athletes who are on high school sports teams appear to benefit from being on the teams receiving socio-emotional and academic benefits from participating, even without engaged parents (Felson & Reed, 1986; Kanters, 2002; Kanters, Bocarro, & Casper, 2008). Once the children are on a team, the effect of parental engagement may be obscured or diminished, especially as it pertains to self-efficacy and academic success, as other important influences from coaches and the broader athletic community come into play. Explicit efforts at building character and leadership, as well as the emotional support athletes garner from membership in a community may also influence student success (Felson & Reed, 1986; Kanters, 2002; Kanters, Bocarro, & Casper, 2008).

2.3. Self Efficacy

In addition into understanding parental involvement, it is also important to understand the notion of self-efficacy. Self-efficacy is the belief that one has the ability to be successful in various situations or in accomplishing specific tasks (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Understanding how much a parent's participation affects the student's sense of self-efficacy in athletics and academics can help us better engage parents in the school-lives of their children, potentially strengthening academic and athletic outcomes.

The self-efficacy of a student is an important aspect of the student feeling that he/she had a successful educational experience. There are several areas of school life where students need to feel confident that they will achieve success.

2.3.1. Self-Efficacy and Academic Success

At the core of the school experience is the acquisition of knowledge. In most North American schools, this consists of students going to classes, participating in classroom activities to acquire knowledge and completing some form assessment to demonstrate knowledge acquisition. Attaining knowledge, demonstrating learning, and moving on to more complex forms of knowledge after exhibiting educational growth is at the heart of most high school programs – regardless of the format or structure of the school – and is, much of the time, the primary stressor for students in a secondary school environment (Bandura et al., 2001). For many students, especially as they progress into the more senior grades, there is the worry of needing to achieve the highest possible evaluation from their teacher so they can progress forward to the next topic, grade level, or institution of learning. Students with a strong sense of academic self-efficacy are more likely to have experienced success, and with this confidence, have a better chance of continuing that success (Bandura et al., 2001). Students who lack the confidence that they can be academically successful often worry about their output and question themselves about the quality of their own work (Bandura et al., 2001). While there are definitely other factors that contribute to academic success and failure, having the belief that one can be academically successful is an important part of the process in attaining and demonstrating knowledge acquisition (Bandura et al., 2001; Medic, Wilson, & Starkes, 2007).

2.3.2. Self-Efficacy and Relationships with Peers

Another key facet of the school experience are the relationships students have with their peers at school. Having positive relationships with fellow students and building a social network of friendships is one of the key components of a successful high school experience (Dunleavy & Milton, 2008; Wang, Haertel, & Walberg, 1993). Having positive, mutually beneficial and edifying relationships is one of the core elements of being a human being. However, initiating friendships can be a daunting task for even the most extraverted person and thus, confidence in the ability to do so, or self-efficacy, gives one a significant advantage when starting, building, and maintaining friendships and relationships. Believing one has the ability to interact with others without fear of being rejected or disliked puts one at a distinct advantage in building friendships and can be

helpful in deepening relationships and building of a strong support network (Bandura et al., 2001; Dunleavy & Milton, 2008; Goldberg & Chandler, 1989; Wang, Haertel, & Walberg, 1993).

2.3.3. Self-Efficacy Relationships with Adults in the school

Just as self-efficacy in building relationships with peers is an important aspect in providing one with a positive high school experience, so too is having the confidence to build relationships with the adults in the school (Bandura et al., 2001; Hogan, 2016). Administrators, youth care workers, teachers, educational assistants, volunteer coaches, etc., all have the capability to serve as mentors, sounding boards, counsellors, and guides in the emotionally and physically taxing experience of being a student in high school (Bandura et al., 2001; Hogan 2016; Suggs, 2002). Knowing these relationships are important and having the self-efficacy to build such relationships with the adults in one's life is a key component to success in high school. Being able to lean on the wisdom of an adult and to count on the advice of someone who has more lived experience is an important part of one's educational journey and thus the self-efficacy to foster such relationships with trusted adults is an important attribute for students (Bandura et al., 2001; Hogan, 2016; Suggs, 2002).

2.3.4. Self-Efficacy, Athletics and Student Athletes

Two of the most used clichés in athletics when the performance of an athlete suffers is the phrase "he/she has lost confidence" and when an athlete is successful, the phrase "he/ she is playing with a lot of confidence." Although clichés, they are, in their essence, truths as well. Self-efficacy in sport, the confidence one has in their athletic abilities, is one of the key drivers of athletic success. The notion of belief in oneself and the belief that one has the ability to succeed in a competition is part of the psychology of a successful athlete. It is this self-efficacy that enables a competitor to strategize, plan, and attempt to outplay his/her opponent and even their own psyche (Bartko & Eccles, 2003; Broh, 2002; Goldberg & Chandler, 1989; McNeal, 1999).

For student athletes, cultivating and building self-efficacy in athletics is important on two fronts. First, students are able to learn how to generate a level of confidence in their abilities and use this belief to push their own physical limits so that they can continue to improve their skill set, thereby improving their ability in their respective sport (Bartko and Eccles, 2003; Broh, 2002). Teaching student athletes about self-efficacy and how to hone it is an important part of teaching the athlete to improve their play. Second, by learning to grow and have a strong self-efficacy in athletics, students are able to help their teams succeed in competitions, thereby bringing the team and school community closer together as they rally behind the success of the sports team (Bartko and Eccles, 2003; Broh, 2002). As student athletes experience success, they increase their self-efficacy and learn how to push themselves physically and mentally to improve their skills and translate this improvement into achievement in competition (Bartko & Eccles, 2003; Broh, 2002; Goldberg & Chandler, 1989; McNeal, 1999).

2.3.5. Self-Efficacy and Self-Esteem

Self-Efficacy is the belief that one can be successful in certain situations or environments while self-esteem refers to feelings about oneself and appraisal of one's own worth. Self-efficacy is inevitably linked to one's self esteem, although self-efficacy tends to be more situationally based while self-esteem is a more permanent feature in one's psychology and own self-worth.

Confidence in one's ability to succeed is an inherent attribute of having a high self-esteem. However, academic or athletic success may also be based on the self-assurance that one can be successful in a specific task or set of related tasks (Bong & Skaalvik, 2003; Judge, Erez, Bono, & Thoresen, 2002; Lane, Lane & Kyprianou, 2004). For example, a student who may not feel strongly about himself/herself general, may be confident that on the basketball court, he/she can score a lot of points and help the team to victory. This student could have great confidence in his/her ability to play basketball, but overall have a low self-esteem due to poor performance in other areas. Likewise, a student may have a high self-esteem based on success in areas other than athletics, but low athletic self-efficacy (Bong & Skaalvik, 2003; Judge, Erez, Bono, & Thoresen, 2002; Lane, Lane & Kyprianou, 2004).

Furthermore, self-efficacy in some areas may contribute to a strong self-esteem, allowing such students to take positive risks in new areas, since their identity is not tied up in success or failure in the new area. This risk-tolerance, or risk-protection, can be an important part of broader student success (Bong & Skaalvik, 2003; Judge, Erez, Bono, & Thoresen, 2002; Lane, Lane & Kyprianou, 2004).

The purpose of this research is not to distinguish between self-efficacy and self-esteem. Rather, it is to explore the extent to which a student's belief in themselves, in specific areas or in general, is nurtured by their parents and whether this affects their broader perceptions of success. In fact, some researchers have theorized that self-esteem and self-efficacy are effectively indistinguishable (Judge, Erez, Bono, & Thoresen, 2002). For these reasons, and for the purpose of this study the term self-efficacy is used, but also with the intention to capture outcomes readers may think of as related to self-esteem.

2.3.6. Issues with Self-Efficacy and Athletics

At times, student athletes have unrealistic expectations based on their self-efficacy. Students may have a false sense of their ability in terms of the sport in which they are involved. Students with an overinflated sense of self-efficacy can harm their sense of self-esteem in other areas if he/she falls short in an area of expected success (Bartko & Eccles, 2003; Broh, 2002; Goldberg & Chandler, 1989; McNeal, 1999). There are also cases where parents' unrealistic expectations of their child's skill level – a hockey dad trying to live out his fantasy of excelling in hockey by placing expectations on his son or daughter to excel – causes a child's self efficacy to grow in a specific area where a skill may actually be lacking (Kanters, Bocarro, & Casper, 2008). This false sense of self-efficacy in a particular area may cause problems in a child's broader self-perception as they realize that an expected skill set is not actually present.

Students who have an overabundance of self-efficacy in athletics can also experience isolation from their peers and/or teammates. A student's heightened sense of self-efficacy can lead to a false belief that he/she is the focal point of the competition

and the team success rests on the success of the individual (Kanters, Bocarro, & Casper, 2008). This can lead to separation of the player from the rest of their teammates because they see themselves as the lead and tend to look down on their teammates. These types of students may also get upset at their teammates for performing below their own self-determined standard. Although having the belief that one can be successful in athletics is beneficial, it can also damage an athlete's relationship with others as over-inflated self-efficacy can lead to selfishness and an inability to work with others (Bartko & Eccles, 2003; Kanters, Bocarro, & Casper, 2008; Kreager, 2007).

2.4. Academic Success

To understand the links between parent involvement, student self-efficacy, and student academic success, we must also understand what is meant by "academic success."

2.4.1. What is Academic Success

The notion of academic success can be a subjective one. Greatly simplified, the interpretation of this concept normally falls within the spectrum between two views on assessment.

A) Academic success equals the highest attainable letter, percentage or numeric grade closest to the value that equals a perfect score (i.e., an A, or 100%). For some, academic success is purely determined by the value received on a particular assignment or test and the subsequent result of that value which is normally failure to progress to the next assignment, course, grade, program or the completion of some sort of certification.

B) Academic success equals succeeding when a student would have not succeeded in the past, due to acquired knowledge. For those who subscribe to this more subjective and ethereal perspective, academic success focuses more on the success of the student acquiring and applying knowledge in both the context of what was learned and/ or in the real world. and less on the value attained by subjectively grading the work (York, Gibson, & Rankin, 2015).

Two interpretations of a fourth grade student learning how to do decimal point math for the purposes of understanding addition or subtraction can show the delineation between these two schools of thought. Those who subscribe to a more behaviourist model of understanding academic success would likely teach the material, give the student some problem sets (including word problems), see if the work was done correctly, see if the answer was correct and assign a grade to the work. The more answers the student gets right, the higher the score. Those who subscribe to the second model, however, would likely teach the material, give the student some methods to practice, and then take the student to a store (or emulate a similar situation) to see if they could accurately purchase and pay for items while doing the math.

These two very different philosophies lead to a similar outcome-- the student acquires the targeted knowledge. Whether it be on an academic test or in a real world experience, the end goal of determining academic success is the ability to realize and utilize acquired knowledge, dispositions, or abilities.

Further to this perspective is the student's perception of his/her own learning, academic skills and successes. Some students may view academic success as attainment of knowledge or skills in a particular area. For these students, acquisition and application of new knowledge is intrinsically valuable. Conversely, other students may be extrinsically fixated on the value of the grades they receive, deeming themselves to have failed if they receive a grade lower than their desired level of achievement, or to have succeeded when they achieve their external goals (York, Gibson, & Rankin, 2015).

The notion of academic success can be viewed as falling on a spectrum between two varying perspectives, each with the same end result: a grade indicating acquired knowledge, or proof in practice of knowledge acquired. Ultimately, this spectrum is still interpreted within the "eye of the beholder." How the learner acquiring the knowledge perceives their academic success is ultimately the piece that is most important with respect to their own self-efficacy and self-esteem (York, Gibson, & Rankin, 2015).

2.4.2. Academic Success and Self-Efficacy/Esteem?

Regardless of how an individual chooses to define academic success, students do, in some form, have to demonstrate the acquisition of knowledge and decide from their perspective whether the assessment they receive is considered academically successful or not. Thus, when questioning the importance of academic success, one must examine the more global question: why is such formal learning important?

Children attend schools for multiples reasons but one of the paramount reasons is to acquire the knowledge, skills, and dispositions necessary to become a contributing citizen of our society (Westheimer & Kahne, 2004; York, Gibson, & Rankin, 2015). Schools provide much more than just academic learning (i.e., socialization, interaction with peers, feeling of membership in a community); however, the core role of the school is the context of knowledge acquisition, so that students can meet the key competencies that are required to effectively contribute as citizens of our society.

Success in obtaining and retaining these competencies is an essential component of school (Westheimer & Kahne, 2004; York, Gibson, & Rankin, 2015). By being able to demonstrate to others, but more importantly to themselves, that they have acquired the knowledge and skills needed to contribute within the community, young people gain a sense of purpose and a skill set needed to function and survive as they move into adulthood, as well as the belief (self-efficacy) in their ability to be successful. The feeling of academic success, however a student determines it, and self-efficacy is a springboard that propels a young adult into the next phase in their life (Westheimer & Kahne, 2004; York, Gibson, & Rankin, 2015).

2.4.3. Student Athletics and Academic Success

Students who participate in high school athletics tend to have an increased level of both self-reported and teacher-reported academic success. Although the reported levels of success varies, due to the differing methods by which academic success may be measured, research generally reports that student athletes experience a higher level of academic success than their peers (Trudeau & Shephard, 2008). There are several factors that may affect this.

2.4.4. Sport Generated Capacity for Academic Success

In most schools, students have to achieve a certain "grade" level to be on an athletic team. Usually the bar for this is set at an achievable grade for all members of the team – a C or 60%, which in high school is generally attainable (Broh, 2002; Trudeau & Shephard, 2008). Student athletes on teams usually have to maintain this level in all courses or, at the very least, average the minimum across all of the courses. Such policies are intended to ensure student athletes are more attentive during class, get their assignments in on time, and generally pay attention to their studies so that they won't be excluded from the sports team (Bartko & Eccles, 2003; Broh, 2002; Trudeau & Shephard, 2008). Additionally, the teaching staff at the school may be coaching the students. As a result, coaches may develop unique knowledge of their students and will encourage them to ensure their assignments and studies are completed. In many cases, such support is offered at practices and even games, where coaches may provide study halls and support to "catch up" or keep current if too much time is being taken away by athletic activities (Bartko and Eccles, 2003; Broh, 2002; Trudeau & Shephard, 2008).

2.4.5. Academic Success Factors

The relationship between high school athletics and academic success is built upon both internal and external factors. Student athletes are likely to have a strong sense of self-efficacy and as a result, self-esteem. This belief in their own abilities may have substantial transfer effects on their self-confidence related to their academic achievement, resulting in the belief that they can achieve academically as well as physically. By strengthening the athletic achievement and the personal self-efficacy of student athletes, their academic achievement might also improve (Bartko & Eccles, 2003; Broh, 2002; Trudeau & Shephard, 2008).

Student athletes may feel a sense of membership by being part of a team, and thus increase their engagement in the school. They might also experience pressure from peer dynamics to contribute by being part of the team, an increased mandate for academic performance. Finally, team rules regarding maintaining certain grades and encouragement from the teacher- or staff-coaches can provide supports that enable

students to increase their level of academic success (Bartko & Eccles, 2003; Broh, 2002; Trudeau & Shephard, 2008).

2.5. Summary

Participation in high school athletics appears to be associated with multiple positive educational benefits including increased academic achievement, improved interpersonal skills, reduced levels of delinquency, a reduced likelihood of dropping out, and improved self-esteem (Bartko & Eccles, 2003; Broh, 2002; McNeal, 1999). Students who choose to participate in such activities appear to have a significant academic and social advantage over those who do not choose to participate in extracurricular activities at all (Eder & Kinney, 1995). One significant caveat that affects student attainment of social, cultural and academic capital is the influence of the parent. Parental involvement is important, especially at the high school level where participation seems to decrease significantly (Marburger & Oohms, 1986). Parents are usually the initial driving force behind their children's decision to participate in high school athletics (Kanters, 2002); how parents choose to influence their children considerably affects the child's self-efficacy and acquisition of internal goods – a positive personality trait (Field, Diego, & Saunders, 2001; Kanters, 2002; Leff & Hoyle, 1995; MacIntyre,1985). This can be attributed to the fact that participation in such activities allows students to form social bonds with other students and fosters a sense of belonging to the school community at large (Wang, Haertel, & Walberg,1993).

This chapter focused on a survey of three central topics: parental involvement, self-efficacy, and academic success. The literature review, therefore, covered the instrumental variables explicit in those questions including an examination of research in matters concerning parent involvement, student self-esteem, and student academic success in the interplay of life in school. The next chapter lays out the methodology for the study including the rationale for the chosen approach; the sample population for the study; the instrumentation designed to collect the relevant data; data collection processes; and, the standards of adjudication necessary to account for the validity, reliability, and integrity of the results.

3. Chapter 3 – Research Design and Method

3.1. Introduction

A researcher's paradigm determines the pathway the research follows in order to achieve a disciplined inquiry by which a logical argument can be carefully examined. It is conducted in a systematic fashion so the study itself can be tested and verified by others (Glinder & Morgan, 2000). This chapter describes the methodology used; the rationale in support of why the method was chosen; the participants of the study; a description of the research instruments; and, finally, how the data sets were organized.

3.2. Method of Study

This study utilizes a mixed methods approach a means by which the questions at hand can be studied by dividing the inquiry into two dichotomous categories: exploratory and confirmatory (Denzin & Lincoln, 2005). There are various mixed method designs that have been used in previous research studies by educational researchers. This study utilized quantitative methods to answer the research questions and sub-questions followed by the use of qualitative methods to further investigate the data and to seek out additional constructs that were relevant to the research questions (Gall, Gall, & Borg, 2007).

The central questions were:

1. How does perceived parental involvement in students' high school athletic activities relate to students' sense of self-efficacy?

2. How does perceived parental involvement in students' high school athletic activities relate to students' sense of academic success?

The following sub-questions were included to focus the data in order to better answer the main research questions:

1. How does perceived parental involvement affect the students' level of participation in high school athletics?

2. What is the relationship between student perceptions of parental involvement in their high school athletics and their own sense of self-efficacy?

3. What is the relationship between student perceptions of parental involvement in their high school athletics and their own sense of academic success?

4. How do the levels of self-efficacy compare to the levels of academic success for students who participate in high school athletics?

3.3. Rationale for Chosen Research Design

The research followed the general principles for one type of mixed methods study. This involved answering the research questions though the collection of quantitative data using a survey, while exploring some of the sub-questions by means of qualitative focus groups. Mixed methods researchers feel that quantitative and qualitative research is complementary and, when well conducted, can provide richer insights than if just one of the methods was employed (Gall, Gall, & Borg, 2007).

This particular design allows for triangulation; the testing of the quantitative findings as aligned with the qualitative data, with the use of both sets of data to enrich and inform the overall findings (Brewerton & Millward, 2006). "The combination of multiple methodological practices, empirical materials, perspectives, and observers in a study is best understood, then, as a strategy that adds rigor, breadth, complexity, richness, and depth to any inquiry" (Flick, 2002, as cited in Denzin & Lincoln, 2005, p.5). In this study, data from the quantitative study was triangulated with the qualitative written and oral responses in order to answer the central research questions and sub-questions.

Additionally, I chose a mixed method design because I wanted to obtain data from as many student athletes at each school as possible since they were the "sample selected to represent" the population of student athletes overall (Gall, Gall, & Borg, 2007). As a result, I focused on using a survey to broadly explore the beliefs of a large

number of student athletes. This allowed me to analyze the survey results and better understand the associations between the variables, in this case student perceptions of their parent's engagement and the relationship with the students' athletic and academic self-efficacy (Palys, 2003).

I also wanted to incorporate an interactive and conversational approach, to gather more specific answers from a smaller group of individuals and honour the voices of the participants. The purpose of this was two-fold: to interrogate and confirm the findings from the survey, and to glean additional information that may not have been identified through a closed-item survey (Palys, 2003). Thus, my qualitative data took two forms: a closed questionnaire where the students responded to specific open-ended questions and a structured focus group where students discussed these questions as a group.

By using the focus group format, participants were able to discuss the questions as a group – testing and expanding each other's responses and generating a more detailed and complex understanding of the issues covered by the survey protocol. These three methods in the study (interview, questionnaire, and focus group) were included to complete a more robust analysis and subsequently draw more informed conclusions that could be compared and cross-referenced.

This type of mixed-method study has been used in other studies (Bosetti & Pyryt, 2007; Perry, Dewine, Duffy, & Vance, 2007; Weiss et al., 2003). Although the thesis and themes of these studies were different from the central questions and sub-questions in this study, the overall organization and structure of the research was similar. For example, in their study of school to work programs, Perry, Dewine, Duffy and Vance (2007) conducted research on how school-based psychoeducational interventions on academics affected student self-efficacy in academics. They used a quantitative methodology to derive data with respect to self-efficacy and then used student interviews and qualitative analysis to create a second data-set to allow comparison between the data-sets. Likewise, Weiss et al. (2003), employed a mixed methods study to examine the relationship between working mother's involvement in their children's education. Their results demonstrated that mothers who were employed full-time or in school full-time were less likely to be involved in their children's education than those involved in

part-time work or school (Weiss et al., 2003). However, they also discovered that those who were working part-time or in school part-time were more involved in their children's education than mother's who were not working at all. Additionally, through their quantitative survey and qualitative interview process, they were able to determine that there was no difference between the involvement of mothers who were working or in school. Similar in methodology to Weiss et al. (2003), and the methodology of my own study, Bosetti and Pyryt (2007) used a mixed methods study to investigate school choice amongst parents in two of Alberta's largest cities. They mailed surveys to parents of students in grades 1, 3, and 6 through their homeschool teachers. Furthermore, they followed up with focus groups conducted with parents in two alternative schools, two neighbourhood schools, and two private schools to further examine the notion of school choice.

The mixed methods approach employed for my study triangulates the data through quantitative survey data, qualitative written focus group responses and discussion from the focus groups. This is a methodology that has been used for educational studies of this nature.

3.4. Study Participants

Students from two public high schools in a large Metropolitan School District in British Columbia participated in this research[1]. "Oakwood" is an inner city school with a lower/lower-middle class demography as defined by socio-economic indices and the School District's Funding Formula. "Skyview" is an upper/upper-middle class school as defined by socio-economic indices and School District's Funding Formula. These two schools were chosen so that students of different socio-economic statuses would be represented in the data. This is an important delineation as economic status is an influential factor in youth participation in both school and non-school-related extracurricular activities. The lower the income and the greater the financial worry of

[1] Note that the school names are pseudonyms created to protect the confidentiality of research participants.

families, the lower the participation of students in extracurricular activities (White & Gager, 2007).

At Oakwood, 72 out of 220 registered student athletes attended both the information session and the survey session. However, 7 students did not return the proper parent documentation; thus, their surveys were discarded. At Skyview, 67 out of 205 registered student athletes attended both the information session and the survey session. However, 20 students did not return the proper parent documentation thereby nullifying their involvement. In total, 65 surveys from Oakwood and 47 surveys from Skyview were included in this study, for an overall response rate of 26.35%.

3.4.1. Quantitative Data: Description of the Quantitative Data Sample

The student sample for the survey was derived from athletes who heard an announcement over three announcement periods in a three-day cycle and then volunteered to be part of the study. These were self-selected student-athletes who volunteered to complete the survey. The process for creating the sample and conducting the surveys was as follows:

1. I invited student athletes to participate in the survey over the P.A. system.

a. In order to recruit students for this study, I made an announcement on the P.A. inviting athletes to come to a meeting at a pre-determined time (set by the school and me) to participate in this study. At the first meeting, I gave out the consent letters and described the study. This meeting took 20 minutes. I asked those who came to return on a predetermined date, time and place in the school to hand in their consent letters and complete the survey (Appendix C).

2. Students who volunteered met one time to discuss the survey and were asked to have parent consent completed prior to attending the survey meeting (Appendix E).

3.4.2. Qualitative Data: Description of the Qualitative Data Sample

In addition to the quantitative data, two types of qualitative data were collected from focus groups at each of the high schools. Recruitment for this phase of the study was initiated by the Athletic Directors in each school.

1. The Athletic Director in each school made a call for student athlete volunteers to participate in a focus group. I asked the Athletic Director's to do so as they are responsible for the athletics at the school and would be the most natural people to make this announcement. Ten interested students were chosen by the Athletic Directors based on the following explicit criteria:

a. Two student athletes, one male, one female, from each grade (Grades 8 – 12).

b. The student athletes needed to have participated on a high school athletic team.

The first ten students meeting these criteria were included in the focus groups.

2. Two sets of data were derived from this data collection. First, students were asked to write their individual responses to specific questions (so as to not influence each other). Then I asked each question to the entire group and students responded orally. The responses were recorded on an Iphone4 and saved for later analysis. Contextual follow-up questions were also asked when appropriate.

Each group was first given a questionnaire consisting of items concerning parent involvement in high school athletics, academics and self-efficacy (see Appendix D). Then the focus group gathered and answered the questions in a discussion format with the researcher recording the conversation and asking subsequent follow-up questions. Each focus group took place in their schools and included all ten students selected by the Athletic Directors and lasted approximately sixty minutes.

3.5. Research Instruments

I employed two research instruments to collect the data for this study.

Survey

In my review of the literature on high school athletics, parent involvement and self-efficacy, I found no complete instruments that would meet the research requirements of this study. However, rather than create an entirely new survey, I based much of my data collection on a portion of the Marsh Self Description Questionnaire (Marsh, 1986; Marsh, 1987). The seven part survey was designed to answer the two main research question and its 4 sub-questions and consisted of seven parts.

Part 1

Questions 1 - 13 gathered demographic information from the respondents. This demographic information included age, grade and gender of the respondents and assisted in helping affirm socio-economic status as well. This portion of the survey paralleled (with permission) a survey used by the Educational Psychology Lab at the University of British Columbia in their study of Internet Bullying (2010).

Part 2

Questions 16 – 25 asked respondents about their participation in high school athletics. Along with determining the grade level of student athlete, this section also determined how much participation there was, at what level, and in what specific sporting disciplines. These questions were used to determine:

1. The length of time the student athlete had been involved in high school athletics.
2. The sports in which the student athlete was involved.
3. How long they had been involved athletics overall – including community athletics.
4. Students' self-assessment of their athletic ability.

These themes were derived from similar studies mentioned in the literature review that discussed student participation in high school athletics (Bartko & Eccles 2003; Broh, 2002; Goldberg & Chandler, 1989; Trudeau & Shepard, 2008).

Part 3

For Question 26, I inserted a portion the Marsh Self Description Questionnaire (1986), which consisted of 54 sub-questions. This section employed a Likert scale and asked questions gauging feelings of self-worth, relationships with others, and respondents' perceptions of how they were viewed by their peers.

Part 4 - 6 covered Questions 27 – 39, which were derived from studies mentioned in the literature review that discussed themes of parent involvement in school and athletics (Eccles, 1994; Kanters, 2002; Turner & Lapan, 2002; Waldron & Krane, 2005; Young, 1994). The questions were designed to help determine the answers to the four research sub-questions.

Part 4

Questions 27 – 29 concerned the students' perceptions of their parents' involvement in the school. This portion of the survey focused on overall involvement, and not exclusively athletic involvement.

Part 5

Question 29 and 30 were used to gauge student perceptions of their parents' involvement in their school-based athletic experiences.

Part 6

Questions 31 – 39 were related to students' perception of their academic success and their perceptions of whether their parents and athletics affected this variable.

Questionnaire and Focus Group

A ten-item questionnaire (Appendix D) was created to serve as the basis for the focus group protocol. The questionnaire consisted of short response items designed to gauge respondent perceptions of their own involvement in high school athletics, their feeling of self-efficacy and academic success, and how these related to their perception of parental involvement. Respondents initially wrote out responses to each item on the questionnaire and then gathered to discuss their responses in a focus group of 10 students. This gave respondents an opportunity to both answer questions in an open-ended format and build on their own understanding through engagement in discussion with their peers (Gall, Gall, & Borg, 2007). This was a semi-structured process. Questions 1 - 13 asked for demographic information, and to maintain consistency, this was the same as what was used in the survey. The remaining questions asked the student athletes to respond to questions pertaining to their involvement in high school athletics, their feeling of self-worth, their relationships with their parents, their relationships with other students and their perceptions of their own level of their academic success (see Appendix D for the full protocol).

Having the questionnaire's data collected in two ways was important in building a complete understanding of the students' experience and beliefs. In answering the questions on their own first, students were able to respond without bias from any of the others in the group and without the researcher asking follow up questions – it was purely their answer. They gathered in a focus group to discuss their responses in greater depth, allowing them to "play off" each other's answers and clarify their own responses. This process also allowed the researcher to ask clarifying questions.

In this form of mixed method study, a deductive approach to evaluating the qualitative data was used. This type of approach, in conjunction with the analysis measures mentioned in the previous section, allowed me to interrogate predictions generated from the literature reviews. The hypothetic-deductive method (Gall, Gall, & Borg, 2007) enabled predictions to be made and, by evaluating the data from the surveys, measure the success of such predications against the data.

1. First the written comments from each questionnaire were typed into a table for each respective school. The data was entered for each participant.

2. The researcher listened to the recording of the focus group to determine whether there were any additional data derived from follow up questions and the interview.

3. This data was added into the table for each school.

4. A comparison table between the two schools was created.

Research Tools Pilot Tests

Because I was working largely from established surveys and studies (as previously described in the Research Instruments section), I did not put this survey through formal validation. I did, however, have both the survey and questionnaire and focus group protocols reviewed and pilot tested by experts in the field, and modifications were made based on their suggestions. The survey was examined by the two athletic directors in the participating schools, two school administrators, one researcher from the University of British Columbia (Educational Psychology Lab on Internet Bullying), one researcher from the Masters of Counselling Program at Trinity Western University, and my doctoral committee. I asked reviewers to provide general comments as well as specific feedback on clarity and match with research questions. Based on the results of the survey review, I clarified and simplified some of the questions to make it easier for respondents to understand. I also modified my Likert scale in questions 27-39, eliminating the neutral response and shifting to a forced choice scale.

The questionnaire for the focus groups was also examined by the same group of individuals. However, because this questionnaire was intended to elicit both written and oral responses from students, I also asked the five students of the Skyview Student Athletic Council (none of whom participated in the study) to test it. These students consisted of two female grade 10 students, one male grade 11 student, and one female grade 12 student. Based on their feedback, I changed some of the questions on the written response section (not the demographic section) to increase clarity.

3.6. Treatment of the Survey Data

In order to maintain statistical accuracy, consultation services were obtained from the Simon Fraser University (SFU) Surrey Statistical Consulting Service. This service

entered data ensuring that all personal identifiers were removed. The survey questions were then grouped into categories so that scores could be derived for the purpose of analysis.

Parental Involvement was separated into two categories:

- parent involvement in extracurricular activities that were not part of the high school athletic program (question 27) and
- parent involvement in extracurricular activities that were part of the high school athletic program (question 29).

Academic Success was based on self-reported grade point averages:

- self-reported grade point averages across both core courses and elective courses, and
- self-reported grade point averages over the current year and across their entire high school career.

Self-efficacy was determined through the 54 sub-questions taken from the Marsh Self Description Questionnaire (Marsh, 1986) as discussed below.

3.6.1. Categorization Of Self Efficacy

The initial plan was to analyze the self-efficacy data from the 54 self-efficacy questions taken from the larger Marsh Self Description Questionnaire gauging self-efficacy and self-esteem (Marsh, 1986). These 54 questions had been used to measure self-efficacy in another study (Law, 2008) and I obtained permission from that researcher to emulate her process in this study.

In consultation with the SFU Statistical Consulting Service we ran a Principal Component Analysis (PCA) to try and identify correlated items (e.g., Principal Components). When the data was analyzed using the PCA, no categories emerged, likely due to the fact that the answers between the two schools were widely erratic. One likely reason for the problem is the small sample size (112 of respondents) relative to the number of variables (54 questions). Small changes in the patterns between the variables

resulted in large changes in the loadings and, as a result, specific components could not be identified.

Because the PCA failed to find structure within the data, I decided to create categories based on observable thematic groupings within the 54 Marsh (1986) questions. A key component of my study was to compare levels of self-efficacy to participation in athletics, academic success and perceptions of parental involvement, thus the creation of these self-efficacy categories was necessary. Once these categories were created, I decided to use Spearman's Correlation to look at the relationships between self-efficacy and the other data sets as it is a measure of the monotonic relationship between perceived parental involvement and these self-efficacy categories; I wanted to see whether or not an increase in parental involvement would also lead to an increase in self-efficacy (Gliner & Morgan, 2000).

Prior to conducting the Spearman's Correlation, I calculated a global self-efficacy average for the students of both survey sites using their responses to the Marsh Questionnaire (1986). To do this I had to first ensure that the Marsh (1986) questions were all framed in the same direction. In order to ensure that participants answered as truthfully as possible and read all of the questions, some of the 54 questions from the survey were framed negatively while some were framed positively. For example, question 1 reads "Nobody thinks that I'm good looking" (negative), while question 2 states "Overall I have a lot to be proud of" (positive). I converted all of the responses to a "positive" frame by mirroring the responses on all negatively framed items. I used the same conversion for the t-test as well.

Based on a review of Marsh's literature and his uses of the survey in two studies (Marsh, 1986; Marsh 1987), I was able to organize the 54 questions into six related categories: Physical, Appearance, Opposite Sex, Same Sex, Emotional, and Problem solving. Although historically the Marsh (1986) Questionnaire has not been organized into these categories, the six composites made theoretical sense in light of the current study. The grouping of the questions can be seen in Table 1: Marsh Questionnaire Self-Efficacy Categories.

Table 1: Marsh Questionnaire and Self-Efficacy Categories

Category	***Items***	***Description***
(Category 1) Physical	Q4 , Q16 , Q28 , Q38 , Q10 , Q22 , Q33 , Q44 (8 items)	Measuring student's self-efficacy as related to how they view their physical abilities.
(Category 2) Appearance	Q8 , Q20 , Q32 , Q42 , Q1 , Q14 , Q26 (7 items)	Measuring student's self-efficacy as related to how they view their own appearance.
(Category 3f) Opposite Sex (for females)	Q12 , Q24 , Q36 , Q47 , Q7 , Q19 , Q30 , Q40 (8 items)	For females: Measuring student's self-efficacy as related to how they think males view them.
(Category 3m) Opposite Sex (for males)	Q13 , Q25 , Q36 , Q47 , Q7 , Q19 , Q31 , Q41 (8 items)	For males: Measuring student's self-efficacy as related to how they think females view them.
(Category 4f) Same Sex (for females)	Q13, Q25 , Q35 , Q46 , Q50 , Q54 , Q6 , Q18 , Q31 , Q41 (10 items)	For females: Measuring student's self-efficacy as related to how they think females view them.
(Category 4m) Same Sex (for males)	Q12 , Q24 , Q35 , Q46 , Q50 , Q54 , Q6 , Q18 , Q30 , Q40 (10 items)	For males: Measuring student's self-efficacy as related to how they think males view them.
(Category 5) Emotional	Q5 , Q17 , Q29 , Q49 , Q11 , Q23 , Q34 , Q45 , Q53 (9 items)	Measuring student's self-efficacy as related to how they view their emotional responses to situations.
(Category 6) Problem Solving	Q2 , Q15 , Q27 , Q37 , Q48 , Q52 , Q9 , Q21 , Q39 , Q43 , Q51 (11 items)	Measuring student's self-efficacy as related to how they view their problem solving abilities.

In an effort to validate these 6 categories, I correlated each of the self-efficacy categories to each other under the assumption that the categories would be related; that is, if they accurately measure a global self-efficacy construct, there should also be a relationship across categories. I then did the same for items in the academic success

categories. By correlating the categories to themselves, it was hoped that any inconsistencies would be apparent and that the accuracy of the data would be validated. Additionally, a high degree of correlation across the self-efficacy categories and the academic success items would suggest that the categorization was accurate. I found that for both schools correlation between self-efficacy categories was positive. It was, however, substantially stronger at Oakwood. In other words, students with high esteem in one category tended to have high esteem in other categories, indicating that the level of self-esteem seems to be consistent amongst all of the categories.

I also wanted to correlate parental involvement and academic success. The Spearman's Correlation between the academic success global average and parental involvement, both in non-athletic school functions and athletic based school functions, is demonstrated in Table *2*. This measure of significance was to correlate the relationship between perceived parental involvement and academic success.

Table 2: Global Average for Reported Academic Success

Category	***Items***	***Description***
Global Average for reported Academic Success	Survey questions 31 to 36	Measuring student's self reported academic scores as gauged by these questions

3.6.2. Treatment of Inferential Statistics

The mean, mode, and standard deviations were calculated for each item as appropriate. Global descriptive data was also calculated across multiple items within specific constructs. For example, the descriptive statistics were calculated when evaluating parental involvement in high school athletic events (question 30).

In addition to descriptive analysis, some inferential analysis was done to test relationships between items and variables. To better understand the results of the correlation between the items from the Self-Description Questionnaire (Marsh, 1986) and the perceived parent involvement in non-athletic and athletic school based activities, I performed t-tests to determine if there were statistically significant differences between:

a) Students perceiving low parental involvement in non-athletic aspects of school compared and students perceiving a high engagement in non-athletic aspects of school.
b) Students perceiving low parental involvement in athletic aspects of school compared with students perceiving a high engagement in athletic aspects of school.

I found the global average for question 28 and question 30 as both questions concern student perceptions of parental influence in their school based activities. I then conducted the 2 t-tests using the TTEST function in excel. The first t-test examined whether there is a significant difference between students' perception of parental involvement in non-athletic school based extracurricular activities and their self-esteem. I created two groups of students, a low self-efficacy group (average score of less than the median value) and a high self-efficacy group (average score of more than the median value) and compared their outcomes on Item 28. I calculated a 2 tailed t-test with two samples of unequal variance (type 3).

The second t-test examined whether there is a significant difference between students' perception of parental involvement in athletic school based extracurricular activities and their self-esteem. Again I created two groups of students, a low self-efficacy group (average score of less than the median value) and a high self-efficacy group (average score of more than the median value), and compared their outcomes on item 30. I calculated a 2 tailed t-test with two samples of unequal variance (type 3).

To ensure that the results were accurate, I also conducted a correlation test (using the function in excel) between the data sets of question 27 (students' perception of their parents' participation in non-athletic school based activities) and question 29 (students' perception of their parents' participation in athletic school based activities) as well as a correlation between self-esteem and the perception of parental involvement for both non-athletic (question 27) and athletic (question 29) activities.

The results of these tests are presented in Chapter 4.

3.6.3. Process of Analysis of Raw Data from Survey – Descriptive Statistics

In addition to calculating the correlation and significance for the quantitative data portions of the survey, I also did a comparison of the raw data from the two schools using average, mode and standard deviation. This allowed me to do a direct comparison of the data as it related to how each question was answered at each respective school.

3.7. Treatment of Focus Group Data

Each member of each respective focus group was asked to write a response to the following questions:

1. Please list what types of athletic activities you are involved in at your high school.
2. Why did you choose to become involved in high school athletics?
3. On the sports teams you are involved with – intramural and afterschool – would you define yourself as a leader or a follower? Why?
4. From your point of view, how has participation in high school athletics affected your academic performance in school?
5. Are the interpersonal relationships you have (friendships) related at all to your involvement in high school athletics?

6. From your point of view, describe the involvement of your parents in your high school athletic experience.

7. Do you feel that your parents' involvement in your high school athletics could increase or decrease? Explain.

8. How do you feel about the level of your parents' involvement in your high school athletic experience?

9. From your point of view, does your involvement in high school athletics make you feel more self-confident? Explain.

10. How important is being involved in high school athletics compared to other aspects of your life (art, family, music, other extracurricular, etc.)?

The questions were designed to investigate the type of high school athletics students were involved in and why (questions 1 and 2), the feeling of self-efficacy with relation to self (questions 3, 9, 10), others (question 5 and 9), academic success (question 4), and perceptions of parent involvement (questions 6, 7, 8).

These questions were then openly discussed in a focus group format to allow for a deeper examination of students' perceptions of the effects of their parents' involvement.

I used the following procedure to analyze the qualitative data.

1. I input all of the data from the written questionnaires from each school onto a table.

2. I listened to the oral responses from the focus group and added any additional information that emerged from the responses and subsequent follow up questions into the data.

3. I summarized the data from both Oakwood and Skyview Secondary schools and input the information into a table (the results of this analysis can be found in Chapter 5).

3.8. Summary

This chapter described the rationale for the specific research design adopted for the study. The procedures for the administration of both the surveys and questionnaires were detailed, along with the selection process of the student athletes as research participants. Use of this approach allowed the researcher to triangulate the quantitative data with the qualitative data and compare the results of the two data sets against the research questions designed to guide the study. The statistical analysis associated with validation process concerning the survey instruments was also presented. Chapters 4 and 5 will detail the findings from each respective survey.

4. Chapter 4 – Results and Discussion of Quantitative Data

4.1. Introduction

In this chapter, the results and analysis of the data are presented. First, descriptive statistics related to participants and their survey responses are presented. Subsequently, the quantitative data are analysed using a Spearman's Correlation to determine the relationships between key coefficients in the study. These were compared and contrasted to the raw data from the surveys and the inferential statistics. Also included is a discussion of the data as it pertains to the research questions.

4.2. Descriptive Statistics

In total, 65 surveys from Oakwood and 47 surveys from Skyview were tallied. In Table 3, the actual, possible, and percentage of responses to the questionnaire are given for Oakwood and compared with Skyview. The difference between schools in the total participant number occurred because there was a greater number of Skyview students who unable to provide parental consent and thus, their answers were not recorded in the final tally.

Table 3: Percentage of Athletes who Responded

School	Total Number of Athletes	Total Number of Participants	Percentage of Participants	Actual Tallied Responses	Percentage of Tallied Responses
Oakwood	220	72	32.7%	65	29%
Skyview	205	67	32.6%	47	22%

To get a sense of the characteristics of the students responding to the survey, as well as to build their engagement with the survey items, I used a series of demographic

questions to open the survey. At both schools, more females than males participated in the survey (see Table 4). At Oakwood, the number of males and females who participated somewhat reflects the general population in the school. However, at Skyview – the percentage of females who participated compared to the number of males did not reflect the overall population of the school.

Table 4: Gender of Participants in each School

School	Total Number of Participants	Male	Female	Percentage Male who participated in study	Percentage of Males in school overall	Percentage Female who participated in study	Percentage of Females in school overall
Oakwood	65	29	36	44.6%	50.5%	55.4%	49.5%
Skyview*	47	15	30	31.9%	51.5%	63.8%	48.5%

*2 students did not indicate gender

Likewise, as indicated in Table 5, more grade 8 students and grade 10 students at both schools participated in the study than students from other grade levels.

Table 5: Grade Level of Participants in each School

School	Gr.8	% of Total	Gr.9	% of Total	Gr.10	% of Total	Gr.11	% of Total	Gr.12	% of Total
Oakwood	24	36.9%	8	12.3%	17	26.2%	12	18.5%	4	6.2%
Skyview	14	29.8%	8	17.0%	20	42.5%	6	12.8%	0	0.0%

The ethnicity of the students is presented in Table 6. A much more culturally diverse group of student athletes chose to participate in the survey at Oakwood in comparison with Skyview. While ethnicity is not a statistic captured by the district, the ethic diversity captured in Table 6 is reflective of the larger student population at each school, based on languages spoken.

Table 6: Ethnicity of Participants in each School

School	Aboriginal	Asian	South Asian	Mixed	Caucasian	African	Latin American	Middle Eastern	No Answer
Oakwood	2	25	6	3	14	8	3	3	2
Skyview	3	4	1	6	33	0	0	0	0

In addition, data from the returned surveys showed the number of multi-sport participants and the number of participants who also took part in community-based sport programs. Most participants from Skyview also participated in community-based sports programs whereas only half of Oakwood participants indicated that they participated in such programs (see Tables 7 and 8). All of the participants of the survey participated in school-based sports.

Table 7: Multi-sport Participants vs. Single-sport Participants

School	Total Number of Participants	Total Single Sport	Percentage of Total	Total Multi-Sport	Percentage of Total
Oakwood	65	13	20%	52	80%
Skyview	47	12	25.5%	35	74.5%

Table 8: Percentage of Student Athletes in Community-Based Sports Activities

School	Total Number of Participants	Number Participating in Community Sports	Percentage
Oakwood	65	33	50.8%
Skyview	47	44	93.6%

4.3. Description of Survey Responses

This study's central questions explored how student-perceived parental involvement in the students' high school athletic activities related to the students' sense of self-efficacy, and how student-perceived parental involvement in the students' athletic activities related to students' sense of academic success.

The questionnaire focused on four aspects of high school athletics: 1) students' level of involvement in high school athletics; 2) their perceptions of their parents' involvement with athletic programming and with school work; 3) their self-expressed feelings of self-efficacy; and, 4) how they gauge their own academic success. Using Spearman's Correlation and investigating the median and modes from the raw survey data, the notion of parent involvement was compared to both self-efficacy and academic success in order to determine whether or not there was a relationship.

4.3.1. Parent Involvement

The data for parent involvement is presented in Table 9 and 10. The average mean and mode for the questions pertaining to parent involvement in questions 27, 29 and 37 of the survey are presented to show the extent to which students see their parents as involved in their activities. Standard deviation is also included to show the general level of agreement across respondents. The numeric scale is representative of the following survey answers: 1 = Never, 2 = Hardly Ever, 3 = Some of the Time, 4 = Most of the Time, and 5 = Always.

Table 9: Question 27 - Parent Involvement in Non-Sports Related Activities - Both Schools

Question 27	Oakwood Average	Oakwood Mode	Oakwood Standard Deviation	Skyview Average	Skyview Mode	Skyview Standard Deviation
Attend Parent Advisory Council (PAC Meetings)	1.62	1	1.22	2.02	1	1.42
Attend annual school non-sports based functions (concerts, plays, banquets, etc.)	2.75	1	1.45	3.09	3	1.17
Attend parent teacher interviews.	2.95	1	1.50	3.11	2	1.39
Volunteers to help with school non-sports based functions (concerts, plays, banquets etc.)	2.02	1	1.33	2.57	3	1.31
Regularly checks the school website for updated information regarding the school.	2.05	1	1.47	2.78	1	1.44
Ensures that your teachers are informed if you are to miss school for any reason.	4.25	5	1.28	3.93	5	1.47
Helps you with your school work and communicates with teachers about your work.	3.09	5	1.47	3.51	5	1.42
Gives financially and/ or donates products to the school for fundraising purposes.	2.88	3	1.37	3.22	3	1.42

Question 27 (Continued)	Oakwood Average	Oakwood Mode	Oakwood Standard Deviation	Skyview Average	Skyview Mode	Skyview Standard Deviation
Average Parent Involvement Score	2.70			2.96		
Scale values: 1 = Never 2 = Hardly Ever 3 = Some of the Time 4 = Most of the Time 5 = Always						

As highlighted in Table 9, students who completed the survey at Oakwood perceive that their parents are moderately active in participating in non-athletic high school activities. Whereas most students believe that their parents are hardly ever physically involved in overall school functions not related to athletics – the students do have the perception that their parents are sometimes involved in activities related to their academics, especially when it relates to communicating with their teachers. The same holds true with students from Skyview. While the overall average score of parent involvement in non-athletic activities is higher – the trend for Skyview is similar to Oakwood's – that students believe their parents to be hardly ever involved in activities such as PACs and volunteer work at the school, but are sometimes supportive of their academics: especially when it comes to keeping up with teachers which is done most of the time. Across these trends, there was a wide range within the survey responses, suggesting that student athletes did not have a unified perception of their parent involvement in non-athletic activities.

As highlighted in Table 10, students' perceptions of their parent's involvement in their high school athletic activities is described. The students at Oakwood generally perceived that their parents hardly ever participate in their high school athletic activities. The exceptions are in the area of volunteer driving and in attendance of athletic competitions. Skyview's statistics in this area are quite different. Skyview students overall perception is that their parents do participate in their high school athletic activities, especially in the areas of attending competitions, volunteering to drive, and participating in fundraising, which students perceive that their parents participate most of the time. Overall, students from Skyview perceived that their parents participate more in their high school athletics than the students from Oakwood. However, there was a high degree of variability across responses on most items.

Table 10: Question 29 – Parent Involvement in Athletics Average and Mode for Both Schools

Question 29	Oakwood Average	Oakwood Mode	Oakwood Standard Deviation	Skyview Average	Skyview Mode	Skyview Standard Deviation
Attends athletic competitions that you are not involved in	1.64	1	1.15	1.84	1	1.01
Attends athletic competitions that you are involved in.	3.34	3	1.36	4.37	5	1.00
Volunteers to help with athletic events as an official (referee, scorekeeper, lines person etc.…)	1.71	1	1.25	2.89	3	1.32
Volunteers to drive when you or your team needs transportation to an athletic event	2.81	3	1.38	3.83	4	1.12
Volunteers to help coach sports teams that you are not involved with.	1.31	1	0.85	1.87	1	1.26
Volunteers to help coach sports teams that you are involved with.	1.54	1	1.09	2.65	3	1.37
Actively participates in the fundraising efforts of your school athletic program.	2.06	1	1.26	3.04	3	1.31
Actively participates in the fundraising efforts of the sports team you are part of.	2.41	1	1.42	3.53	4	1.12

Question 29 (Continued)	Oakwood Average	Oakwood Mode	Oakwood Standard Deviation	Skyview Average	Skyview Mode	Skyview Standard Deviation
Attends your school year end athletic banquet	2.13	1	1.63	3.18	5	1.53
Encourages other parents to participate in the athletics program at your school.	2.06	1	1.57	2.85	1	1.49
Average of scores	2.10			2.95		
Scale values 1 = Never 2 = Hardly Ever 3 = Some of the Time 4 = Most of the Time 5 = Always						

4.3.2. Self-Efficacy

The average and mode was calculated from the self-efficacy questions from the Marsh Questionnaire (1986). Table 11 shows a sample of the averages and modes for 4 positively framed questions and 4 negatively geared questions to illustrate the overall feeling of self-efficacy of the students who took the survey. I chose these questions as an example as they were the most general of the Marsh (1986) Questionnaire items and the most holistically descriptive of the overall answers of the self-efficacy portion of the survey.

Table 11: Sample Questions, Marsh Self Description Questionnaire (1986)

Question 26	Oakwood			Skyview		
	Average	Mode	Standard Deviation	Average	Mode	Standard Deviation
Overall, I have a lot to be proud of (question 2)	5.12	6	1.19	5.45	6	0.85
Overall, I am no good (question 9)	1.48	1	1.06	1.43	1	1.08
Most things I do, I do well. (question 15)	5.10	6	0.88	5.04	5	1.13
Nothing I do ever seems to turn out right. (question 21)	2.11	1	1.39	2.07	1	1.54
I am often depressed and down in the dumps. (question 23)	1.77	1	1.41	1.43	1	1.07
Overall, most things I do turn out well. (question 27)	4.89	6	1.09	5.09	5	1.00
If I really try I can do almost anything I want to do. (question 48)	5.26	6	1.09	5.43	6	1.19

Question (Continued)	Oakwood			Skyview		
	Average	Mode	Standard Deviation	Average	Mode	Standard Deviation
Overall, I'm a failure. (question 51)	1.31	1	0.93	1.28	1	0.93

Response Values:
1 = False
2 = Mostly False
3 = More False than True
4 = More True than False
5 = Mostly True
6 = True

As evidenced in Table 11, and in the survey results as a whole, students answered positively to questions relating to a positive feeling of self-efficacy and negatively when answering negative questions relating to self-efficacy. Overall, students at both Oakwood and Skyview reported positive feelings of self-efficacy, although a few items showed a fair amount of variability across respondents (e.g., question 21, "Nothing I do ever seems to turn out right").

Table 12 shows the global averages for each of the Student Self-Efficacy categories, along with the standard deviation for each category by school and the average for both sites; the lower the score, the higher the feeling of self-efficacy in each category. This table suggests that students at both sites have an overall positive self-esteem in each of the self-efficacy categories as well as across all categories.

Table 12: Student Self-Efficacy

Self efficacy category	Skyview		Oakwood		Combined
	Average	St Dev	Average	St Dev	Average
Physical	1.60	0.89	1.82	0.95	1.71
Appearance	2.18	0.85	1.98	0.95	2.09
Opposite Sex (Male)	1.95	0.98	2.21	1.12	2.08
Opposite Sex (Female)	2.03	0.93	2.03	1.03	2.03
Same Sex (Male)	1.74	1.11	2.22	1.44	1.98
Same Sex (Female)	1.68	1.03	2.33	1.46	2.01
Emotional	2.5	1.30	2.27	1.28	2.39
Problem Solving	1.99	0.76	1.69	1.14	1.84
Total average score:	1.96	0.98	2.07	1.17	2.02
Scale: Total Average Score < 3 = High Self-Efficacy					

4.4. Research Questions

4.4.1. Research Question 1

How does perceived parental involvement in students' high school athletic activities relate to students' sense of self-efficacy?

Data concerning non-athletic parent involvement in schools (e.g., question 28 in survey) and athletic parental involvement (e.g., question 30 in survey) was correlated with the self-efficacy categories. The Spearman Rank Correlation coefficient was calculated, as well as the directional significance of that correlation, using a probability level of $p < 0.05$. Tables 13 and 14 show the calculations. The results of the qualitative data and the corresponding discussion of these results are the subject of the next chapter.

As can be seen in Table 13, there was little correlation between perceived parent involvement and self efficacy for Oakwood students. One weak correlation was found to be significant: parental involvement in non-athletics was weakly correlated with *Emotional* ($r_s = -0.207$, $p < .05$). The weak correlation between Problem Solving and both parent involvement non-athletic ($r_s = -0.190$, $p > .05$) and athletic ($r_s = -0.198$, $p > .05$) approached significance.

Table 13: Spearman's Correlation Between Self-Efficacy Categories and Parental Involvement at Oakwood

Self-Efficacy Categories	Parent involvement (non-athletic)	p-value	Parent involvement (athletic)	p-value
Physical	0.020	0.437	0.003	0.491
Appearance	0.053	0.337	-0.002	0.493
Opposite Sex (Male)	-0.076	0.274	-0.91	0.236
Opposite Sex (Female)	-0.053	0.337	-0.93	0.231
Same Sex (Male)	-0.071	0.287	0.007	0.478
Same Sex (Female)	-0.044	0.363	0.000	0.499
Emotional	*-0.207*	*0.049*	-0.163	0.097
Problem Solving	-0.190	0.064	-0.198	0.057
p < .05 n=65				

There was also little correlation between perceived parent involvement and self-efficacy for students at Skyview, as demonstrated in Table 14. One weak correlation and one moderate correlation were found to be significant. Non-athletic parent involvement was weakly correlated with emotional (r_s=.243, p > .05) and moderately negatively correlated with problem solving (r_s =-0.338, p > .05).

Table 14: Spearman's Correlation between Self-Efficacy Categories and Parental Involvement at Skyview

Self-Efficacy Categories	Parent involvement (non-athletic)	p-value	Parent involvement (athletic)	p-value
Physical	-0.210	0.079	-0.117	0.216
Appearance	0.155	0.150	0.090	0. 274
Opposite Sex (Male)	0.112	0.227	0.031	0.418
Opposite Sex (Female)	0.057	0.352	-0.022	0.443
Same Sex (Male)	-0.134	0.184	-0.036	0.404
Same Sex (Female)	-0.108	0.235	-0.027	0.429
Emotional	*0.243*	*0.050*	0.142	0.171
Problem Solving	*-0.338*	*0.010*	-0.182	0.110
$p < .05$, n=47				

In order to further examine the data from the Marsh (1986) Questionnaire for each school, I created two groups of students (see Table 15): students with high self esteem, whose personal Marsh score averaged 3 or below), and those with low self esteem, whose personal Marsh score averaged 3 or above I then ran a t-test to determine if students' perceptions of their parents' involvement in both non-athletic and athletic activities differed based on their self esteem.

Table 15: Groups of High and Low Self-Esteem Students

	High Self-Esteem		Low Self-Esteem	
	Students	Average score	Students	Average score
Oakwood	59	1.96	6	3.31
Skyview	44	1.83	3	3.4

The results of the t-test are included in Table 16. Although no minimum sample size is required for t-tests, it is important to note that the small sample size for students with lower self-esteem makes it unlikely that a significant difference would be detected unless that difference was quite strong.

Table 16: T-Test Results

T-Test Results	Oakwood p values	Skyview p values
Parent involvement (non-athletic) and self-esteem	0.13	0.74
Parent involvement (athletic) and self-esteem	0.91	0.86
P < .05		

As expected, the results of the t-test confirmed what the Spearman's tests suggested: that in both schools there is no detectable significant difference between self esteem/self efficacy and the perception students have of their parents involvement in

either non-athletic or athletic school events. There is no detectable difference between self efficacy and perceived parental involvement in school based activities.

I also evaluated the correlations between self-esteem and perceived parent involvement in non-sport activities, as well as between self-esteem and perceived parent involvement in sporting activities. The results are presented in Table 17.

Table 17: T-Test – Global Self Esteem and Parent Involvement

Correlation	Oakwood	Skyview
Correlation between self esteem and perceived parent involvement in athletic activities	-0.05	0.06

This set of statistics also supports what the Spearman's and t-test indicated that there is no significant relationship between a student's self efficacy and their perception of parent involvement in both non-athletic and athletic school based activities.

To test whether there may have been a problem with the instrument, I also performed a correlation test between perceptions of parent involvement in non-athletic activities and perceptions of parent involvement in athletic activities at each site, assuming that these items would be related is the instrument was accurately assessing student perceptions of parent involvement. A strong correlation was indeed found at each school: at Oakwood the correlation between these two areas was r_s=.76 and at Skyview $r_{s=}$.73.

4.4.2. Research Question 2

How does perceived parental involvement in students' high school athletic activities relate to students' sense of academic success?

Overall the students felt academically successful as highlighted in Table 18. Students in Skyview had a higher average than the students in Oakwood, even though the mode was the same. As can be seen in the standard deviation, students in Oakwood had a wider range of responses to this question, resulting in the lower average.

Table 18: Question 37 Overall Feeling of Academic Success Average and Mode for Both Schools

Question 37	Oakwood Average	Oakwood Mode	Standard deviation	Skyview Average	Standard deviation	Skyview Mode
Overall, you feel that you are an academically successful student	4.98	6	1.28	5.43	1.05	6
Responses scale 1 = False 2 = Mostly False 3 = More False than True 4 = More True than False 5 = Mostly True 6 = True						

Data concerning academic success and overall success was also correlated with the self-efficacy categories in order to gauge whether or not these variables were related. When academic success and overall success correlates with parent involvement it means that as one increases so does the other—but we cannot tell whether there is a causal relationship. For example, parents may become more involved because they see their child succeeding, rather than the assumption that their child succeeds because they are involved.

Results were calculated the in the same manner as those reported in Tables 13 and 14. The p-values derived from the correlation between the mean scores of both data sets of parent involvement and the self-efficacy categories determines the significance of any identified correlations.

Table 19: Spearman's Correlation between Academic Success and Parental Involvement at Oakwood

Overall Success	Non Athletic	p-value	Athletics	p-value	Global Self Esteem	p-value
Academic Success Global Average	-0.178	0.080	-0.034	0.395	-0.020	0.436
p < .05 n=65						

As can be seen in Tables 19 and 20, there was little correlation and no significance between the self-reported academic scores for students (questions 31-36) and parent involvement (non-athletic or athletic). There was also little correlation and no significance between the Global Self-Esteem scores for both schools and the academic success global average.

Table 20: Spearman's Correlation between Academic Success and Parental Involvement at Skyview

Overall Success	Non Athletic	p-value	Athletics	p-value	Global Self Esteem	p-value
Academic Success Global Average	0.017	0.455	-0.073	0.313	-0.105	0.241
p < .05 n=47						

4.5. Discussion

Spearman's Correlation results showed a small number of correlations between perceived parental involvement in high school athletics, self-efficacy, and academic success. Even when identified, the significant correlations were generally quite weak.

Discussion of Research Question 1

While the correlation of the parent involvement data and the self-efficacy data yielded some minor positive correlations between these two categories, in general, the relationship between parent involvement and self-efficacy is not significant. There was similarly a very weak relationship found between parental involvement and academic success. With the Oakwood data, parental involvement in non-athletics was found to be weakly but significantly correlated with the emotional category. There was also a weak correlation that approached significance between both parent involvement non-athletic and athletic. Likewise, at Skyview, non-athletic involvement was weakly correlated with the emotional category and moderately correlated with problem solving. If there is any relationship between parental involvement on self-efficacy, it is barely detectable using Spearman's Correlation in this data set.

In the examination of the descriptive data, the median and mode of the various data show that students at both sites perceived that their parents were involved both in both athletic and non-athletic activities, and respondents also had a generally positive sense of self-efficacy in both athletic and non-athletic areas. The average and mean scores from the Marsh (1986) section of the survey did show that the students at both schools have a positive feeling of self-efficacy as evidenced by the data in Table 15. The self-efficacy scores seem to be high in both schools even though the averages and modes for parent involvement – especially when it related to athletic based activities – was significantly higher at Skyview than at Oakwood. There was a consistency in both schools, however, about parents' involvement in the students' schoolwork. Both Oakwood students and Skyview students responded that parents are very involved in their academic lives (Table 9).

Discussion of Research Question 2

Similar to the data found when correlating parent involvement and self-efficacy, parental involvement did not correlate significantly with self-reported academic success. The descriptive data from the surveys confirmed the findings with regards to academic success. There were some small correlations between perceived parental involvement and academic success in each of the schools but the results were weak and inconsistent across the schools. For both data sets there is a strong positive correlation between

academic success scales (questions 31-36) and reported overall success (question 37), suggesting that the instrument is reliably gathering student success information, despite weak correlation in other areas.

The descriptive data from the survey suggest that at both schools, students felt that they were academically successful students (Table 18). Yet, at Skyview, students perceived that parents were significantly more involved, when compared to perceived parental involvement at Oakwood. When it came to non-sports events, the parental involvement at both schools was comparable. As with the self-efficacy scores, the feeling of academic success score seems to be high in both schools even though the averages and modes for parent involvement in athletic endeavours were higher at Skyview than at Oakwood (Table 10). Once again, it is important to point out, especially as it relates to the academic score, that there was a consistency in both schools when it related to parents being involved in the students' school work (Table 9). There does not appear to be a direct, positive correlation between parent involvement, school work, and students' feelings of academic success.

4.6. Summary of Quantitative Data

In this section, the quantitative data derived from the questionnaires completed by the students from Oakwood and Skyview were analyzed in accordance with the research questions. The first sub-section described the sample used for the study. The second-sub section explained how the different self-efficacy facets were created and the data were used to interpret the results. In this section significant attention was given to describing how categories of the self-efficacy section of the survey were derived. The third sub-section described how the Spearman's Correlation was completed and how the probability values were calculated, and how the data were derived from the descriptive statistics. In the fourth sub-section, the results of the data were analyzed and discussed in accordance with the research questions, the procedures prescribed for data collection and analysis, the outcomes and the results. Based on the data the following findings emerged:

1. The Self-Efficacy Categories that were created correlate with each other suggesting that the categories were valid reflections for student self-efficacy (see Table 21). This suggests that it was appropriate to use these categories to examine the relationship between the self-efficacy categories and parental involvement in non-athletic and athletic activities.

2. There appears to be weak correlation when using Spearman's Correlation between non-athletic parent involvement and self-efficacy in either school for students involved in high school athletics. However descriptive statistics showed a positive relationship between these areas; that is, students have a generally strong sense of self-efficacy and believe their parents are generally involved.

Table 21: Relationships between Self-Efficacy Categories

	Phys	Appear.	Emot.	Prob Solv	Opp Sex (F)	Opp Sex (M)	Same Sex (F)	Same Sex (M)
Physical	**1.00**	0.49	0.27	0.61	0.52	0.63	0.56	0.51
Appear.	0.49	**1.00**	0.52	0.50	0.58	0.58	0.31	0.30
Emotional	0.27	0.52	**1.00**	0.41	0.53	0.49	*0.204**	0.26
Prob Solv	0.61	0.50	0.41	**1.00**	0.49	0.61	0.59	0.57
Opp Sex (F)	0.52	0.58	0.53	0.49	**1.00**	0.83	0.39	0.63
Opp Sex (M)	0.63	0.58	0.49	0.61	0.83	**1.00**	0.68	0.62
Same Sex (F)	0.56	0.31	0.20	0.59	0.39	0.68	**1.00**	0.81
Same Sex (M)	0.51	0.30	0.26	0.57	0.63	0.62	0.81	**1.00**
*p > .05, n=112. All other correlations are significant at p < .05, n=112.								

3. The relationship between athletic parent involvement and self-efficacy in either school for students involved in high school athletics is not significant. However descriptive statistics showed a positive relationship between these areas; that is, students have a generally strong self-efficacy and believe their parents are generally involved.

4. Students in both schools seem to have a strong positive feeling about their own self-efficacy even though parents from Skyview are instrumentally more involved than the parents at Oakwood.

5. There is no substantial relationship between non-athletic parent involvement and academic success when using Spearman's Correlation in either school for students involved in high school athletics. However, descriptive statistics showed a positive relationship between these areas, that is, students have a generally strong academic self-efficacy and believe their parents are generally involved.

6. The relationship between athletic parent involvement and academic success in either school for students involved in high school athletics is not significant. However, descriptive statistics showed a positive relationship between these areas; that is, students have a generally strong academic self-efficacy and believe their parents are generally involved.

The findings described above show the results of the quantitative analyses generated by the questionnaire completed by students at both schools. Despite assuming that there was a relationship between student self-efficacy, parent involvement, and academic success, very weak relationships were found that were not significant, although across the survey these students felt good about themselves and believed they were doing well in school and that their parents were engaged in their lives. The next chapter discusses the qualitative data used to address the same research questions in order to describe student perceptions of parent involvement in high school athletics related to their feelings of self-efficacy and academic success.

5. Chapter 5 – Results and Discussion of Qualitative Data

5.1. Introduction

This chapter is divided into two sections. First, the qualitative data is presented and discussed. This data is presented in a similar manner to the presentation of the quantitative data detailed in the previous chapter. This includes an analysis of the data, a discussion of the data as it pertains to the research question and a summary.

The qualitative data from Oakwood and Skyview were transcribed and analyzed by evaluating and comparing how the subjects answered each question and subsequent follow-up questions culminating in a cross-site analysis of the data.

Students from each school completed an open-ended semi-structured questionnaire and then participated in an open-ended semi-structured focus group discussion (Brewerton & Millward, 2006; Gall, Gall & Borg, 2007). Each group of students was given the questionnaire before the focus group in order to think about and write down their thoughts. After approximately 20 minutes, students were finished.

Students then moved into a focus group setting where I asked each of the questions again and students proceeded to answer orally. At times, students were asked follow-up questions during the oral interviews. Students were asked to jot down any additional comments they perceived to be important. Both interviews were digitally recorded on an iPhone4 device and saved to iTunes. I transcribed the data and evaluated it by looking at the answers within each group and by comparing and contrasting the answers across the two groups.

Data is presented here in aggregate, and students are referenced by number for confidentiality. The first part of the chapter presents the data analysis specific to the

research questions. The last part of the chapter examines the data across both schools and looks for broader themes.

5.2. Data: Oakwood Focus Group

The first question asked about the types of high school athletics in which the students were involved. Table 22 shows how many of the athletes surveyed participated in more than one sport at high school (multi-sport) as opposed to athletes who participated in a single sport at high school (single-sport). At Oakwood a large majority of the students participated in multiple sports at their high school whereas in Skyview, a large majority of the students were single sport athletes.

Table 22: Multi-Sport Participants vs. Single-Sport Participants

School	Total Number of Participants	Total Single School Sport	Percentage of Total	Total Multi-School Sport	Percentage of Total
Oakwood	10	2	20%	8	80%
Skyview	10	7	70%	3	30%

Participation in Sport

As is noted in Table 22, a majority of Oakwood students were multi-sport athletes at their school with only 2 students participating in a single sport. All of the students reported that they participated in their chosen high school athletic activities for the enjoyment factor, the social factor or a combination of both. All of the answers to questions 1 and 2 indicated that although students were active participants in their chosen sport, it was more of a "hobby." None of the students stated that they desired to pursue the sport at an elite level or provided indication of playing at a post-secondary or professional level.

Parent Involvement

All of the student athletes perceived that their parents were "involved" in their athletic activities. However, the range of involvement differed for each individual. While all of the students reported that their parents were supportive of their involvement in their

respective sport and supported them financially, four of the students indicated that their parents were volunteer drivers for their respective teams and three of the students noted that their parents attended games. Additionally, while eight out of ten students indicated that their parents' involvement could increase, they also stated that they attributed lower engagement to their parents' work schedules. Every student interviewed said they were satisfied with their parents' involvement regardless of the instrumental nature of that involvement. Participants 8 and 9, for example, stated that although their parents had to work and could not attend games, both also felt that "parents' involvement was pretty good" (Participant 8) and "it's ok [because] they let me join in the first place" (Participant 9). While the manner in which the parents supported their children differed – mostly due to the respective parents' work commitments – all of the students were satisfied with the level of commitment and involvement given to them.

Research Question 1
How does perceived parental involvement in students' high school athletic activities relate to students' sense of self-efficacy?

Ninety percent of the Oakwood athletes felt that participating in athletics increased personal confidence levels. Regardless of whether or not each participant was a leader or follower on his/her respective team(s), participating in an athletic activity tended to increase each student's personal self-efficacy. This was apparent in their answers to question 9. Answers such as "Yes because I love sports and when I do well I feel better about myself" (Participant 5) and "Yes. Makes me feel stronger because if everyone can do it then I feel I can do it too" (Participant 7) were common, and suggest that participating in athletic activities may improve personal self-efficacy. For one student this was not the case, as he/she noted that "losing in fact makes me lose confidence" (Participant 3). Despite Participant 3's concerns, when asked about the role of sports in their lives, students responded that sports are important. Areas such as school, and family and friends ranked equal or higher for all participants indicating, perhaps, that high school athletics rated only as one facet of these participants' lives. This was further confirmed by the participants' answers to question 10 as they all categorized athletics as an important facet of their overall life. The general sentiment was "sports are pretty high up there on how important it is" (Participant 9).

It was also apparent, with most of the Oakwood focus group members, that participating in high school athletics was an important component in forging strong interpersonal relationships and friendships with fellow students. Participant 10, for example, noted that that participating in athletics builds his self-confidence because, in his words, "I have become close with several people and spend almost every day with people helping to build many relationships." He continued by noting that high school athletics "makes me feel better knowing I've accomplished something or achieved my goal. The feeling of winning is unexplainable, especially when you celebrate with your teammates."

For two athletes, however, sports was not an important source of friendship, with most of their friends coming from outside of athletics. Even so, their answers to another question indicated that having friends in athletics allowed them to "go out there and meet new people" (Participant 1) and "never feel excluded anywhere… [having] friends in all different kinds of groups" (Participant 5). Additionally, three of the answers directly indicated that "sports and athletics makes you meet new people" (Participant 8). Overall, the sentiment in the answers to questions 5 and 9 from all the participants is that athletics either helped build new friendships enhanced current inter-personal relationships, or a combination of the two.

Research Question 2
How does perceived parental involvement in students' high school athletic activities relate to students' sense of academic success?

Eight out of the ten students reported that athletics had not negatively affected their school-work. Participant 10 summed it up when he/she stated that athletics "makes me work harder to finish my work and do well to continue playing sports. Tight schedule but maintainable." Athletics also helped motivate Participant 4 to "come to school and be on time for class." Participant 1 summed it up for most of the participants, "being busy all of the time, I never have time to be lazy which means all of my homework gets done." Two participants did note that the time investment in athletics made it hard to get homework done, and as a result, thought participation may have negatively impacted their grades.

5.3. Data: Skyview Focus Group

Participation in Sport

As noted in Table 22, a majority of Skyview students surveyed are single-sport athletes at their school, with only three students participating in another sport. All of the students reported, on the whole, that they participated in their chosen high school athletic activities either because of the "love of sports" (Participant 9), "to get fit" (Participant 1), "get active" (Participant 10), "meet people" (Participant 7), or due to a combination of these four areas. None of the students stated that they desired to pursue the sport at an elite level.

Parent Involvement

The students in the Skyview Focus group perceived that their parents were involved in their athletic activities. Once again, the range of involvement differed for each individual. Nine out of ten of the students reported that their parents were supportive of their involvement in the sport and supported them financially. Participant 4 stated that his/her parents provided no support for in-school athletics unless the student asked, but were involved in the student's sporting activities outside of school. Five of the students indicated that their parents were volunteer drivers for their respective teams and six of the students noted that their parents attended games.

The members of this focus group did not see a need for their parents to increase their involvement, and in one case, the student wanted their parent to decrease their activity noting "I'm more responsible than I use to be" (Participant 7). Every student interviewed said they were satisfied with their parents' involvement with their athletics, regardless of how they were involved (students considered their parents as involved if they funded the student's participation, attended or drove to games, or supported or participated in some other capacity, like fundraising). The over-arching sentiment amongst this group was that parents "are involved as much as I want them to be" (Participant 3), either through active involvement and "watching all of my sporting events," to encouraging their child to go to every practice (Participant 10). In sum, the Skyview group felt that the parent support was good. "They do enough!" exclaimed Participant 9.

Research Question 1

How does perceived parental involvement in students' high school athletic activities relate to students' sense of self-efficacy?

All of the Skyview athletes that were interviewed felt that participating in athletics increased their personal confidence levels. Once again, being a leader or follower on his/her respective team(s) seemed to be irrelevant to whether or not participation increased each student's personal self-efficacy. In some cases, athletics gave these students an opportunity to increase their self-confidence, as students noted that participation in a sport helped them believe they could successfully compete. Participation also increased their engagement in the community, helping them get to know more people (participants 4, 7, 8, and 9). Participant 3 reported that, although generally a "shy person at school…during sports I am a lot more extroverted, so I make a lot of friends and get to know the teachers which makes me feel more confident." Feeling more self-confident through experiencing game situations (Participant 2) and seeing their own continuing improvement in their sport (Participant 9) was also a factor two of the participants noted as improving their personal self-efficacy.

As summarized by Participant 1, this group of students, on the whole, believed that they "go to school for academics and for sports, but sports always comes first." This may be related to the finding that Skyview students tended to be more competitive athletes focused on only one sport, whereas Oakwood students were generalists in their more eclectic approach to sport.

All of the Skyview focus group members also stated that being involved in high school athletics was a key factor in them developing interpersonal relationships. Participant 3 said she had made many new friends because of her participation in sports, noting "Many are because of sports. I have met girls in all different grades and become better friends with them. It has definitely broadened my social circle." Other participants also shared that they made new friends. "I have met lots of new friends by playing basketball and volleyball. By playing sports we get to know each others' personalities better" (Participant 6). Through the discussion, the group seemed to agree with Participant 1, "if it wasn't for sports, I would have limited friendships and not the ones I have now." With the Skyview focus group, high school athletics appeared to be a

conduit for individuals to form new interpersonal relationships, augmenting their existing group of friends.

Research Question 2
How does perceived parental involvement in students' high school athletic activities relate to students' sense of academic success?

There was a contradiction in what Skyview students reported about academic success on the written questionnaire and in the focus group. On the questionnaire every student in this group noted that they had not noticed any changes in their academics due to athletics. However, when asked about academics in the focus group, four of the ten students identified experiencing a positive effect from their participation in athletics. Participant 1, for example, stated scholarship opportunities as a motivation for doing better in class, as most academic scholarships in Canadian universities also require above average academic grades. Participant 3 felt that participation in high school sports was positive because there was an opportunity "to get to know a lot of teachers [who also coached] who can help…in areas other than soccer." Participant 3 noted that they also asked teammates for help in academic subject areas. From their perspective, taking part in high school athletics seemed to have a positive effect on their academic achievement. This contradiction in the findings may be due to the nature of focus group interactions, which allowed participants to build on the comments of other group members, expanding the opportunity to engage in deep discussions of issues and think differently about the questions asked (Gall, Gall, & Borg, 2007).

5.4. Cross Site Analysis

In order to further analyze the qualitative data, the transcription from each of the focus groups was summarized and compared across the two sites. Table 23 depicts an overall comparison between the qualitative data derived from the two focus groups.

Table 23: Overall Comparison between Focus Group Answers

Question:	Oakwood Response – Inner City School	Skyview Response – Upper Middle Class School
Please list what types of athletic activities you are involved in at your high school.	-Students competed in the following team sports: basketball, ultimate frisbee, and volleyball - Students competed in the following individualized sports on their school teams: cross country, badminton, and track and field.	-Students competed in the following team sports: rugby, basketball, volleyball, water polo and soccer. -Students competed in the following individualized sports on their school teams: cross country, and track and field.
Why did you choose to become involved in high school athletics?	-All students stated a love for sports and a desire to stay fit as a reason for joining athletics. -2 surveyed also mentioned joining teams to meet friends. -1 person specifically mentioned losing weight.	-All students stated a love for sports as a reason for joining athletics. -4/10 surveyed wanted to join also to meet new people. -1/10 joined his/her team because he/she liked the coach. -1/10 also joined because of the desire to have fun
On the sports teams you are involved with – intramural and afterschool – would you define yourself as a leader or a follower? Why?	-3/10 students stated they were leaders generally because they were more vocal and better at the sport -4/10 students stated they were followers generally because they were weaker at the sport and wanted to follow others' leadership. -3/10 students stated they could be either a leader or follower depending on whether they were good at the sport or not and the circumstance.	-4/10 students stated they were leaders mainly because people tended to look up to them on their team. -3/10 students stated they were followers generally due to a lack of knowledge of the sport and that they look up to better players. -3/10 students stated they could be either leader or follower depending on the circumstance.

Question:	Oakwood Response – Inner City School	Skyview Response – Upper Middle Class School
From your point of view, how has participation in high school athletics affected your academic performance in school?	-7/10 Students interviewed stated that it did not negatively affect/ interfere with their academics. Out of the 7, 2 said academics actually improved their academics. -2/10 students stated that they didn't have much time but also didn't indicate a negative influence on marks, only on time availability. -1 person noted their grades dropped	-All of the students stated that participation in athletics has not negatively affected their academics. -4/10 stated that they noticed a positive relationship between their participation in sport and their academics.
Are the interpersonal relationships you have (friendships) related at all to your involvement in high school athletics?	-8/10 students interviewed stated that relationships were related to involvement in high school athletics. -2/10 stated that they were not related.	-All students stated that their interpersonal relationships was related to the sport in which they participated.
From your point of view, describe the involvement of your parents in your high school athletic experience.	-All students' parents had some sort of involvement -All students had parents who supported them financially. -3/10 parents came to their children's games -4/10 were volunteer drivers but only sometimes/ when they were free	-9/10 students interviewed felt their parents supported them. -1/10 said he/she had little to no support – parent involved in outside sports instead. -6/9 students who had parents support them had parents who attended games -5/9 students who had parents support them had parents who drove teammates to games. -1/9 students who had parents support them had parents who participated as a volunteer member of the team -3/9 students who had parents support them also indicated financial support

Question:	Oakwood Response – Inner City School	Skyview Response – Upper Middle Class School
Do you feel that your parents' involvement in your high school athletics could increase or decrease? Explain.	-All students were satisfied with their parents' involvement -8/10 felt that their parents' involvement could increase but they understand why it is so limited – the main reason was work.	-All were overall satisfied with the support provided by their parents. -Students didn't seem to understand the notion of increasing or decreasing involvement during discussion. After clarification, they seemed satisfied of their parents' involvement.
How do you feel about the level of your parents' involvement in your high school athletic experience?	-8/10 students were extremely satisfied with their parental involvement -2/10 were satisfied but wish their parents could participate more – but understood the reasons for the lack of involvement – which was work.	-9/10 were happy about their parents' involvement -1/10 felt parents were not involved but reasoned it was because of work.
From your point of view, does your involvement in high school athletics make you feel more self-confident? Explain.	-9/10 students felt an increase in self-confidence due to participation in athletics. -1/10 students felt that athletics was not the focus of his/her life and thus had no bearing on his/herself confidence. -1/10 students expressed losing make him/her lose confidence	-All students answered positively that self-confidence increased due to participation in athletics. -It was also indicated in a follow up question that all felt more confident because they met more friends in sports.
How important is being involved in high school athletics compared to other aspects of your life (art, family, music, other extracurricular, etc.…)	-All students enjoyed participating in high school athletics and thought participating in sports/athletics was important. -7/10 stated the only things more important were family and friends	-All students felt that sports was very important for them -2/10 expressed pride for representing the school -1/10felt it was important to learn how to be on a team. -6/10 felt it was one of, if not the most important aspects of their life.

This side-by-side comparison suggests that while there were some minor differences in how respondents answered particular questions, the students from the inner city school (Oakwood) and from the upper middle class school (Skyview) answered a majority of the questions in a similar way. Other than two clear differences – the number of multi-sport athletes (the majority of Oakwood participants were multi-sport athletes as opposed to many of the Skyview athletes being single-sport athletes) and the

level of life importance students attributed to athletics (Oakwood students felt athletics was a part of their lives with some importance, while Skyview students felt athletics was one of the most important aspect in their lives), the other eight categories of interest produced similar answers from both groups.

From the data, I found that there was strong agreement between the focus groups on interpersonal self-efficacy, feeling of academic success, and perception of parent involvement. Students from both schools wanted to participate in sport because of interest in the sport, a desire to stay active, and the opportunity to meet new people. Personal self-confidence for students in both groups was also increased through both the participation in athletics and the increased radius of social interactions athletes were able to have with others on their respective teams forging new friendship and entering new social circles.

Academically, most students in both focus groups believed that being involved in athletic activities did not hurt their academic standing and, in many cases improved it. Students defined parent involvement broadly, and saw many different areas for their parents to engage. As a result, all of the student athletes, regardless of focus group, believed that their parents participated appropriately in their athletic activities. Even though the students in each focus group came from different backgrounds and attended schools at different socio-economic levels, it appears that there was a solid consensus around many of the questions they were asked to consider.

5.5. Summary of Qualitative Data

In this section, the qualitative data derived from the focus groups of students from Oakwood and Skyview were analyzed in accordance with the research questions raised in Chapter 1. The first section described the sample used for the qualitative study and looked at the data sets from both schools. The second section analyzed the results from Oakwood and Skyview based on the four categories into which the questions were grouped, which were summarized in a cross site analysis. Based on the data derived from the focus groups, the following findings emerged:

1. The majority of Oakwood students were multi-sport athletes as opposed to the majority of Skyview students, who were single-sport athletes.

2. The vast majority of students from both schools felt positive about their personal self-efficacy and relationships with other people.

3. The vast majority of students from both schools felt positive about their academic success at school.

4. The majority of students from both schools stated that being part of an athletic team gave them the opportunity to meet new people and increase their circle of friends.

5. All of the students from both schools were satisfied with the level of support they received from their parents. Although the level of support differed for each student, they were all satisfied with the level of support they received.

6. While students from both schools were satisfied with the level of parent support – as it was reported that parents were often a source of encouragement for students – their level of self-efficacy and academic success did not appear to be connected to their perception of parental involvement in school or in athletics.

The next chapter will discuss and interpret the results from both the quantitative and qualitative data in order to address the central research question and sub-questions.

6. Chapter 6 – Discussion

6.1. Introduction

This chapter discusses the results from the different forms of data collection within the context of the main research questions and sub-questions. The study's central questions asked: "How does perceived parental involvement in students' high school athletic activities relate to students' sense of self-efficacy?" and "How does perceived parental involvement in students' high school athletic activities relate to students' sense of academic success?" An analysis of the results as they pertain to the research sub-questions will serve to formulate answers to the main research questions. The descriptive statistics from the survey, the data from the questionnaire and the responses from the focus groups are discussed.

6.2. Relationship to Research Questions

1. How does perceived parental involvement in students' high school athletic activities relate to students' sense of self-efficacy?

2. How does perceived parental involvement in students' high school athletic activities relate to students' sense of academic success?

As discussed in the qualitative analysis sections, students at both Oakwood and Skyview stated they were satisfied with their parents' involvement and support, even though the survey showed students perceived the average level of parental involvement as falling on the bottom half of the scale, between "hardly ever" and "some of the time." The types of support ranged from allowing their children to participate in sport, offering financial assistance, driving the team, and attending games; both school's students reported that their parents were supportive and felt positive about their involvement.

In terms of self-efficacy, students reported feeling quite confident personally and amongst their peers. Almost all students felt personally confident in their athletic participation and also conveyed that strong interpersonal relationships were created through athletics, leading to further increased self-confidence. Likewise, the majority of students from both schools reported being satisfied with their academic success at school. This information was confirmed by the descriptive statistics from the survey as well as the information gathered by the questionnaire and focus groups. Students reported that athletics did not have a negative effect on their academic standing and some stated that participating in athletics allowed them to better plan and organize their time academically so they would have the opportunity to do well in both venues.

The overarching question related to this study asked if increased self-efficacy and academic success relate to a positive perception of parental involvement. There was not a significant relationship in the Spearman Correlation or via the t-test. The descriptive statistics in the survey data and the analysis of the focus group and questionnaire results suggest that parent and family support was important to students but with little variation in the perceived level of parental involvement. In particular, students identified different types and intensities of engagement, as well as an understanding of barriers to the level of engagement their parents could give. Because parent involvement, either direct or indirect, is reported to be important to the student's level of participation in athletics, a lack of parent support may result in a lack of opportunity for students to participate in high school athletic activities.

6.3. Discussion of Quantitative and Qualitative Data

Quantitative and qualitative measures were used to generate data to answer the research questions. The Spearman's Correlation and t-tests were performed to determine whether there was any positive relationship between parent involvement in the two areas in question: athletics and academics. No significant positive correlation was found. However, while there was not a significant relationship from either test, the raw data from the survey did show a positive relationship in some areas between perceived parental, self-efficacy and academic success which was corroborated by the focus group and questionnaire responses.

As evidenced in Table 24 across schools students perceived higher than mid-point involvement on 6 of the 18 athletic or academic involvement items. Students perceived parents as most involved in their attendance at school and athletic events, suggesting that parents may see their role as primarily one a facilitation—making sure their children have the ability to access the school based services.

Table 24: Primary Types of Parental Involvement

Involvement Type	Average Score
Ensures that your teachers are informed if you are to miss school for any reason	4.09
Attends athletic competitions that you are involved in	3.85
Volunteers to drive when you or your team needs transportation to an athletic event	3.32
Helps you with your school work and communicates with teachers about your work	3.3
Academic fund raising	3.05
Attend parent teacher interviews	3.03
* Survey scale: 3 = Some of the time; 4 = Most of the time	

As far as self-efficacy goes, students clearly feel that they are athletically and academically successful. Table 25 suggests a high rate of self-efficacy in both groups of student athletes. Table 18 reveals a strong feeling of academic success amongst both

groups, with an average self-evaluation of academic success score of 5.02 (mostly true) on a 6 point scale. Table 25 is a summative table, and the data suggests that students at both sites have a high level of self-efficacy.

Table 25: Global Self-Efficacy Scores

Oakwood	Skyview
2.07	1.96

From the raw data, it is evident that in the areas of school based encouragement, parents from both schools supported their students in the areas of attending school based functions—whether athletic or academic—and to a lesser extent, financially supporting their students. This data is consistent with the qualitative data students in both focus groups gave concerning the involvement of their parents (Table 23). There seemed to be a contrast in the answers between Oakwood and Skyview when it came to having to spend a significant amount of time at the school volunteering in areas such as scorekeeping and fundraising in both questions 27 and 29. It seemed that parents from Skyview were much more willing to give significant "chunks" of time to support their student-athletes at school. It can be seen, however, that Oakwood parents spent time at home encouraging their children through supporting them in their school work while Skyview parents, for the most part, did not do this. This is consistent with the interviews as more Oakwood students reported that their parents had to work and thus could not be very active in the school while 100% of the Skyview students reported that their parents were active in the school in some way. What is important to note is that during the focus groups, students from both schools reported that they were satisfied with the overall extent of parent involvement. It is evident when examining the data that students believe their parents to be the catalyst that enables their participation in activities, regardless of their actual level of involvement. Students still have a strong feeling of self-efficacy and academic success regardless of how much or how little the parent seems to be involved.

As with the descriptive statistics from the survey, the data from the focus group and questionnaire also showed that students in both schools, perceived that their parents were the initial catalyst to encourage them to start their high school athletic careers. It also showed that most of the students from both schools had a high level of personal and interpersonal self-efficacy and feeling of academic success.

While there were no specific items in the survey responses that showed parents heavily engaged with students, there was a strong perception of parent involvement in some areas. This was especially true in two specific areas for each school. More than 75% of Oakwood students felt that their parents supported them in their school work. While it seemed that they could not always spend time at the school attending games, although there was still a high number who attended some of the time, the support they gave their children was home-based and encouragement-based. On the other hand, 80% of Skyview students felt their parents spent time attending games and giving them support behind the scenes with activities such as fundraising and volunteering, and assisting with game management. As previously mentioned, a high percentage of students from both schools also perceived that their parents supported them financially, a finding affirmed in the qualitative data, with students noting " my parents try to be as involved as possible but they work a lot so it is difficult for them. They drive, watch my games and pay when I need help" (Participant 6, Oakwood). In order to better understand the relationship between perceived parental involvement in students' high school athletics, self-efficacy and academic success, the following provides an analysis of the data relative to the sub questions:

1. How does perceived parental involvement affect the students' level of participation in high school athletics?

   Students revealed that they participated in high school athletics because, for most of them, their parents gave them the opportunity to participate, financially supported them to the best of their ability, and occasionally helped them get to where they need to be.

2. What is the relationship between student perceptions of parental involvement in their high school athletics and their own sense of self-efficacy?

The quantitative and qualitative data results showed that there does not appear to be any relationship between student perceptions of parental involvement in their high school athletics and their sense of self-efficacy.

3. What is the relationship between student perceptions of parental involvement in their high school athletics and their own sense of academic success?
   The quantitative and qualitative data results showed that there does not appear to be any relationship between student perceptions of parental involvement in their high school athletics and their academic success.

4. How do the levels of self-efficacy compare to the levels of academic success for students who participate in high school athletics?
   There is no relationship between the level of self-efficacy and academic success with students who participated in this study; however, the data suggests that students had both strong feelings of self-efficacy and believed they were academically successful.

The quantitative data suggests that there was not much "active" parent involvement in either school. The data from both schools suggest that parents were still involved in areas that initially encouraged participation. Also, consistent between both schools, and pervasive in both the quantitative and qualitative data, is that parents were involved financially and encouraged their students by attending structured sporting events as much as they could. Even though the Spearman's Correlation, which took the complete data sets from questions 27 and 29 of the survey, showed a very weak correlation between self-efficacy, academic success and parent involvement. When parent involvement, self-efficacy, and academic success data is put side by side with qualitative data, it can be seen in the descriptive statistics and the data from the focus group and the questionnaire, that students do perceive that their parents are involved for the most part, and are satisfied with their parents' involvement in their sport and academic pursuits.

The results from the surveys, questionnaires and focus groups indicated that feelings of self-efficacy were high for athletes in both school as seen in Table 12. Furthermore, self perceptions of academic success were also high for students in both schools. The level of parental involvement that students described in the survey was

similar to that described in the questionnaire and focus groups. The focus group conversations suggested that students believe that, without parent support—in the form of helping with homework, driving to and attending games, and contributing financially—students would not be able to fully participate in high school athletics. Without active engagement in athletics, students worried their feelings of athletic and academic success would be negatively impacted.

The data collected for this study suggest that for students in two metropolitan high schools, parent involvement was an important factor in students accessing athletic programs, but the initial assumption—that parent involvement is directly associated with student self-efficacy and academic success—was not supported by the data. This raises an important question—if parent involvement is not directly linked to student self-efficacy and academic achievement, is there another intervening variable that might be used to understand the reported academic success and strong self-efficacy of these student athletes?

One possible rationale might be linked to Bandura, Barbaranelli, Caprara and Pastorelli's (2001) concept of how self-efficacy is formed and how events and choices made in the earlier stages of life can affect future choices. The findings in the present study confirm that that the involvement of parents in the school lives of their children was perceived by the subjects as being a positive influence in their engagement in athletics and their increased self-efficacy and academic success. This was apparent for all students even though the nature of that the involvement of their parents was markedly different in the two schools studied. Similar to the findings in the Bandura (2001) study, the data from Oakwood found that the students in this lower socioeconomic environment had parents with raised educational aspirations and a belief in their efficacy to promote their children's academic development. As noted by Bandura et al., "The more strongly parents believe that they can play a part in their children's scholastic development, the higher the educational aspirations they hold for them" (2001). This phenomenon finds expanded expression in Figure 2.

Figure 2: Scaffolding Pattering of Children's Perceived Self-Efficacy

1. Parent's interest/a child in a task(s) that they feel will increase their social and academic development
2. Parents give opportunities to their children to have a feeling of self-efficacy and achievement in the task
3. Maintaining the pursuit of the goal, through motivation of the child and direction of the activity
4. Act in ways that build academic, social, and self-regulatory efficacy, raise aspirations, and promote achievements

(Bandura et al., 2001)

The Bandura (2001) study shows that parents need to be the encouragers and motivators behind their children's choice of activities. When compared to the answers respondents gave in both the quantitative and qualitative data, one can see that the notion of what one might term "encouragement scaffolding" does translate to the teenage years and, more specifically for the purposes of this study, perceived parental involvement of a child's participation in high school athletics. Figure 3 shows this comparison with reference to the four scaffolding categories.

Figure 3: Comparative Relationship Between Bandura et. al. and Study Responses

Scaffolding (Bandura et al., 2001)	Summary of Responses to Study
Interesting the child in the task	Some respondents stated that parents encouraged them to participate in high school athletics
Parents give opportunities to their children to have a feeling of self-efficacy and achievement in the task	Students at both schools stated that parents supported them financially in the participation of the sport. In high school athletics, financial considerations are a considerable barrier. Students at both schools stated that the parents, when able, volunteered to drive them to and from athletic events.
Maintaining the pursuit of the goal, through motivation of the child and direction of the activity	Students at both Skyview and Oakwood stated that parents tended to attend games. These students also stated that parents helped with school work.
Act in ways that build academic, social, and self-regulatory efficacy, raise aspirations, and promote achievements.	Students from both schools stated that their parents were aware of their athletic endeavours and supported them in multiple ways to the best of their ability. Students perceived their parents drive to ensure they got to athletic events, completed their school work, and attended school.

In summary, Bandura et al. (2001) found that parents with the greatest belief that they could positively influence their child's future by being supportive of their activities increased the children's feeling of self-efficacy and belief that they could be successful. Likewise, results in this study indicated that while parental involvement supports the overall development of a child, parental involvement in students' high school athletics may support positive feelings of self-efficacy and academic success. (Field, Diego & Saunders, 2001; Kanters, 2002; Leff & Hoyle, 1995).

6.4. Engaging the Literature on Membership

Even with the finding that students at both sites perceivd that their parents influenced their initial choices and supported their high school athletic experience – I was still left with an important question that caused me to rexamine the research literature with regards to parent involvement, high school athletics, self-efficacy and academic success.

From the quantitative survey, I was able to determine parent involvement played a role in students joining high school athletic programs but found no sustained or signficant relationship between students' perceptions of parent involvement and self-effiacy or academic success. Students from both schools – regardless of the level of parent involvement viewed this involvement as positive. From my qualitiave focus group, I was able to determine that student's perceptions of their parental involvement did cause increased positive feelings for students as they engaged in activities – in this case high school athletics – but found very little evidence that students' views on parental involvement affected their self-efficacy and acdaemic success. The question arising from evaluating this data was: what other variables related to high school athletics could have affected the students' self-effiacy and academic success?

I discused this problem with my committee who advised me to turn back to the research literature and explore other variables that might be at play. In looking at the research literature and student athlete engagement and success, I found substantial work had been done on the notion of membership—specifically how being invovled in athletics creates a feeling of membership that may affect self-efficacy and success in school.

6.4.1. Membership and Engagement: Constructs for Success in School

Two key areas that affect student success are the ideas of 'membership' and 'engagement' in the school. Membership is the feelings of connectedness, attachment and belonging that students feel for their schools and the people who teach and learn in them belong (Finn, 1993; Libbey, 2004; Stearns & Glennie, 2010). In schools where membership is strong, students perceive the school community as a place where they

naturally belong (Libbey, 2004). Students who feel they “belong” in the school are more likely to be committed to ensuring that their school experience is successful (Finn, 1993). Likewise, those who feel this sense of connectedness are also more likely to become more active in the school culture and environment: participating in more school activities, participating within the academic setting, and, overall, taking part in school community functions (e.g., dances, club functions, fairs and other venues that promote opportunities for social interaction). This, in turn, increases possibilities for overall success in academic endeavours (Finn, 1993) because it leads to better student integration into the system resulting in what Field, Deigo and Saunders (2001) describe as higher academic performance, social well-being, and reduction in deviant behaviour.

Student athletes who are part of a school team – whether as an individual or in a team sport – have an increased sense of membership in the school community (Broh, 2002; Edder & Kinney, 1995; Portes, 1998). Being part of an athletic team gives the students a feeling of belonging that can increase their engagement within the school community – the core of which is focused on academic learning (Broh, 2002; Edder & Kinney, 1995; Portes, 1998). People who feel like they belong to a community will likely have a higher participation rate in its activities (Broh, 2002; Edder & Kinney, 1995; Portes, 1998). Likewise, students who are part of a team can feel a greater connection to the school community (Broh, 2002; Edder & Kinney, 1995; Portes, 1998). These students wear the school colours, are coached by trusted adults, feel connected to the school, cheered for by fellow students, form bonds with other students in similar situations, and carry the responsibility and pride in representing their school.

Through their social interactions in the school, students begin to feel a sense of membership or connection to the school. Heather Libbey (2004) discusses the notion of membership and how a positive orientation to school, school attachment, school bonding, school climate, school connection, and school connectedness are all significant measures to gauge how successful a student will achieve academically. Libbey (2004) found nine areas that related directly to students feelings of connectedness to the school: 1) academic engagement; 2) belonging; 3) discipline/ fairness; 4) extracurricular activities; 5) attachment; 6) student voice; 7) peer relations; 8) safety; and 9) teacher support. She describes how each of these areas overlap with each other (Figure 4),

thereby emphasizing the overall importance of “School Connectedness” or membership in school.

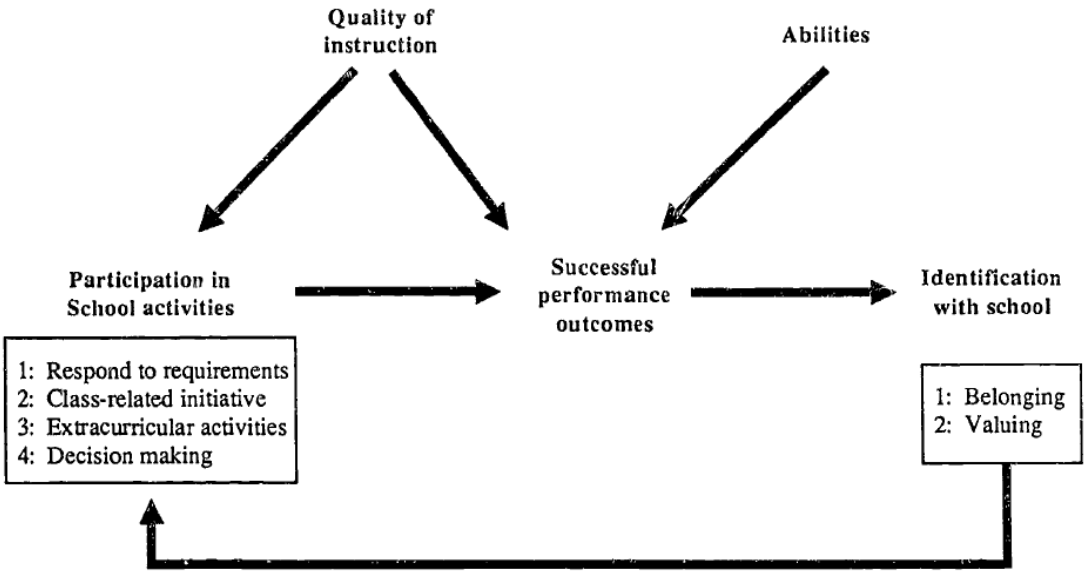
Figure 4: Libbey School Connectedness Measure (2004) Used with Permission.

School Connectedness Measures by Themes

	Academic Engagement	Belonging	Discipline and Fairness	Likes School	Student Voice	Extracurricular Activities	Peer Relations	Safety	Teacher Support
Positive Orientation to School [1]	■			■					
School Attachment [2]							■		
School Attachment [3]		■		■			■		
Attachment to School [4]									■
School Bond [6]	■		■			■			■
School Bonding [7]	■			■					
School Climate [10]									■
School Connection [11]	■	■	■		■		■		■
School Connectedness [13]		■	■	■				■	■
School Context [12]			■	■	■				
School Climate and School Engagement [8]	■		■				■		■
School Engagement [16]		■		■			■		■
School Engagement [17]	■				■		■		■
School Engagement [14]	■								
School Involvement [18]						■			
School Membership [5]					■	■			■
Student Engagement [15]	■								
Student Identification with School [20]	■			■		■			■
Student Satisfaction with School [19]				■					
Teacher Support [21]									■
Teacher Support [15]									■

The feeling of membership in a school is fostered and fuelled by continued engagement within the school community, which fosters a student's feeling of success. There is a strong association of participation with academic achievement—the higher the participation level, the higher the (average) student achievement in schools (Finn, 1993; Stearns & Glennie, 2010) Regardless of the extracurricular activity, students who participate in them are more likely to have increased academic success and schools that have more options for activities appear to have higher academic success rates (Stearns & Glennie, 2010). There is definitely is a reciprocal relationship between participation and achievement which is summarized in Finn's (1993) graphic replicated in Figure 5. Like Libbey's (2004) notions on connectedness, Finn (1993) found that participation increased students' sense of belonging thus increasing achievement while encouraging further participation in school activities.

Figure 5: Participation and Identification Model (Finn, 1993). Public Domain



Seeing that school, and for the purposes of this study, secondary school, is in its very nature social, it is evident that overall social experiences and interpersonal relationships a student has with peers affects their overall success (Broh, 2002; Finn,

1993; Stearns & Gleannie, 2010). Student aptitude, which is heavily informed by social interactions and behaviours, has a significant influence on student achievement: those who engage in what is perceived to be constructive behaviours and are motivated to excel are more likely to perform well. The peer group holds a profound influence on student learning (Broh, 2002; Wang, Haertel & Walberg, 1993).

Feelings of membership and engagement are two key concepts in how students experience success. High school athletics is an extracurricular activity that allows for students to experience both membership and engagement. Having success in these two areas can allow students to be fully engrossed in their secondary school experience and the research confirms that this leads to increased achievement when it comes to academic learning (Archer & Garcia, 2014; Bartko & Eccles, 2003).

The data from my research suggests that student athletes felt they were academically and generally successful, and had a strong self-efficacy. However, as previously mentioned, there was no direct connection between parent involvement – either in school in general or in high school athletics – and student academic or overall success. While the notion of membership was not directly studied in my study (in that no direct questions were asked with respect to membership), I can extrapolate from the qualitative data that students in both schools joined high school athletics because they wanted to build new relationships, be more fit, and loved playing sports. Through the lens of membership, we see that it may be important for the parent to facilitate access to athletics, rather that directly engage in the sport with the student athlete—a key finding in this research.

6.5. The Theme of Membership within the Data Results

After completing a literature review on the notion of membership, I then went back into my data to see if evidence of membership exists. To do that, I re-examined the global averages from the four categories based on the Marsh Questionnaire (1986) that deal with interpersonal relationships, the averages from some of the more specific questions in that survey that deal with schooling, and the data from my qualitative survey

that is related to how the student feels about their school environment as it pertains to a sense of belonging.

Table 26: Self-Efficacy Categories Related to Interpersonal Relationships

Self-Efficacy Category	Skyview Average	St. Dev	Oakwood Average	St. Dev	Combined Average
Opposite Sex (Male)	1.95	0.98	2.21	1.12	2.08
Opposite Sex (Female)	2.03	0.93	2.03	1.03	2.03
Same Sex (Male)	1.74	1.11	2.22	1.44	1.98
Same Sex (Female)	1.68	1.03	2.33	1.46	2.01
Scale: Total Average Score < 3 = High Self-Efficacy					

Table 26 is an extrapolation of the data in of Table 12 that relate to interpersonal relationships. The data suggests that the student athletes surveyed had a high sense of self-efficacy as it pertained to how they relate to individuals of the opposite sex, as well as individuals of the same sex. In particular, those surveyed in both schools had the same or a slightly higher sense of self-efficacy relating to those of the same sex. These averages of having a strong self-efficacy as it relates to relationships with other teenagers may suggest that students felt a sense of belonging – membership – within the context of their peer group, which for these student athletes would be at school.

To seek further clarity on this data, I also examined key questions from the Marsh portion of the survey the dealt particularly with high school.

Table 27: Self-Efficacy questions related to school and relationships with those of the same-sex

Self-Efficacy Question	Skyview Average	St. Dev	Oakwood Average	St. Dev	Combined Average
6. It is difficult to make friends with members of my own sex.	1.28	0.86	1.65	1.30	1.47
33. I try and get out of the sports and physical education classes whenever I can.	1.39	0.93	1.45	1.12	1.26
35. I have good friends who are members of my own sex.	1.26	0.57	1.52	1.14	1.20
44. I hate things like sports, gym and dance.	1.15	0.75	1.36	1.00	1.08
46. I make friends easily with members of my own sex.	1.43	1.06	2.00	1.54	1.49
54. I enjoy spending time with friends of the same sex	1.34	0.70	1.80	1.16	1.25
ScaleTotal Average score < 3 = high self-efficacy Questions 6, 33 and 44 are negative based questions. Responses have been Reverse scored to reflect the scale (as described in chapter 3, section 3.6.1).					

The data in Table 27 brings further clarity to the global averages presented in Table 26 and affirm that the students who completed this survey had a strong sense of self-efficacy with those of the same sex. They found it easy to make friends with those of the same sex and enjoyed spending time with them suggesting a strong social bond and network. This data also affirms that students had a strong sense of self-efficacy as it pertained to attending physical education classes and being part of sports. The average responses for both schools for questions 33 and 44 specifically, are very strong towards

students enjoying these classes. As shown in Table 28, the students in both schools very much enjoyed participating on their high school teams with nearly every respondent saying they enjoyed their high school sporting activities "all of the time."

Table 28: Enjoyment Level of Student Athletes

Question	Skyview Average	Skyview Mode	St. Dev	Oakwood Average	Oakwood Mode	St. Dev	Combined Average
How much do you enjoy participating in sports based extracurricular activities at the high school level?	4.65	5.0	0.71	4.70	5.0	0.49	4.68
Scale: 1 is lowest; 5 is highest							

The results from the qualitative surveys yielded similar results. When asked about interpersonal relationships and involvement in schools, students generally reported very positively (see Table 23). With respect to relationships, students felt that being on a high school athletic team connected them to other students at the school. As Participant 1 from Oakwood noted, "I enjoy playing sports especially at a competitive level and while playing on a team I meet new people that have become great friends due to the same interest levels." Participant 3 from Skyview also noted when speaking about friendships that "many are because of sports. I have met girls in all different grades and become better friends with them. It has definitely broadened my social group." All participants reported having increased self confidence due to being involved in sports, and that many of their positive relationships were related to the sport. As Participant 3 at Skyview summarized "…because I'm a shy person at school but during sports I am a lot more extroverted so I make a lot of friends and get to know the teachers which makes me feel more confident."

Students also commented that they joined high school athletics to be more connected at the school. When asked why he/she became involved in high school athletics, Participant 10 from Oakwood commented, “I enjoy playing these sports, meeting new people, leadership, learning new things, getting involved”. Participant 6 from Skyview also noted that he/she joined athletics “to become a better athlete and have fun meeting new people and learning new sports.” Finally students at both sites felt that being a student athlete helped their academics at school. Participant 5 from Oakwood commented, “it has helped my academic performance at school because it gave me determination and I always took sports as a privilege so I need to keep my grades up to stay in sports. They are my motivation at school.” Participant 9 from Skyview also noted that sports has affected academics “positively because I feel being on a sports team brings you closer to the school.”

Although this study wasn’t initially set up to explore membership, there is data from both the quantitative and qualitative portions of my study that suggests these students had an increased sense of membership from participating in high school athletics. Their increased levels of self-efficacy and positive feelings towards interpersonal relationships with others – especially their ability to make friends may stem from feelings of membership. This reflects the findings from the literature.

6.6. Summary of Discussion of Quantitative and Qualitative Data

In this section, the quantitative and qualitative data were discussed with a closer examination of the role of parent involvement from both sets of data in order to examine the main question and sub questions. The data from this study suggests that parents from both schools were involved to the best of their ability and that students were satisfied with this participation, but it does not suggest a strong link between parent involvement, student self efficacy and academic success. Instead, it may be the involvement in athletics itself that caused students to have strong feelings of self-efficacy and academic success. Students reported that they were for the most part happy with their parents involvement, which was largely limited to ensuring student access to the academic and athletic experiences.

The primary finding from this research are:

1. Although the definition of involvement may have differed slightly for each student, the overall sentiment of students was that parents were appropriately involved in their athletic and academic lives.

2. Students from both schools cited strong parent involvement in financial support of athletics

3. Students from both schools cited parent support for assisting with transportation.

4. Although these areas of support were strong, there was weak correlation between this involvement and the feeling of self-efficacy or academic success.

5. Student athletes, however, still had strong feelings of self-efficacy and academic success.

6. A re-examination of the literature with regards to membership suggests that while parent involvement is important as it supported student participation in the athletic activity itself – the strong feeling of self-efficacy and academic success may be related to being a member of a team and part of a broader athletic and academic community.

7. A re-examination of my data shows that students had a positive self-efficacy when it came to interpersonal relationships and school. In light of the literature, this data suggests that a positive sense of self-efficacy is related to an increased feeling of membership of student athletes.

There are implications and conclusions derived from these findings and the data previously cited in this chapter and the literature review. These are discussed in the final chapter.

7. Chapter 7 – Conclusions, Implications and Recommendations

7.1. Summary of the Study

On a Global Morning News report, health professional Dr. Art Hister detailed a study describing parents and how, through walking, they can influence their children's desire to walk and be active (Global Morning News, 8:50am, British Columbia, August 4, 2012). The study involved comparing parents who purposefully walked 2000 steps per day – that's approximately 15 minutes of walking – with parents who did not walk 2000 steps per day. The study found that children of parents who decided to purposefully undertake the challenge of walking those 2000 steps per day also decided to be more active, whereas children of parents who did not perform this task were less likely to be active themselves (Holm, et al., 2012).

This small, but telling, news story represents, in part, a microcosm of the purpose of this thesis. The literature used to inform the study suggested two important perspectives on student self-efficacy. First, that participation in high school athletics increased a student's feeling of self-efficacy and academic success (Bartko & Eccles, 2003; Broh, 2002; Trudeau & Shephard, 2008). Second, that positive parental involvement strengthens the relationship between parent and child thus increasing the self-efficacy of the child (Field, Deigo & Saunders, 2001) and positively affecting academic success. My main question sought to examine the relationship between perceived parent involvement and a child's participation in high school athletics, and how these two aspects of a high school student's life affected their feeling of self-efficacy and academic mastery. The purpose of the study was guided by two main research questions and further facilitated by the four sub questions examining specific areas of self-efficacy and academic success. This chapter summarizes the findings and presents

conclusions and implications, along with recommendations for practice and further research.

A mixed methodology was employed to allow the researcher to examine the research problem from multiple perspectives. Surveys were completed by athletes in two metropolitan high schools of different socio-economic backgrounds. The survey examined four key components: student participation in high school athletics; student feelings of self-efficacy; student perception of the extent to which parents were involved in the school; and, students' overall feeling of academic success. Results showed that in both schools, athletes felt positive about themselves and their academic success, but this feeling of success was not directly related to the level of perceived parental involvement in either their athletic or academic activities.

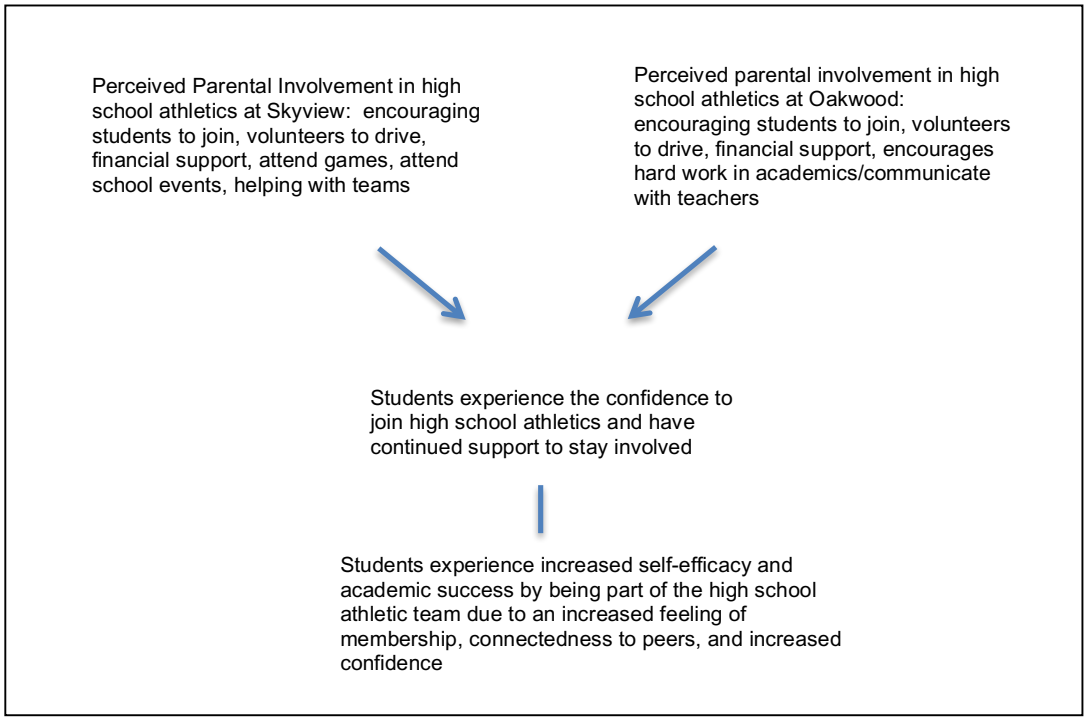
In all, 112 students – 44 male and 66 females participated in the quantitative portion of the study—a survey looking at student perceptions of parental involvement and self esteem. Following the survey, a questionnaire was administered to selected students who also participated in a follow up focus group. In each school, two students, one male and one female, from each grade level were chosen by their athletic directors to participate in a focus group interview. The focus group was seen as an opportunity to expand on the data collected during the survey phase. The interview included ten initial questions and allowed for follow-up engagement with students.

The findings suggest that students who participate in high school athletics have a positive sense of self-efficacy and academic success. The questionnaire and focus group data confirmed the survey findings and supported the additional perspective that students' parents are influential, at some level, in the students' engagement in high school athletics. In all, 20 students – 10 male and 10 female – participated in the qualitative portion of this study. Results suggest that students perceived that their parents participated in their school lives, and this involvement was described in terms of attendance (Skyview), academic support (Oakwood), and financial support and transportation (both schools).

7.2. Discussion of Findings

This next section discusses the sub questions that frame the central questions. While the parents were part of the support system in terms of initial and continued support, the feeling of increased self-efficacy and academic success was not related to parent involvement. As just discussed, it may be an artefact of membership in the athletic community. One possible interpretation of the finding of my research is summarized in Figure 6.

Figure 6: Perceived Parent Involvement, Membership, Self-Efficacy, and Academic Success



The data derived from both surveys support two themes found in the literature review with reference to perceptions of parental involvement: parental support and self-efficacy.

7.2.1. Parental Support

There are two findings that arise from the research that have the potential to influence policies. Oakwood parents were reported to support their students at home and with their school-work, encouraging their academic progress and financially supporting their athletic participation. However, while some students at Oakwood stated that their parents did, on occasion provide transportation, both the qualitative and quantitative the data showed Skyview students made more references to the transportation their parents provided. Likewise, students from Oakwood did not report parents participating in as many school functions, such as fundraisers and sporting events, while the students from Skyview reported strong parent involvement at the school level. Student athletes from both schools stated unanimously that parents gave financial support to their athletic endeavours, although the type and amount of support also varied by school.

This breadth of engagement on the part of parents, and the willingness of students to recognize this range of contribution, suggests that general support may be as important as intensive engagement. This possibility should be explored in future research.

7.2.2. Self-efficacy

A majority of the student athletes in the study claimed for themselves a positive sense of self-efficacy. Both the respondents to the Marsh Questionnaire on Self-Efficacy (1986) and those who participated in the focus group reported that they felt good about themselves and felt positive about how they were viewed by others. This confirms Goldberg and Chandler's (1989) finding that peer approval and self-esteem were associated with participation in peer valued activities.

In the same way, the findings in this study found some agreement with the literature that perceived parental involvement was positively related to self-efficacy. Almost all respondents of both surveys, perceived that their parents were involved in their participation in high school athletics. Regardless of the level of involvement, all students felt their parents were somehow influential and supportive. In linking the notion

of parental involvement and positive self-efficacy, one can reflect back to Eccle's (1994) argument that parents are "expectancy socialisers" who influence their children's choices and both encourage and support them in joining meaningful school activities – in this case, athletics. Being involved in the activity then translates into helping the student be more academically and vocationally competent. In this study parental involvement, in whatever way it is perceived by the student, may be what gives students the initial confidence and courage to join high school athletics—even if there isn't a direct statistical link to increased self-efficacy. Students felt that their parents – by financially supporting them, volunteering to drive, watching their games, and encouraging their academic studies – made it possible for them to have the full experience of being a high school athlete and potentially realize the benefits of membership.

7.2.3. Academic success

All respondents in the study described satisfaction with their growing competence in academic endeavours. This is not to say that every student athlete achieved honour role status. Rather, the nature of academic success was calibrated in relation to how the student athletes felt about their performance. The findings in this study corroborate the findings of Trudeau and Shephard (2008) and Broh (1988), that those who participated in physical activity performed better academically. While both of those studies were grounded in instruments normed to achievement and this study looked instead at student satisfaction with their grades, the outcomes are similar. Bandura et al.'s (2001) study also suggests that students who have a high level of self-efficacy will have a higher level of academic success.

One study referenced in the literature review by Field, Diego and Saunders (2001) discussed the notion that positive parental encouragement strengthens parent/child relationships and causes increased happiness in the child. This, they claim, increases academic performance, social well-being and a reduction in deviant behaviour. As mentioned in the previous section, student athletes participating in this study believed their parents participated both at the beginning of their high school athletic career by encouraging them to join and in a variety of ongoing ways that allowed them to continue to be on the team.

7.3. Conclusions

I reflected on the results from the survey, questionnaire and focus group and discussed some of the results with colleagues of mine who, like me, are either involved in administration of athletics or in the coaching of high school sports. The overall sentiment is that, in our experience as teachers and coaches, when students enter into a high school from elementary school, they seek out places from which they can find a social foothold. There are many options in most public secondary schools for students (e.g., arts, student government, and a wide array of other clubs) but for many, participating in high school athletics is the beginning of forging social relationships that will last throughout their five years of high school and beyond. In the case of athletics, as with most school-based participatory events, students need parental involvement of some sort in order to be successful.

Conclusion #1: How much a parent is involved is not as important as a parent's willingness to be involved in high school athletics.

One of the most important findings of this research concerns the idea that the perceived range of participation differed for each individual student and that parent involvement may be perceived very differently by the students, the school, the school district, and the general public. The results captured in this study suggest that for the student athletes in both schools, the students' perception is meaningful. One aspect of parental involvement that was constant and appeared in all aspects of data analysis was the perception that parents were involved in guiding the student athletes in their academic studies. This point seemed to permeate the study and may be related to the other findings of high levels of self-efficacy and feelings of academic success. It appears that perceived parental involvement for students' academic studies is important for students participating in high school athletics.

The data from the survey, questionnaire and focus group point strongly to the notion perceived parental involvement, positive self-efficacy and feelings of academic success were, in practically significant ways, interrelated. Even though parental support and/or involvement was perceived differently by students, their parents encouraged them to become athletes which enabled these students to attain membership in an activity that enhanced their ability to ingrain themselves socially in school culture

(Libbey, 2004); helped them identify with the school (Finn, 1993); engaged them in sport which models ethical, fair, respectful and cooperative behaviour (Dunleavy & Milton, 2008); and gave them the ability to acquire the social and intellectual capital needed for academic success (Wang, Haertel, & Walberg, 1993).

Conclusion #2: Students' self-efficacy and feeling of academic success is enhanced as a consequence of participation in high school athletics.

Students' strong views of their own self-efficacy and academic success may start with membership in a school based organization which allows for the students to feel a part of the school and interact with fellow students who have the same common interests (Libbey, 2004). In the case of the student athletes in this study, the data from the survey, focus group and questionnaire show that students experienced a sense of connectedness to the school through their social interactions as part of their athletic team, and this "positive orientation to the school" occurs within the context of strong feelings of self-efficacy. The vast majority of the students who completed the survey, for example, reported that they had a very high rate of self-confidence, as determined by the Marsh Questionnaire (1986). Likewise, the students who answered the questionnaire and participated in the focus group reported similarly that their involvement in high school athletics exposed them to social interactions and relationships that they otherwise might not have experienced.

As students grow in self-confidence, they grow also in their belief in self-improvement in their own academic performance. The results from the data agree with Wang, Haertel, and Walberg's (1993) notion from their meta-analysis that having membership-based social interactions with a peer group increase both the feeling, and actual rate, of success of a student in school. Being on a school-based athletic team increased student/teacher social interactions, gave them motivation to attend school, strengthened their peer group and ingrained them within the fabric of school culture and school life.

Conclusion #3: The sense of team, collaboration, and friendship generated by the partipation in high school athletics may play an important role in student self efficacy and academic outcomes.

The data showed that students from both Oakwood and Skyview acknowledged their parents' influence in their high school athletic programs regardless of the actual time the parents spent in the school, how much their parents financially contributed, or how much their parents attended events. Although it appears that the initial parental encouragement to join the team and their continued background support was important, the satisfaction of the students in school may also be related to the sense of team, collaboration and friendship generated while they participated in high school athletics. As discussed in the previous chapter, much of the data resulting from the Marsh (1986) portion of the survey suggests that students felt good about themselves and felt their peers liked and respected them. In the responses, students in both schools stated that their personal relationships came from their participation in high school athletics. The results of the data from both schools affirms the notion that once students choose to participate in high school athletics and are supported by their parents, they begin a cultural attainment process that is more about building relationships with peers who are also participating in high school athletics and the positive aspects of initiating, building and maintaining these relationships.

The reality is, when students step into a high school, they look for a place to belong, and some students find this sense of belonging by participating in high school athletics. Here, they are able to make friends, be mentored by respected adults, and participate in activities that teach the value of work, organization and prioritization (Bartko & Eccles, 2003). Positive relationships with their peer groups as they participate in high school athletics increases a student athlete's self-efficacy (Marsh, 1986), which in turn increases their academic success (Bandura et al., 2001).

Conclusion #4: Parental influence itself –while being a function of support – does not appear to link to student feelings of self-efficacy or academic success in high school

This discovery, I believe, captures a period in a student's life where they are transitioning to young adulthood. While parents may still be important to the student

athletes in this study, they place an increasing importance on relationships with peers and with their own community – which at this point in their lives exists largely within the context of school. Our educational policies as well as our practice in schools centres much on the inclusion of parents in the role of their child's education. Our belief as educators is that if parents are involved, students will be more successful than if parents are not involved. My research suggests three concepts that seem to moderate this belief:

1. Regardless of the intensity of parent involvement, the athletes who participated in my study from both high schools - one inner city and one with an upper middle class population - perceived that their parents were involved in their academic and athletic lives.
2. The perceived parental involvement did not significantly relate to self-efficacy or academic success.
3. Despite the finding regarding parental involvement, student athletes reported strong self-efficacy and academic success.

In sum, my research suggests that there was no significant relationship - across both my quantitative and qualitative components - between perceived parental involvement in high school athletics, self-efficacy and academic success. While it is true that the majority of students surveyed at both schools felt their parents were involved in their high school athletics - I did not find a significant relationship between said involvement, their positive feelings about themselves or their reported academic success. Rather, my research seems to suggest that it was the participation in high school athletics - the feeling of membership and peer relationships by being part of the team - that relates to strong feelings of self-efficacy and academic success.

7.4. Current View, Current Practice, and Ramifications

I described in Chapter 1 that I taught in a school with an upper-middle class population where our belief was that parents were very involved with their children's athletic programs. Contrary to this, my colleagues who were athletic directors in inner city schools often lamented about how little the parents were involved and how they

believed this seemed to discourage their students. At the high school where I was athletic director – which was very much like the high school I went to myself – my perception was that the athletes were both successful academically and had a strong self-efficacy/self-confidence. I also had the impression that parents were present and involved and somehow I linked this to the academic success of the athletes and their self-efficacy. We never had trouble asking for parent drivers, our stands were relatively full with family who doubled as fans during sporting events, and, for all the fundraising the parents did, they also never had a problem cutting a cheque for a tournament or a special event.

Conversely, some anecdotal conversations with my fellow athletic directors in inner city schools revealed that their perspective was that had very little parent involvement in their schools, that students could rarely could cover the costs for any extras related to their sports teams, and that, at times, their athletes struggled with the fact that their parents barely attended any of their events. They also mentioned that students often seemed upset or discouraged that their parents were not there and this affected their self-efficacy, especially when they looked up at empty stands. Thus, I was curious as to what the students thought of their parents' involvement and how their view of this involvement/influence affected them emotionally and academically.

As evidenced in my study, parent involvement appears important in the initial encouragement to join athletics and is acknowledge by the athletes studied to exists in some form while the student participated in their athletic activities. The level of parent involvement, however, could not be quantified within each school, or between both sites, as all students stated that they were satisfied with their parent involvement even though the parent involvement varied within each school and between both sites. Additionally, the quantitative portion of my study showed that there was a very weak correlation between measures of perceived parental involvement, self-efficacy and academic success. This led me to then focus in on the notions of membership and continue my analysis from that point.

1) The problem with current policies and the definition of this problem

Currently education policymakers in British Columbia emphasize having students academically engaged, but have not fully explored the notion of membership. The

redesigned curriculum—and the movement towards engaging students and having them discover what they want to learn wherever and however they want—is slowly taking away from students being engaged in a community with each other and with the adults in a school. Students who are moving into their teenage years may be shifting from membership in a family to membership within a peer group and school community, and this transition should be better understood and supported. There are also students currently outside of established school communities – kids who learn online or in alternate school for example – who may benefit from increasing membership in a school community.

2) How might practice be changed if the problem is framed differently?

The results of my study appear to interpret the notion of student perception of parental influence and the necessity of parental involvement in high school athletics in a very different light than what current practice would indicate. It suggests that student self-efficacy and membership may be strengthened through encouragement and support for student participation in high school athletics or other school-based communal activities. This research suggests that students may benefit from being a member of a school team or club, in both the areas of self-efficacy and academics, regardless of their perception of their parental influence or involvement. Thus, the role of the coach/teacher/adult mentor becomes increasingly important.

7.5. Implications and Recommendations

The overall purpose of this thesis was to investigate whether there was a relationship between perceived parental involvement in a student's high school athletic career and an increased sense of self-efficacy and academic success. While an examination of literature did show relationships between participation in athletics, self-efficacy, academic success, and parental involvement, this study suggested that there was no direct relationship between reported parental involvement in high school athletics, student self-efficacy, and academic success. While parental influence is important at the onset of athletic activity, and athletes report it being helpful in the

background, self-efficacy and academic success appears to stem in part from membership within the community.

The Importance of Membership

The overall feeling membership in a school appears to be key to students having increased academic success and feelings of self-efficacy. The data suggests that students who are given the chance to have an increased sense of membership in the school will have the chance to foster strong interpersonal relationships with other students, have meaningful interactions with adult mentors, engage in a productive manner in the classroom and, overall, have a strong self-esteem and feeling of success.

Schools, school districts, and the Ministry of Education need to continue to work with their school communities to develop opportunities for parents to give their children a feeling of belonging in their school. The diversity in British Columbian Families is substantial and while there may not be a "one size fits all" form of membership in each of our distinctive school districts, the current literature and results of this study suggest that there are general activities – like high school athletics and team orientated physical activities – that can capture the interest of large groups of children and youth.

Granted, high school athletics (or band, or other formal membership-based activities) are not for everyone, but membership in a school can be achieved in many ways. I believe that the reason why every child is not involved in a membership activity is because the voice of the client community – that is parents and students – is not as strongly considered, as it should be. Every student can take part if every student feels there is something in which he/she can take part. Similar to how a recent student and parent protest in a lower mainland school district saved the athletic director positions and the music programs, so too must students constantly be canvassed in their individual schools on how more opportunities for membership can be created. What new sports teams can be created, what additional extracurricular activities can be planned, and what new clubs can be formed? Parents should be engaged in this type of dialogue in order to facilitate access to these opportunities for their children, allowing them to feel further connected to the school.

This study has shown that high school athletics is a viable way for students to attain a feeling of membership and students' successful participation in such a program is dependent on the support of parents – regardless of whether the support is active or passive – leading the students in these activities to have a feeling of academic success and self-efficacy. The related literature suggests that it is membership in school community and the parental support of that membership, which allows for students to feel engaged which positively relates to self-efficacy and academic success.

Unfortunately, one of the new mantra's of British Columbia's education system is "anytime and anywhere" – a 24/7 model of learning – which, at its core, removes the student from the school house with the goal of allowing them to learn whenever and wherever he/she wants. This new direction, while having some benefits in terms of students having a flexible, self-paced education, has the great potential to take away the opportunity for connectedness with a school, its staff, and other students, which are fundamental pillars of student success. Without membership, the engagement in any sort of learning is temporary, as the social constructs that surround membership, which is crucially important to student success, would be lacking. It appears that British Columbia, through this change, is putting increased focus on academic learning rather than whole child engagement. This overemphasis means that curriculum, protocol and policies may miss the bigger picture of what it means to be part of a larger school community

Building a Skill Set of the Future

If students are given the oportunity to participate in high school athletic activties and perceive that they have support of the home, they are able to acquire a skill set that they will be able to uitlize post graduation. As noted in an online article from Forbes (Adams, 2013), employers tend to look for the following when hiring:

1. Ability to work in a team
2. Ability to make decisions and solve problems
3. Ability to plan, organize and prioritize work
4. Ability to communicate verbally with people inside and outside an organization

5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written report
10. Ability to sell and influence others

Many of these desirable traits in a new hire can be learned and practiced in high school athletics (numbers 1, 2, 3, 4, 5, 6, 7, and 10). If given the opportunity, regardless of whether the student plays on a team, or whether they are play an individualized sport as part of a school based team (e.g., golf, tennis, ping pong, etc.), high school athletics gives the students a sense of comradery that they would otherwise not experience, teaches them to heed instruction and criticism, gives them improved communication skills, and forces them to work alongside people such as a coaches, trainers and teammates. The participation in high school athletics, encouraged by the perception of family support, offers the students an opportunity to acquire a skill set that makes them more well-rounded in the future, and thus, more employable and better able to contribute back to society as a whole.

7.6. Recommendations

There are two areas that schools and districts can focus on to support their student athletes and develop a sense of community for students.

1. Schools may want to explore increasing opportunities for participation in extracurricular activity. Students entering grade 8 could be given more opportunities to choose a non-academic extracurricular activity to join. This would allow students the opportunity to engage in the activity, experience membership within the community, and develop the relationships associated with joining a school based community group. Sustained attention to developing these relationships may lead to positive self-efficacy and academic outcomes.

2. Schools should provide continued opportunities for parents to engage in the school community in multiple ways. Parents need to support the early involvement of their children in school based sports and extracurricular activities and schools can help them do that through established communication channels. Schools may want to use opportunities for deeper engagement to expand the capacity of the schools and increase membership opportunities for their students.

7.7. Caveats to this Research Study

Despite my careful efforts to design a high quality study, there are important caveats to consider:

1. The data is self reported: I have no actual data on how many parents where engaged in school activities or how many parents were involved in high school athletics. I also do not have the statistics for actual student achievement. I was dealing with student athlete's perceptions of these areas and the data reflected is their self-reported opinion.
2. I did not ask the opinion of the parents of these student athletes. Thus, the perception of parental involvement is the perception only of the student athlete.
3. As stated in my limitations, this is a small non-random sample of students.
4. The data collected was collected at one point in time and is for two groups of students – one from Oakwood Secondary and one from Skyview Secondary.
5. The findings of no significant relationship between parent involvement and student outcomes does not mean there is not one – it just means that my research did not detect one.
6. The finding on membership should be considered preliminary, as the study was not intended to examine membership directly. Further study is needed.

7.8. Suggestions for Further Study

This has been a study focused on perceived parent involvement in high school athletics and its effects on self-efficacy and academic success in two metropolitan high schools in a large school district in British Columbia. The results are similarly focused but also reveal a need to engage in further study.

1. Further examination of what leads high school student athletes to personal and academic success may help us better understand the complex relationship of membership, parental involvement, self-efficacy and academic achievement.

2. The link between membership and student outcomes suggested by this study should be directly explored.

3. Further examination of parental engagement and the willingness of students to recognize a broad range of contribution is needed. It is important to explore the types and intensities of support that high school students are looking for to fully realize athletic and academic success.

4. Further examination of membership effects stemming from participation on different levels of athletic competition is needed. For example, exploring how parental involvement and membership on competitive high school athletic teams and on less competitive club athletics to determine if outcomes differ might provide insight. Furthermore, for most students, participation in sporting activities upon graduation will likely be limited to club teams at the university or community level. Engaging students early in community sports may be a better long term strategy than focusing on excellence within a competitive varsity framework.

7.9. Final Comments

"Where before there was a spectator, let there now be a participant (Bruner, 1983)!"

I remember when I was a child in school. My parents encouraged me to be part of the school community by participating in various events, clubs and teams. One of these events was a grade 8 and 12 mentorship program. It began with a grade 8/12 night where the grade 12 students would each "choose" a grade 8 student to work with to ensure that, collectively, the grade 8 entry class would integrate smoothly into the school community. The memory of that night, and being connected to the seniors of the school, remained with me throughout my high school years. The relationships I built, and the experiences I had socially and academically, shaped my path and positively influenced my life. Being an important "part of something" mattered! That positive feeling, the sense of connection to something important, and the opportunity to be engaged in a significant endeavour fired my penchant for participation.

In my respective roles as teacher, coach, mentor, and Athletic Director, I have watched, and vicariously experienced, the journeys of the students in my charge. I have seen them learning, problem solving, and growing together. I have witnessed their progression from timid dependency, through spirited independence, into confident and celebrated interdependence: assisting one another in a community of learners. Little of this impressive growth occurred within the confines of the traditional classroom!

My work over the time-span of this dissertation has convinced me that student "membership" in the school community is a foundational requirement for school success. For that reason, it is imperative that "institutionalized" opportunities for student membership be created and sustained such that every student, whatever their passion or interest, may find their membership aspirations accommodated to the fullest extent. I believe that most parents intuitively sense that, in order to be successful, their children need to be positively accepted and affirmed as valuable contributors to their chosen "team". I believe, furthermore, that over the life of their children's schooling, parents will continue to invest in the belief that, as a result of their contributions, positive outcomes will prevail. My parents were part of that ideological cadre, and I want to thank them for

ensuring that I took part. I want to thank them for supporting me in my participation and for their generous measures of support. Mostly though, I want to thank them for their thoughtful guidance in the development of my personal and professional formation.

References

Adams, S. (2013). The 10 skills employers most want in 20-something employees. Retrieved from http://www.forbes.com/sites/susanadams/2013/10/11/the-10-skills-employers-most-want-in-20-something-employees/#37253fff752d

Anderman, L. H., & Kaplan, A. (2008). The role of interpersonal relationships in student motivation: Introduction to the special issue. *The Journal of Experimental Education, 76*(2), 115-119. doi:10.3200/JEXE.76.2.115-120

Archer, Trevor and Danilo Garcia (2014). Physical exercise influences academic performance and well-being in children and adolescents. *International Journal of School and Cognitive Psychology*, *1*(1).

Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development, 72*(1), 187-206. doi:10.1111/1467-8624.00273

Bartko, W. T., & Eccles, J. S. (2003). Adolescent participation in structured and unstructured activities: A person-oriented analysis. *Journal of Youth and Adolescence, 32*(4), 233-241. doi:10.1023/A:1023056425648

BC's Education Plan is Based on a Simple Vision (n.d.). Retrieved October 20, 2011, from http://www.bcedplan.ca/

Bong, M., & Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really? *Educational Psychology Review, 15*(1), 1-40. doi:10.1023/A:1021302408382

Bosetti, L., & Pyryt, M. C. (2007). Parental motivation in school choice: Seeking the competitive edge. *Journal of School Choice, 1*(4), 89. doi:10.1300/15582150802098795

Bransford, J. (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C: National Academy Press

Brewerton, P & Millward, L. (2006) *Organizational research methods: A guide for students and researchers.* Thousand Oaks: SAGE Publications.

Broh, B. A. (2002) Linking extracurricular programming to academic achievement: Who benefits and why? *Sociology of Education*, *75*, 69 to 91.

Capenter, B.W., Young, M., Bowers, A., & Sanders, K. (2016). Family Involvement at the Secondary Level: Learning from Texas Borderland Schools. *NASSP Bulletin, 100 (1), 47-70. doi:10.1177/0192636516648208.*

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks: SAGE Publications.

Denzin, N. K., & Lincoln, Y. S. (2005). *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks: Sage Publications.

Doan, S. (2016). *The hovering game: How to change helicopter parenting in youth sports*. Pursuit Mentorship Services.

Dunleavy, J., & Milton, P. (2008). Student engagement for effective teaching and deep learning. *Education Canada, 48*(5), 4.

Eccles, J. S. (1994). Understanding women's educational and occupational choices: Applying the Eccles et al. model of achievement-related choices. *Psychology of Women Quarterly, 18*, 585-609.

Eder, D., & Kinney, D. A. (1995). The effect of middle school extracurricular activities on adolescents' popularity and peer status. *Youth & Society, 26*(3), 298.

Felson, R. B., & Reed, M. (1986). The effect of parents on the self-appraisals of children. *Social Psychology Quarterly, 49*(4), 302-308.

Ferguson, A. (1999). *Inside the crazy culture of kids sports* (Canadian ed.). Toronto: Time Incorporated.

Field, T., Diego, M., & Sanders, C. E. (2001). Exercise is positively related to adolescents' relationships and academics. *Adolescence, 36*(141), 105.

Finn, Jeremy. D (1993) *School engagement and students at risk.* National Center for Education Statistics. Report Number NCES-93-470.

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Boston: Pearson/Allyn & Bacon.

Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis*. Mahwah, N.J: Lawrence Erlbaum.

Goldberg, A. D., & Chandler, T. J. L. (1989). The role of athletics: The social world of high school adolescents. *Youth and Society, 21*(2), 238.

Gonzalez, A. R. (2002). Parental involvement: Its contribution to high school students' motivation. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 75*(3), 132-134. doi:10.1080/00098650209599252

Goode, J. (2007). If you build teachers, will students come? The role of teachers in broadening computer science learning for urban youth. *Journal of Educational Computing Research, 36*(1), 65-88. doi:10.2190/2102-5G77-QL77-5506

Harrison, J., Louis, Azzarito, L., & Burden, J., Joe. (2004). Perceptions of athletic superiority: A view from the other side. *Race Ethnicity and Education, 7*(2), 149-166. doi:10.1080/1361332042000234277

Hartmann, D., & Massoglia, M. (2007). Reassessing the relationship between high school sports participation and deviance: Evidence of enduring, bifurcated effects. *The Sociological Quarterly, 48*(3), 485-505. doi:10.1111/j.1533-8525.2007.00086.x

Hayakawa, M., Englund, M. M., Warner-Richter, M., & Reynolds, A. J. (2013). Early parent involvement and school achievement: A longitudinal path analysis. *NHSA Dialog, 16*(1), 200.

Hoff, D. L., & Mitchell, S. N. (2006). Pay-to-play: Fair or foul? *Phi Delta Kappan, 88*(3), 230.

Hogan, K. (2016). *Understanding the relationships among students' goal orientations, self-efficacy, anxiety, and accelerated academic success in the redesign of developmental mathematics.* Walden Dissertations and Doctoral Studies. Walden University.

Holm, K., Wyatt, H., Murphy, J., Hill, J., & Odgen, L. (2012). Parental influence on child change in physical activity during a family-based intervention for child weight gain prevention. *Journal of Physical Activity & Health, 9*(5), 661-669.

Howard, A., & England Kennedy, E. (2006). Breaking the silence: Power, conflict, and contested frames within an affluent high school. *Anthropology & Education Quarterly, 37*(4), 347-365. doi:10.1525/aeq.2006.37.4.347

Integrated Resource Package (n.d.). Retrieved from www. bced.gov.bc.ca/irp/pla10.pdf

Judge, T., Erez, A., Bono, J., Thoresen (2002). Are measures of self-esteem, neuroticism, loss of control and generalized self-efficacy indicators of a common core construct? *Journal of Personality and Social Psychology*, *(83)*3, 693 – 710.

Kanters, M. (2002). *Parents and youth sports*. In National Recreation and Parks Association Magazine, December 2002. USA.

Kaufman, J., & Gabler, J. (2004). Cultural capital and the extracurricular activities of girls and boys in the college attainment process. *Poetics, 32*(2), 145-168. doi:10.1016/j.poetic.2004.02.001

Kawulich, B. (2004). Data analysis techniques in qualitative research. *State Journal of Research*. 96-113

Kim, E., Coutts, M., Holmes, S., Sheridan, S, Ranson, K., Sjusts, T., Rispoli, K. (2012). *Parent involvement and family-school partnerships: Examining the content, processes, and outcomes of structural versus relationship-based approaches.* Nebraska Centre for Research. CYFS Working Paper 2012-6.

Kleinman, N., Abouzaid, S., Andersen, L., Wang, Z., & Powers, A. (2014). Cohort analysis assessing medical and nonmedical cost associated with obesity in the workplace. *Journal of Occupational and Environmental Medicine, 56*(2), 161-170. doi:10.1097/JOM.0000000000000099

Kreager, D. A. (2007). Unnecessary roughness? School sports, peer networks, and male adolescent violence. *American Sociological Review, 72*(5), 705-724. doi:10.1177/000312240707200503

Lane, J., Lane, A. M., & Kyprianou, A. (2004). Self-efficacy, self-esteem and their impact on academic performance. *Social Behavior and Personality: An International Journal, 32*(3), 247-256. doi:10.2224/sbp.2004.32.3.247

Leff, S. S., & Hoyle, R. H. (1995). Young athletes' perceptions of parental support and pressure. *Journal of Youth and Adolescence, 24*(2), 187-203. doi:10.1007/BF01537149

Libbey, H. P. (2004). Measuring student relationships to school: Attachment, bonding, connectedness, and engagement. *Journal of School Health, 74*(7), 274-283. doi:10.1111/j.1746-1561.2004.tb08284.

Lindqvist, AK., Kostenius, C., Gard, G., Rutberg, S., (2015). Parent Participation Plays an Important Part in Promoting Physical Actvitiy. *International Journal of Qualitive Studies on Health and Well-being. doi: 10.3402/qhw.v10.27397.*

Lumpkin, Judy and Favor, Judy. (2012). Comparing the academic performance of high school athletes and non-athletes in Kansas in 2008-2009. *Journal of Sport Administration and Supervision, (4)*1.

MacIntyre, A. (1985). *The nature of virtues. In virtue ethics.* Roger Crisp and Michael Slote (Eds.) Oxford University Press, New York, 2003. P. 118 to 140

Marsh, H. W. (1986). Global self-esteem: Its relation to specific facets of self-concept and their importance. *Journal of Personality and Social Psychology, 51*(6), 1224-1236. doi:10.1037//0022-3514.51.6.1224

Marsh, H. W. (1987). The hierarchical structure of self-concept and the application of hierarchical confirmatory factor analysis. *Journal of Educational Measurement, 24*(1), 17-39. doi:10.1111/j.1745-3984.1987.tb00259.x

Mayes, L. C., Feldman, R., Granger, R. H., Haynes, O. M., Bornstein, M. H., & Schottenfeld, R. (1997). The effects of polydrug use with and without cocaine on mother-infant interaction at 3 and 6 months. *Infant Behavior and Development, 20*(4), 489-502. doi:10.1016/S0163-6383(97)90038-2

McNeal, R. B. (1999). Participation in high school extracurricular activities: Investigating school effects. *Social Science Quarterly, 80*(2), 291-309

Medic, N., Mack, D. E., Wilson, P. M., & Starkes, J. L. (2007). The effects of athletic scholarships on motivation in sport. *Journal of Sport Behavior, 30*(3), 292.

McPherson, A., & Willms, J. D. (1987). equalization and improvement: Some effects of comprehensive reorganization in Scotland. *Sociology, 21*(4), 509-539. doi:10.1177/0038038587021004003 Palys, Ted (2003) Research Decisions: Quantitative and Qualitative Perspectives. Thomson and Nelson Publishing, Canada.

Ministry of Education Service Plan, 2008-2011 (n.d.). Retrieved from http://www.bcbudget.gov.bc.ca/2008/sp/educ/default.html#4

Pajares, F., Schunk, D. (2001). *Self-beliefs and school success: Self-efficacy, self concept and school achievement.* Chapter in R. Riding and S.Rayner (Eds.) Perception p. 239 to 266. Ablex Publishing, London.

Pearce, A., Kirk, C., Cummins, S., Collins, M., Elliman, D., Connolly, A. M., & Law, C. (2009). Gaining children's perspectives: A multiple method approach to explore environmental influences on healthy eating and physical activity. *Health and Place, 15*(2), 614-621. doi:10.1016/j.healthplace.2008.10.007

Perry, J. C., DeWine, D. B., Duffy, R. D., & Vance, K. S. (2007). The academic self-efficacy of urban youth: A mixed-methods study of a school-to-work program. *Journal of Career Development, 34*(2), 103-126. doi:10.1177/0894845307307470

Planning 10 Graduation Transitions IRP (n.d.). Retrieved from www.bced.gov.bc.ca

Portes, A. (1998). Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology, 24*(1), 1-24. doi:10.1146/annurev.soc.24.1.1

Pushor, D. (2012). Tracing My Research on Parent Engagement: Working to Interrupt the Story of School as Protectorate. *Action in Teacher Education*, 34, 464-479. doi: 10.1080/01626620.2012.729474

Ramirez, L., Machida, S., Kline, L., & Huang, L. (2014). Low-Income Hispanic and Latino High School Students' Perceptions of Parent and Peer Acacdemic Support. *Contemporary School Psychology* 18, 214-221. doi: 10.1007/s40688-014-0037-3.

Rasmussen, K. (1999). *The changing sports scene*. Alexandria: Association for Supervision and Curriculum Development.

Rehberg, R. A., & Schafer, W. E. (1968). Participation in interscholastic athletics and college expectations. *American Journal of Sociology, 73*(6), 732-740. doi:10.1086/224566

Renihan, F., & Renihan, P. (1994). *School improvement through parental involvement.* A paper presented at the International Conference on Secondary School Education. Simon Fraser University, Vancouver, B.C., Canada on February 25, 1994.

Singh, A., Uijtdewilligen, L., Twisk, J. W. R., van Mechelen, W., & Chinapaw, M. J. M. (2012). Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment. *Archives of Pediatrics & Adolescent Medicine, 166*(1), 49-55. doi:10.1001/archpediatrics.2011.716

Statistics Canada (n.d.) Retrieved November 01, 2016 from http://www.statcan.gc.ca/pub/82-625-x/2015001/article/14186-eng.htm

Stearns, E., & Glennie, E. J. (2010). Opportunities to participate: Extracurricular activities' distribution across and academic correlates in high schools. *Social Science Research, 39*(2), 296-309. doi:10.1016/j.ssresearch.2009.08.001

Suggs, W. (2002). The patriot league's grand experiment. *The Chronicle of Higher Education, 48*(29), A.40.

Taplin, C. E., & Zeitler, P. (2009). Exercise for the treatment of childhood obesity is it simply too much to ask. *Acta Pædiatrica, 98*(2), 214-216. doi:10.1111/j.1651-2227.2008.01165.x

Trudeau, F., & Shephard, R. J. (2008). Physical education, school physical activity, school sports and academic performance. *The International Journal of Behavioral Nutrition and Physical Activity, 5*(1), 10-10. doi:10.1186/1479-5868-5-10

Turner, S., & Lapan, R. T. (2002). Career self-efficacy and perceptions of parent support in adolescent career development. *The Career Development Quarterly, 51*(1), 44-55. doi:10.1002/j.2161-0045.2002.tb00591.x

Walsh, N. D. (2016). *What are factors of an effective parent and family involvement program within high school?* Electronic Theses and Dissertations, Abilene Christian University.

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993). *"Synthesis of research" what helps students learn?*. Washington, D.C: National Education Association, Dept. of Supervision and Curriculum Development.

Weiss, H. B., Mayer, E., Kreider, H., Vaughan, M., Dearing, E., Hencke, R., & Pinto, K. (2003). Making it work: Low-income working mothers' involvement in their children's education. *American Educational Research Journal, 40*(4), 879-901. doi:10.3102/00028312040004879

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal, 41*(2), 237-269. doi:10.3102/00028312041002237

White, A. M., & Gager, C. T. (2007). Idle hands and empty pockets? Youth involvement in extracurricular activities, social capital, and economic status. *Youth & Society, 39*(1), 75-111. doi:10.1177/0044118X06296906

Wilson, M. A., & Stephens, D. E. (2007). Great expectations: An examination of the differences between high and low expectancy athletes' perception of coach treatment. *Journal of Sport Behavior, 30*(3), 358.

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry, and Allied Disciplines, 17*(2), 89-100. doi:10.1111/j.1469-7610.1976.tb00381.x

Woolley, M. E., & Bowen, G. L. (2007). In the context of risk: Supportive adults and the school engagement of middle school students. *Family Relations, 56*(1), 92-104. doi:10.1111/j.1741-3729.2007.00442.x

York, T. T., Gibson, C., & Rankin, S. (2015). Defining and measuring academic success. *Practical Assessment, 20*(5), 1-20.

Appendices

Appendix A. School District Permission Letter

School District No. 36 (Surrey)

Communications & Safe Schools Departments

14225 - 56th Avenue, Surrey, BC V3X 3A3 • Tel: (604) 596-7733 Fax: (604) 596-6594

Website: www.sd36.bc.ca

SURREY
SCHOOL DISTRICT

January 15, 2010

File: RES966

Daniel To,
[redacted]

Dear Daniel,

Re: "Parental Support for Students Who Participate in High School Athletics: An Exploration of the Involvement of Parents and its Effect on Student Self-Efficacy and Academic Success"

Please use this letter as confirmation of acceptance of your research project in principle. As you know, district level endorsement does not imply commitment of individual schools, students or other participants and you are required to seek consent, sequentially of those involved.

I wish you every success with your research and remind you that a final report is to be submitted to this department on completion.

Yours truly,
[redacted]

Dr. Sharon Cohen
Assistant Superintendent
Research & Evaluation
SCjjvm

Surrey Schools ... Keeping Learners at the Centre

Appendix B. SFU Ethics Permission

SFU SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

H. Weinberg, Ph.D.
Director, Office of Research Ethics
Simon Fraser University

8888 University Drive
Multi-Tenant Facility
Burnaby, B.C. Canada , V4A 1S6
778 782 6593

REB Ratification Approval

Date	File	Principal Investigator	Supervisor
23 Feb. 2010	[2009s0497]	To, Daniel	Graduate Studnent

Ratification Level	Department / School	Title
Minimal	Education	PARENTAL SUPPORT FOR STUDENTS WHO PARTICIPATE IN HIGH SCHOOL ATHLETICS: AN EXPLORATION OF THE INVOLVEMENT OF PARENTS AND ITS EFFECT ON STUDENT SELF-EFFICACY AND ACADEMIC SUCCESS

Hello Daniel,

Thanks you for a copy of the approval by School District 36.

Please take this as approval of your response and consider this project now approved by the REB without contingencies.

Thanks for dealing with this and

Regards

Hal Weinberg, Director
Office of Research Ethics

Appendix C. Survey

Study on Parents' and Students' Involvement in High School Athletics 2010

Survey for High School Students

The information you give us about your experiences is very important for the school so that we can help make your school a better learning environment for you.

Some key things to remember:

- DO NOT write your name on this survey.
- This survey is voluntary and your answers are anonymous. No one will know what your answers are.
- This is NOT a test and there are no right or wrong answers, but it is important that you answer honestly.
- Whether or not you answer the questions will not affect your grade in this class.
- Make sure to read every question.
- Please do not look at other students' answers.
- If you are not comfortable answering a question just leave it blank.
- By filling out this survey you are agreeing to participate in this study

1. What is the name of your secondary school? ☐ Skyview ☐ Oakwood

2. What grade are you in? ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

3. What is your birthday? Day____Month____Year_____

4. Are you a boy or a girl? ☐ Boy ☐ Girl

5. What is your racial/ethnic background? Choose one.

My racial/ethnic background is:

☐ Aboriginal (e.g. First Nations, Non-Status Indian, Inuit, Métis)

☐ African/Caribbean (e.g. Black)

☐ Asian (e.g. Cambodian, Chinese, Japanese, Korean, Taiwanese, Thai, Vietnamese, Filipino)

☐ South Asian (e.g. East-Indian, Pakistani)

☐ Caucasian (e.g. White, European, Russian)

☐ Latin American (e.g. Mexican, Portuguese, South American)

☐ Middle Eastern (e.g. Arabic, Iranian, Kuwaiti, Persian, Turkish, Israeli, Palestinian)

☐ My racial/ethnic background is mixed. Please describe.

_____

☐ I don't know.

6. What country were you born in?

_____

7. What country were your parents born in?

_____

***If you were born in Canada, skip to question 10.**

8. If you were NOT born in Canada, how long have you lived here?

I have lived in Canada for _____ years.

9. If you were born in another country, did you come to Canada as a (please check one):

☐ Immigrant (chose to come to Canada)

☐ Refugee (could not stay in your native country)

☐ International Student (studying in Canada)

☐ I don't know

10. What language(s) are spoken home?_____

11. What are the *first 3 digits* of your postal code at your home? _____

12. What is the highest level of education that ***you would like*** to complete? Choose one.

☐ Not finish high school

☐ High school graduation

☐ Training/apprenticeship program (carpentry, computer training, legal assistant)

☐ Some college/university classes

☐ College diploma

☐ University/bachelor degree (undergraduate)

☐ Masters degree

☐ Professional degree (like lawyer, nurse, architect)

☐ Doctoral degree

13. Which of these adults do you live with MOST OF THE TIME? (**Check all the adults you live with**).

☐ Mother	☐ Grandmother	☐ ½ Mom, ½ Dad
☐ Father	☐ Grandfather	☐ Foster parent(s)
☐ Stepfather	☐ Stepmother	

☐ Other adults (please tell us

who:_____

The following questions ask about your participation in high school athletics.

16. Are you currently participating in high school athletics activities in your school (ie. Are you part of a team and/ or participate in individual athletic events representing your school?)

☐ Yes ☐ No

17. How many years have you been participating in sports-based extracurricular activities at the high school level?

☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 years

18. Which seasons of sport do you normally participate in? You may choose more than one.

☐ Fall ☐ Winter ☐ Spring

19. Please indicate which extracurricular sports you participate in

☐ Volleyball	☐ Badminton
☐ Soccer	☐ Water Polo
☐ Football	☐ Track and Field
☐ Swimming	☐ Rugby
☐ Cross Country	☐ Tennis
☐ Curling	☐ Cricket
☐ Basketball	☐ Ultimate
☐ Wrestling	☐ Weight Lifting
Hockey	Field Hockey
Mountain Biking	Other _____

20. What do you believe about your overall athletic ability when participating in the extracurricular sports you are involved in?

☐ Elite level Athlete ☐ High Level Athlete ☐ Moderate Level Athlete

☐ Beginner Level Athlete

21. On the team/ sport you are involved in, you are normally called on to make an important contribution.

Never	Rarely	Some of the time	Most of the time	All of the time	I don't know

22. Are you involved in any extracurricular sports outside of your high school (ie. Community/ Club team)

☐ Yes ☐ No

If yes, what sports? _____

_____

_____

_____

23. When did you first start participating in sports based extracurricular activities overall (school and community)?

☐ ages 5-8 (Primary) ☐ ages 9-12 (intermediate) ☐ ages 13-15 (Jr. High)

☐ ages 16-18 (Sr. High) ☐ Don't know

24. How much do you enjoy participating in sports based extracurricular activities at the high school level?

Not at all	Rarely enjoy	Sometimes enjoy	Enjoy most of the time	Enjoy all of the time	I don't know

25. What are your plans for participating in sports based extracurricular activities at the post secondary level?

☐ No participation at all ☐ Participate at the Intramural (Recreational) Level

☐ Participate at the Varsity (Competitive) Level

26. **MARSH'S SELF-DESCRIPTION QUESTIONNAIRE – Partial (SELF-CONCEPT MEASURE)**

Please read the question to the left and choose the answer that best fits how you feel about yourself. Remember to only check ONE answer for each question.

	False	Mostly False	More False than True	More True than False	Mostly True	True
1. Nobody thinks that I'm good looking.						
2. Overall, I have a lot to be proud of.						
4. I enjoy things like sports, gym, and dance.						
5. I am usually relaxed.						
6. It is difficult to make friends with members of my own sex.						
7. People of the opposite sex whom I like don't like me.						
8. I have a nice looking face.						
9. Overall, I am no good.						
10. I am lazy when it comes to things like sports and hard physical exercise.						

11. I worry more than I need to.						
12. I make friends easily with boys.						
13. I make friends easily with girls.						
14. Most of my friends are better looking than I am.						
15. Most things I do, I do well.						
16. I'm good at things like sports, gym, and dance.						
17. I don't get upset very easily.						
18. Not many people of my own sex like me.						
19. I'm not very popular with members of the opposite sex.						
20. I am good looking.						
21. Nothing I do ever seems to turn out right.						
22. I am awkward at things like sports, gym, and dance.						
23. I am often depressed and down in the dumps.						

	False	Mostly False	More False than True	More True than False	Mostly True	True
24. I am popular with the boys.						
25. I am popular with the girls.						
26. I hate the way I look.						
27. Overall, most things I do turn						

out well.						
28. I'm better than most of my friends at things like sports, gym, and dance.						
29. Other people get more upset about things than I do.						
30. I do not get along very well with boys.						
31. I do not get along very well with girls.						
32. Other people think I am good looking.						
33. I try to get out of the sports and physical education classes whenever I can.						
34. I am a nervous person.						
35. I have good friends who are members of my own sex.						
36. I have lots of friends of the opposite sex.						
37. I can do things as well as most people.						
38. I can run a long way without stopping.						
39. I often feel confused and mixed up.						
40. Most boys try to avoid me.						
41. Most girls try to avoid me.						
42. I have a good looking body.						
43. I feel that my life is not very useful.						
44. I hate things like sports, gym, and dance.						
45. I get upset easily.						

46. I make friends easily with members of my own sex.						
47. I get a lot of attention from members of the opposite sex.						

	False	Mostly False	More False than True	More True than False	Mostly True	True
48. If I really try I can do almost anything I want to do.						
49. I am calm person.						
50. I have a few friends of the same sex as myself.						
51. Overall, I'm a failure.						
52. People can really count on me to do the right thing.						
53. I worry about a lot of things.						
54. I enjoy spending time with my friends of the same sex.						

Please turn to the next page…

The following questions ask about your perception of your parent's involvement in your high school.

27. Please mark the appropriate box in response to the questions asked relating to your parent(s) and/ or guardian(s) involvement in your school overall (not sports related)

Your parent(s) and/ or guardian(s)…		Never	Hardly ever	Sometimes	Most of the time	Always
1.	Attend Parent Advisory Council (PAC Meetings)					
2.	Attend Annual School non-sports based functions (concerts, plays, banquets, etc…)					
3.	Attend parent teacher interviews.					
4.	Volunteers to help with school non-sports based functions (concerts, plays, banquets etc…)					
5.	Regularly checks the school website for updated information regarding the school.					
6.	Ensures that your teachers are informed if you are to miss school for any reason.					
7.	Helps you with your school work and communicates with teachers about your work.					
8.	Gives financially and/ or donates products to the school for fundraising purposes.					

28. Are there other ways that your parents are involved in your school (not sports related) that have not been covered in the questions above? Please indicate below:

_____

_____

_____

_____

29. Please mark the appropriate box in response to the questions asked relating to your parent(s) and/ or guardian(s) involvement in school athletic program.

Your parent(s) and/ or guardian(s)…		Never	Hardly ever	Some of the time	Most of the time	Always
1.	Attends athletic competitions that you are not involved in.					
2.	Attends athletic competitions that you are involved in.					
3.	Volunteers to help with athletic events as an official (referee, scorekeeper, lines person etc…)					
4.	Volunteers to drive when you or your team needs transportation to an athletic event					
5.	Volunteers to help coach sports teams that you are not involved with.					
6.	Volunteers to help coach sports teams that you are involved with.					
7.	Actively participates in the fundraising efforts of your school athletic program.					
8.	Actively participates in the fundraising efforts of the sports team you are part of.					

9.	Attends your school year end athletic banquet					
10.	Encourages other parents to participate in the athletics program at your school.					

30. Are there other ways that your parents are involved in your school based athletic program that have not been covered in the questions above? Please indicate below:

_____

_____

_____

_____

The following questions ask about your perception of your academic success at your high school.

31. What is your overall grade point average this year, considering all of your courses?

☐ below a 2.0 ☐ 2.0 – 2.5 ☐ 2.5 – 3.0 ☐ 3.0 – 3.5

☐ 3.5 – 4.0

32. What is your overall grade point average over your high school career, considering all of your courses?

☐ below a 2.0 ☐ 2.0 – 2.5 ☐ 2.5 – 3.0 ☐ 3.0 – 3.5

☐ 3.5 – 4.0

33. What is your grade point average in your academic core (English, Math, Science, Social Studies) courses this year?

☐ below a 2.0 ☐ 2.0 – 2.5 ☐ 2.5 – 3.0 ☐ 3.0 – 3.5

☐ 3.5 – 4.0

34. What is your grade point average in your academic core courses (English, Math, Science, Social Studies) over your high school career?

☐ below a 2.0 ☐ 2.0 – 2.5 ☐ 2.5 – 3.0 ☐ 3.0 – 3.5

☐ 3.5 – 4.0

35. What is your grade point average in your elective courses (not core) this year?

☐ below a 2.0 ☐ 2.0 – 2.5 ☐ 2.5 – 3.0 ☐ 3.0 – 3.5

☐ 3.5 – 4.0

36. What is your grade point average in your elective courses (not core) over your high school career?

☐ below a 2.0 ☐ 2.0 – 2.5 ☐ 2.5 – 3.0 ☐ 3.0 – 3.5

☐ 3.5 – 4.0

37. Overall, you feel that you are an academically successful student.

False	Mostly False	More False than True	More True than False	Mostly True	True

38. What has your involvement in high school athletics meant to you in terms of your own growth, development and academic success?

_____

_____

_____

_____

_____

_____

39. How has the involvement of your parents in your involvement in high school athletics contributed to your growth, development and academic success?

_____

_____

_____

_____

_____

_____

Thank you so much for your help!

Appendix D. Qualitative Survey

Study on Parents' and Students' Involvement in High School Athletics 2010

In Depth Interview Questions

1. What is the name of your secondary school? ☐ Skyview ☐ Oakwood

2. What grade are you in? ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

3. What is your birthday? Day____Month____Year_____

4. Are you a boy or a girl? ☐ Boy ☐ Girl

5. What is your racial/ethnic background? Choose one.

My racial/ethnic background is:

☐ Aboriginal (e.g. First Nations, Non-Status Indian, Inuit, Métis)

☐ African/Caribbean (e.g. Black)

☐ Asian (e.g. Cambodian, Chinese, Japanese, Korean, Taiwanese, Thai, Vietnamese, Filipino)

☐ South Asian (e.g. East-Indian, Pakistani)

☐ Caucasian (e.g. White, European, Russian)

☐ Latin American (e.g. Mexican, Portuguese, South American)

☐ Middle Eastern (e.g. Arabic, Iranian, Kuwaiti, Persian, Turkish, Israeli, Palestinian)

☐ My racial/ethnic background is mixed. Please describe.

_____

☐ I don't know.

6. What country were you born in?

_____

7. What country were your parents born in?

_____

***If you were born in Canada, skip to question 10.**

8. If you were NOT born in Canada, how long have you lived here?

I have lived in Canada for _____ years.

9. If you were born in another country, did you come to Canada as a (please check one):

☐ Immigrant (chose to come to Canada)

☐ Refugee (could not stay in your native country)

☐ International Student (studying in Canada)

☐ I don't know

10. What language(s) are spoken home?_____

11. What are the *first 3 digits* of your postal code at your home? _____

12. What is the highest level of education that ***you would like*** to complete? Choose one.

☐ Not finish high school

☐ High school graduation

☐ Training/apprenticeship program (carpentry, computer training, legal assistant)

☐ Some college/university classes

☐ College diploma

☐ University/bachelor degree (undergraduate)

☐ Masters degree

☐ Professional degree (like lawyer, nurse, architect)

☐ Doctoral degree

13. Which of these adults do you live with MOST OF THE TIME? (**Check all the adults you live with**).

☐ Mother	☐ Grandmother	☐ ½ Mom, ½ Dad
☐ Father	☐ Grandfather	☐ Foster parent(s)
☐ Stepfather	☐ Stepmother	

1. Please list what types of athletic activities you are involved in at your high school.

_____

_____

_____

_____

_____

2. Why did you choose to become involved in high school athletics?

_____

_____

_____

_____

_____

3. On the sports teams you are involved with – intramural and afterschool – would you define yourself as a leader or a follower? Why?

_____

_____

_____

_____

_____

4. From your point of view, how has participation in high school athletics affected your academic performance in school?

_____

_____

_____

_____

_____

5. Are the interpersonal relationships you have (friendships) related at all to your involvement in high school athletics?

_____

_____

_____

_____

_____

6. From your point of view, describe the involvement of your parents in your high school athletic experience.

_____

_____

_____

_____

_____

7. Do you feel that your parents' involvement in your high school athletics could increase or decrease? Explain.

_____

_____

_____

_____

_____

8. How do you feel about the level of your parents' involvement in your high school athletic experience?

_____

_____

_____

_____

_____

9. From your point of view, does your involvement in high school athletics make you feel more self-confident? Explain.

_____

_____

_____

_____

_____

10. How important is being involved in high school athletics compared to other aspects of your life (art, family, music, other extracurricular, etc…)

_____

_____

_____

_____

_____

Thank you so much for your help!

Appendix E. Parental Consent Form

PARENT CONSENT FORM

PARENTAL SUPPORT FOR STUDENTS WHO PARTICIPATE IN HIGH SCHOOL ATHLETICS

Principal Investigator:

My name is Daniel To and I am a Surrey School District Teacher and an Ed.D student who is working under the supervision of Dr. Fred Renihan (Adjunct Professor and former Superintendent of the Surrey School District) and Dr. Geoff Madoc-Jones (Professor, SFU). We are all from the Faculty of Education at Simon Fraser University, Surrey Campus. If you have any questions regarding this project, please call:

Daniel To: xxx.xxx.xxxx Dr. Fred Renihan xxx.xxx.xxxx or xxx.xxx.xxxx

Next week, your child will be invited to participate in a research study that we are conducting at your child's school, called "Parental support for students who participate in High School Athletics: an exploration of the Involvement of parents and its effect on student self-efficacy and academic success". This research is part of a dissertation for my Doctoral degree, and the final document will be made public. At the same time, steps will be taken to make sure that everything your child says and writes down will be kept completely anonymous, and only the above mentioned researchers will have access to the raw information. Findings from this project will help us to better understand how

parent involvement in high school athletics affects students' self esteem and academic progress.

Purpose:

The purpose of the study is to ask your child to help us, as researchers and people who work with children and teens, to better understand how parental involvement in high school athletics affects how children feel about themselves and their academic growth or decline. Specifically, this study will ask your child to gage his/ her experiences with high school athletics, the level of parental involvement in his/ her athletic activities, as well as a measure of his/ her self esteem. Children and teenagers are the experts on themselves and their experiences are very important. Their participation can really help us better understand the needs of other teenagers in British Columbia like them. We also hope that the results of this study will help teachers and parents improve their understanding of the issues relating to athletics and education that children and teenagers in Canada are dealing with.

We are asking your child and other students between the grades of 8 -12, who are involved with athletics, to participate in this study.

Study Procedures:

This study involves two parts. The first part asks your child to complete, during class time, a questionnaire on his/ her athletic participation, how they feel about themselves (their self-concept), and the level of his/ her parental involvement in school athletics. Demographic questions such as age, gender and ethnicity will also be asked, so that we can gain a better sense of who the participants in this study are. This will take about 60 minutes.

The second part of the study asks your child or teen to participate in an interview. This interview will take about an hour. The purpose of the interview is to help us clarify his/ her responses to the survey.

Questionnaires will be completed during class time or during his/ her practice time. If your child does not receive your consent he/she will *not* be penalized in any way, but will be asked to read or draw quietly, or complete their homework at their desk as their classmates/ teammates complete the questionnaire. There are no known risks associated with this study; however, should your child feel uncomfortable, he/she has the right to withdraw from the study without any penalty, at any time. In addition, your child will have the option to request counseling should they so choose.

Confidentiality:

All comments and responses, made by your child, will be kept strictly confidential, unless legally required for disclosure, and no identifying information will be included with the documents. This means that if the results disclose something that will endanger your child's safety (such as suspected or evidence child abuse), well being or the well being of others, we will be required to disclose this information to the authorities. Otherwise, everything will be kept confidential All the documents will only be identifiable by a code number and will be kept in a locked filing cabinet at Simon Fraser University, Surrey Campus. Any information obtained via the internet will be stored in a password protected database on the researcher's computer. Your child will not be identified by name in any of the reports of the completed study.

Contact for information about the study:

If you have any questions, would like further information with respect to this study or obtain the results of the study, you may contact Daniel To at xxx.xxx.xxxx Dr. Fred Renihan at xxx.xxx.xxxx or xxx.xxx.xxxx

Contact for concerns about the rights of research subjects:

If you have any concerns about your treatment or rights as a research subject, you may contact Dr. Hal Weinberg, Director, Office of Research Ethics at xxxx@xxxxx.xx or xxx.xxx.xxxx

Consent:

The school district has given permission for the researchers to perform this study. Your child's participation in this study is entirely voluntary and refusal to participate or withdraw from the study is permitted at any time without jeopardy to their class standing and/ or placement on his/ her respective team.

Your signature below indicates that you have received a copy of this consent form for your own records. Your signature indicates that you consent to your child's participation in this study.

Please return this bottom portion and keep the consent form for your own records. Please identify to what extent you give consent to your child's participation in this study by checking the appropriate box.

☐ I consent to my child's participation in the *questionnaire* portion of the study.

☐ I consent to my child's participation in the *interview* portion of the study

☐ I *do not* consent to my child's participation in *any part* of this study

_____

Parent or Guardian Signature Date

_____

Printed Name of Parent or Guardian signing above.

Students need to return this form and the "Student Assent Form" to participate in the study.

Appendix F. Student Assent Form

STUDENT ASSENT FORM

PARENTAL SUPPORT FOR STUDENTS WHO PARTICIPATE IN HIGH SCHOOL ATHLETICS

Principal Investigator:

My name is Daniel To and I am a Surrey School District Teacher and an Ed.D student who is working under the supervision of Dr. Fred Renihan (Adjunct Professor and former Superintendent of the Surrey School District) and Dr. Geoff Madoc-Jones (Professor, SFU). We are all from the Faculty of Education at Simon Fraser University, Surrey Campus. If you have any questions regarding this project, please call:

Daniel To: xxx.xxx.xxxx Dr. Fred Renihan: xxx.xxx.xxxx or xxx.xxx.xxxx

Next week, you will be invited to participate in a research study that we are conducting at your school, called “Parental support for students who participate in High School Athletics: an exploration of the Involvement of parents and its effect on student self-efficacy and academic success”. This research is part of a dissertation for my Doctoral degree, and the final document will be made public. At the same time, we will make sure that everything you say and write down will be kept completely anonymous, and only myself, Dr. Renihan, and Dr. Madoc-Jones will have access to the original information. Findings from this project will help us to better understand how parent involvement in your high school athletics programs affects your self esteem and academic progress.

Purpose:

The purpose of the study is to you to help us, as researchers and people who work with children and teens, to better understand how parental involvement in high school athletics affects how you feel about yourself and your academic growth or decline. Specifically, this study will ask you to gage your experiences with high school athletics, the level of parental involvement in your athletic activities, as well as a measure of your self esteem. Children and teenagers are the experts on themselves and your experiences are very important. Your participation can really help us better understand the needs of other teenagers in British Columbia like them. We also hope that the results of this study will help teachers and parents improve their understanding of the issues relating to athletics and education that children and teenagers in Canada are dealing with.

We are asking you and other students between the grades of 8 -12, who are involved in high school athletics, to participate in this study.

Study Procedures:

This study involves two parts. In the first part you will be asked to complete, during class time, is a questionnaire on your participation, how you feel about yourself (your self-concept), and the level your parents' involvement in school athletics. Demographic questions such as age, gender and ethnicity will also be asked, so that we can gain a better sense of who you are. This will take about 60 minutes.

The second part of the study will ask if you are willing to participate in an interview. This interview will take about an hour. The purpose of the interview is to help us clarify your responses to the survey.

Questionnaires will be completed during class time or during your practice time. If you do not want to participate in this study, or if your parents do not want to participate you will *not* get in trouble – **you will not be penalized**

academically or athletically if you choose not to participate. We will just ask you to read or draw quietly, or complete homework at your desk as your classmates/ teammates complete their survey. There are no known risks for participating in this study; but, if you feel uncomfortable, you have the right to stop participating in the study, at any time, and you will not get in trouble. In addition, you will have the option to request counseling if you want.

Confidentiality:

All comments and responses that you make will be kept strictly confidential, unless legally required for disclosure. This means that if the results disclose something that will endanger your safety (such as suspected or evidence child abuse), well being or the well being of others, we will be required to disclose this information to the authorities. No identifying information will be included with the documents. This means your parents, teachers, and friends will not know what you have written down. All the documents will be given a code number and will be kept in a locked filing cabinet at Simon Fraser University, Surrey Campus. Any information obtained via the internet will be stored in a password protected database on the researcher's computer. Your name will not be in any of the reports of the completed study.

Contact for information about the study:

If you have any questions, would like further information about this study, or obtain the results of the study, you may contact you may contact Daniel To at xxx.xxx.xxxx , Dr. Fred Renihan at xxx.xxx.xxxx or xxx.xxx.xxxx .

Contact for concerns about the rights of research subjects:

If you have any concerns about your treatment or rights as a research subject, you may contact Dr. Hal Weinberg, Director, Office of Research Ethics at xxxx@xxxxx.xx or xxx.xxx.xxxx

Consent:

The school district has given permission for the researchers to perform this study. Your participation in this study is your choice. If you do not want to participate or want to stop participating in this study this decision will *not* affect your grades in any way.

Your signature below indicates that you are willing to participate in this study.

Please return this bottom portion and keep the assent form for your own records. Please tell us what part of the study you would like to take part in by putting a check mark next to your choice.

☐ I would like to take part in the *questionnaire* part of the study.

☐ I would like to take part in the *interview* part of the study

☐ I *do not* want to take part in *any part* of this study

_____

Student Signature Date

_____

Printed Name of Student Grade

You need to have this form and your parent consent form completed to participate in the study.