Charting Motivation in High School Juniors

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Introduction

As a Junior in high school I came to the realization that students face a variety of academic stressors that impact success, including academic performance; relationships with family, peers, and teachers; outside activities; and more. I began to wonder what makes Juniors in particular so driven to get good grades and be accepted into great schools. According to a study conducted by New York University, Juniors face a number of academic stressors unique in the high school experience. Their study found that 49% of the students surveyed experienced a great deal of stress and 31% faced some stress on a daily basis (Nyu 3). This likely results from the growing academic pressures of SATs, increased standardized testing, AP testing, and the looming threat of college and career in their final school year before becoming Seniors (Nyu 3). Research has also shown that in-school and out-of-school relationships can have a significant impact on students' academic or social and emotional progress in school. These high-impact relationships include families, teachers, and peers (Blažević 47). I realized that in terms of the potential strength of their emotional bonds, along with the total amount of time spent together, each of these categories of people plays a significant role in the lives of Juniors. A question then began to form: who motivates and helps Juniors the most when it comes to getting through what is arguably the most challenging year they will face in high school? That question was the main reason behind the creation of this study. In discovering who provides the best, most impactful emotional support to these students, I may be able to use the results of this study to offer future Juniors an idea of who they are most able to talk to or rely on to support what is considered to be the toughest year of high school. The intimacy and proximity of families, teachers, and peers are why I selected them.

Family Influence

Tim Urdan, Monica Solek, Erin Schoenfelder in addition to Maureen Pirog and Chris Magee all discuss the effects families have on student achievement in school, expanding their research beyond parenting alone (721). Their interview analyses revealed five different types of patterns, all of which were related to family influence. The most common of these patterns was “Family Pleasing,” the desire to achieve well academically in order to make the family proud (Urdan et. al 12). “Family Obligation” was the next pattern, which referred to students who felt indebted towards their parents, because of all the sacrifices they had made to provide their children with education and financial opportunities (Urdan et. al 12). This pattern also exhibited in students’ desire to do well in their academics, specifically so they could please their family members (Urdan et. al 12). The third pattern was “Family support.” Students in this category described their parents as holding a high academic standard for them while giving them nurturing support (Urdan et. al 13). The team labeled the fourth type of pattern the “Aversive Influence Pattern.” The students in this group described these families to be negative role models and exhibited a strong desire to exceed their low expectations (Urdan et. al 13). The final pattern was a small group of participants that claimed their family had little to no influence on their academic motivation; they called this pattern “Lack of Influence " (Urdan et. al 14). DeMarquis Hayes, however, studied parental involvement in African-American students and how it correlates to academic achievement (568). He found home-based involvement was the only significant predictor of academic improvement in school and a decrease in school absence (Hayes 569). The parents in this study were more open to having frequent conversations with their kids; results suggested this engagement was more likely to promote school success in high school students.

But in these studies, student motivation was not analyzed(Hayes 578). Sofie J. Cabus and Roel J. Ariës offer an international perspective in their research on parental involvement in Dutch schools. They found that academic achievement is based on a foundation of familiar support at home and, in particular, the involvement of students' mothers (Cabus and Ariës 12). Finally, Yun Mo and Kusum Singh researched parental engagement in middle school students' academics and found significant cognitive, behavioral, and emotional benefits to students with more involved parents (Mo and Singh 2). Therefore it is evident from the references above that parents, families, and other personal home relationships associated with students do impact students' academic achievement. But these studies never singled out specific motivational impacts of how other factors outside of family influence can contribute to student motivation in school. .

Teacher Influence

Jerusha O. Conner, Sarah B. Miles, and Denise C. Pope showed that teachers are an important resource in shaping a high school student's experience (23 48 et. al). Their paper also found that some students in high-performing schools did not feel as though they had at least one adult to whom they could turn when they needed to discuss a personal problem (30 Conner et. al). As a result, it was concluded that students who felt as if they were not supported by their teachers suffered significantly more, and experienced more negative psychological and physical effects, than their more supported peers (36 Conner et. al). Rongrong Yu and Kusum Singh studied how teaching styles influenced students' mathematics achievement. Teacher style was differentiated between conceptual and procedural teaching (81 Yu et. al). Conceptual teaching was defined as teaching in a way that focused on creating connections between different mathematical concepts and ideas, whereas procedural teaching focused on formulas, efficiency, and accuracy (82 Yu et.

al). Their results showed that conceptual teaching had a significant positive effect on students' mathematics achievement (87 Yu et. al). Once again, all this research centered on academic improvement rather than overall motivation in school, suggesting a gap in the literature around teachers' motivational and emotional impacts on student achievement.

Peer Influence

In terms of peer influence, Judith K. Ide, JoAnn Parkerson, Geneva D. Haertel, and Herbert J. Walberg conducted a study on elementary and high school students' relationships with their peers and their correlating educational outcomes. They defined these outcomes as standardized achievement tests, course grades, educational aspirations, and occupational aspirations (Ide et. al 472). This study showed that peer influence is a strong, consistent determinant of a wide range of educational outcomes for elementary and high school students (Ide et. al 483). They also found that the impact of peer influence was significantly higher when close friends developed goals and aspirations together (Ide et. al 472). Although the study included motivational factors like educational and occupational aspirations, these were only one part of the research, not its main focus. While it was indirect, student motivation played a more prominent role in the research of Amori Yee Mikami, Erik A. Ruzek, Christopher A. Hafen, Anne Gregory, and Joseph P. Allen, who analyzed the implications of peer-to-peer connections within the classroom along with their impacts on students' learning progression (Mikami et. al 2341). They showed that positive classroom relationships between students played a significant role in driving stronger involvement in classwork and even overall academic progression (Mikami et. al 2342). But, although classroom involvement was analyzed, the motivational factors that influenced students' self-perceptions of their peer relationships (e.g. joint participation in afterschool programs, doing

homework together, etc.) were not deeply discussed (Mikami et. al 2351). In their study, R. Michael Nelson and Teresa K. Decker also talked about how having positive relationships with friends impacts students' education (170). These researchers found a positive correlation between students' achievement and close friendships with peers who independently valued academics (Nelson and Decker 175). They also found that having poor relationships with peers and friends seemed to have maladaptive achievement motivation on the students studied; although again, their analysis failed to look at other motivational factors outside of peer relationships (Nelson and Decker 170). The throughline among all this research remains a highlighting of or focus on academic achievements like test scores and school grades, leaving a gap when it comes to more intangible factors around students' extrinsic motivation. Furthermore, not one source researched which of each of these influencers - parents, teachers, and peers - has the highest motivational impact on students. For example, extrinsic motivation in school may include: taking the initiative to ask for help from teachers; involving yourself in after school programs; self-motivated work; having positive inclinations towards school, grades, and/or career progress; owning an academic planner; having strong attendance; social acceptance; parental expectations; and personal goals for the future. With the knowledge that there is more to peer, teacher, and family influence than just academic achievement in high school students, I questioned the motivational effects students acquire from the influential groups noted above. The question I am attempting to answer is: Given the uniquely rigorous experience of their Junior year, which extrinsic motivational group has the greatest effect on a students' motivation in high school? In order to study this question, I analyzed the existing research and developed a research question of my own to help find the answer to the main gap within these studies: What is the

relationship between a rating of peer involvement, teacher involvement, and parental/guardian involvement on intrinsic and extrinsic motivation in high school students? It has been established that these influential groups do have an impact on students from an academic perspective, but it is imperative to ask what effects students will have from a motivational standpoint and which group will have the greatest effect.

Methodology

When deciding my method for conducting this study, I looked at the different options available and determined which was the right fit for me. Many of the studies that I encountered used methods such as interviews and surveys. After comparing the benefits and disadvantages of these two methods I initially decided to use interviews for my specific study, given that it includes matters that may be considered personal information. Due to the intimate subject matter, I reasoned that students could be more prone to casting their friends, parents, or teachers in a favorable light. Even if done holistically, there could still be opportunities for bias in the results. Similar limitations were seen in a study conducted by Urdan, Solek, and Schoenfelder. The interview method also takes considerable time, an element that was not available to me. The only paper that used a survey to obtain their main results was Connor, Miles, and Popes, but it is important to note that because their survey was limited to high-performing schools, it was not representative of the average high school experience. My study will be conducted in a school that is considered to be highly diverse. When choosing my method I also had to consider factors like the validity of the research design and selection bias. Based on all of that information, and because my research question needed to use a measurement, I ultimately decided to use surveys;

using this method, I was able to obtain qualitative data, more easily accommodate the limitations of time, and have an increased number of respondents compared to interviews.

The data for this study was collected through anonymous surveys given from the beginning to the end of January. The survey was given to high school students in High School 1 in Region X which is located on the East Coast. This area is very diverse, containing a wide range of ethnicities that can be used to represent the target population of a common High School Junior. Due to a strong focus on academic achievement in this area, High School 1 provides several resources to students to help them excel academically. For this study I selected Junior-level AP Seminar and AP Research students to participate in my survey. These classes provide more incentive to participate not only because, given their subject matter, students were more understanding of the difficulties of completing voluntary surveys, but because the students in these classes were themselves either conducting research or preparing to do so the following year. I randomly selected 2 out of the 3 classes for Research, and 4 out of 5 Seminar classes. I then sorted the data in Excel and used the spreadsheet to pinpoint which classrooms to deliver my survey to. This method was faster and fairer than pulling numbers from a box. William M.K. Trochim, from the National Science Research Systems, concluded that the number-pulling procedure is not only tedious, but the quality of the sample also depends on how thoroughly the numbers are mixed and how randomly they are selected, meaning the results wouldn't be completely accurate (2).

On the first day of collecting my responses I talked to each of my survey classrooms' teachers face-to-face. I obtained the teachers' permission to survey their students and then scheduled a time to visit their classes. On my first day of conducting surveys, I wrote my survey link on the

whiteboard for the first AP Research class. The following day I repeated the same process with the next Research class on my list. Each AP Seminar teacher had also allowed me to come in at the very beginning of their classes to introduce my survey to students. I also wrote the link on the whiteboard for the 2 seminar classes. For the last three classes ofAP Seminar, the teacher posted my survey link on the online learning platform for their students, which gave those classes more convenient access to the survey. That same Seminar teacher also posted the survey link as an optional assignment for extra credit. While this created an added incentive to take the survey, students may have completed the survey outside of school. When presenting my survey to each class, I kept the delivery and the description of my project consistent. I offered a brief summary of myself and my study, indicating my name and grade, and went into detail about what my survey was focusing on. I also discussed how completing the survey could benefit the students, namely that it may induce them to reflect on what type of person they were, and who in their lives they find the most helpful to their academics. I did this mainly to address the intrinsic and extrinsic motivation portions at the beginning of the survey. I made sure to emphasize that this survey should take no longer than 10 minutes and that students should answer each question as honestly as possible. I also highlighted the consent form at the beginning of the survey and noted that it must be completed to continue the survey (**See appendix C**). I stressed that students' identities would be kept completely anonymous. I also stated that a more in-depth description of my project would appear at the very beginning of the survey. On the first day of writing my information on the classroom whiteboards, I made the mistake of using quite a long link; this made students prone to misspelling, preventing them from reaching the survey. However, I found

a way to create an extremely short URL that made the process of completing the survey much easier for the students.

The survey consisted of four main parts, the first three of which were the consent form, 3 demographic questions (**See Appendix C**), and an academic motivation scale that centered around the question, "Why do you go to school?" The idea was to create an educational and psychological measurement with the central aim of discovering whether students were intrinsically, extrinsically, or amotivationally motivated. This portion of the survey was originally created by the researchers Vallerand, Pelletier, Blais, Brière, Senécal, and Vallières (**See Appendix A**). The final part of the survey consisted of questions that focused on the three influential groups I targeted in my study: peers, teachers, and parents. This part of the survey was referenced from the work of the research team of Mo and Singh, Nelson and Debacker, Urban et. al, Yu and Singh (**See Appendix B**). The questions in this section of the survey were a combination of four other research papers that focused on the influence of these three groups on students. Both parts of the survey used a Likert scale that ranged from strongly disagree to strongly agree; the first was a 7-point scale and the second portion using a 6-point scale. Using these scales helped me measure the level of agreement students had with a given question. Given the abundance of diversity at High School 1, students have generally been taught to be nonjudgmental. As a result, it was safe to assume that it would be difficult to obtain honest and valid answers from the participants due to social desirability bias. That being said, factors were implemented within the survey to eliminate this bias as much as possible. All questions were formulated in a way that would make the answers as unpredictable as possible. To do this, I set up the questions so that students would only be able to answer one question at a time, not being

able to get influenced by approaching questions and pressuring them to answer each question on the spot. The participants had to take the survey during the school's designated Study Hall period or whenever they had free time throughout the day. They were not able to skip questions but could opt-out from specific questions if necessary or if they were not applicable to the student. They were not allowed to see the previous question answered. The questions were posted on a Google forum, which contained all the features needed to make the questionnaire. The participants were asked to answer these questions on a dichotomous scale, with multiple choice answers available for the demographic portion of the survey. The survey first found whether a student was intrinsically or extrinsically motivated by using a motivational scale from the researchers Vallerand, R.J., Blais, M.R., Brière, N.M., & Pelletier, L.G. The survey then asked specific questions about teachers, peers, and students' parents. The survey had a sample size of 30 participants, all high school Juniors. The sampling strategy was a convenience sample, meaning that whoever was available was given the survey. All agreed to complete the survey, not needing parent/guardian consent because of minimal risk associated with the ethical rules. Only students within AP Research and AP Seminar courses took my survey. It's also important to note that this data collection will only be a representation of this school in this area. Conducting this experiment only had moderate risk and high safety, because although some personal questions were asked, no hazardous chemicals or materials were involved in the research. This survey is for research purposes, meaning students' information and identity will not be shared or collected but their results may be used for research purposes only. I found that surveys are the most effective method in researching the underlying effects of influential groups on extrinsic motivation because they provide the ability to chart general trends, statistics, and graphs.

Data Analysis

Results

The survey collected a total of 30 respondents, all of which were high school juniors. 22 were female, 7 male, and one did not state their gender. 12 of the respondents self-identified as White, 6 as Hispanic or Latino, 8 as Black or African American, 2 as Asian/Pacific Islander, 1 as mixed Asian/White, and 1 mixed Asian/Black. The respondents were asked a total of 46 survey questions, 28 of which were designed to determine their intrinsic or extrinsic motivation. To find the rating of involvement for each influential group I used an ascending scale of options for each survey question. The scale started with strongly disagree and continued to include options for respondents to disagree, moderately disagree, moderately agree, agree, and finally, strongly agree with a given statement in the survey. After receiving all the survey responses, a motivation score of extrinsic and intrinsic motivation for each respondent was determined based on their answers. This part of the survey found whether the respondent was intrinsically or extrinsically motivated. This was determined s by posing specific questions tried to either extrinsic or intrinsic motivation; so questions # 2, 9, 16, 23, 6, 13, 20, 27, 4, 11, 18, and 25 were for finding intrinsic motivation and questions # 3, 10, 17, 24, 7, 14, 21, 28, 1, 8, 15, and 22 were for finding extrinsic motivation. I calculated the extrinsic and intrinsic scores, found their average, and then correlated them with peer, teacher, and parent ratings of involvement. In order to determine if there was a relationship between a specific influential group - peers, parents/guardians, and teachers - and a student's motivation in high school, I implemented a test of correlation on the survey data. I organized my data on an ordinal level of measurement and applied descriptive statics. In doing so, I was able to highlight the trends and differences that I saw using measures

of central tendency. I also analyzed the central value of the set of questions that were used to determine which group was considered most motivational for students. The results of the survey showed that the involvement of parents had the highest median rating of 5. The other two groups followed behind with a median of 4.33 for teachers and 4.25 for peers. Parents having the highest median ultimately indicated that they had the highest rate of involvement. The table below shows the correlation between intrinsic and extrinsic motivation and the rating of parent, teacher, and peer involvement.

Correlations	Peers	Parents	Teachers
Intrinsic motivation	0.24	0.17	0.58
Extrinsic motivation	0.44	0.35	0.38

To see the relationship between intrinsic and extrinsic motivation, I calculated correlation coefficients. First I must note that I am considering 0-0.3 as a weak correlation, 0.3-0.6 as moderate, and 0.6 and higher as a strong correlation. I found that the results showed a moderate coefficient of 0.44 between peers and extrinsic motivation factors. Parents and teachers, on the other hand, also showed a moderate correlation with extrinsic motivation factors. Based on respondents' answers to the survey, parents' correlation to extrinsic motivation factors showed a correlation coefficient of 0.35, while teachers' correlation to extrinsic motivation factors showed a correlation coefficient of 0.36. Looking at the intrinsic motivational side of the respondents' survey answers, the group that showed the strongest correlation was teachers, with a correlation coefficient of 0.58. However, it is important to note that this correlation coefficient is still seen as moderate. Both peers and parents showed weak correlation coefficients, with 0.24 for peers and parents showing the weakest correlation in terms of intrinsic factors at 0.17. And so from the

table I can conclude that there is a moderate relationship between extrinsic factors and peer involvement, and a moderate relationship between intrinsic factors and teachers' involvement. It can also be seen in this table that teachers' involvement had the overall highest correlation to intrinsic motivation, whereas parents showed the weakest correlation to intrinsic motivation. The first part of the survey found whether the respondent was intrinsically or extrinsically motivated, with the second portion of the survey centering around a rating of involvement from peers, teachers, and parents. This was achieved with questions such as, "Do your parents go to your school performances?" (**See Appendix B**). I then found the correlation between respondents' type of motivation and the different involvement ratings from the three influential groups. To do this, I calculated the average involvement of each influential group and then correlated them to their extrinsic and intrinsic motivation. Through the results I originally obtained for both portions of the survey, I found the average ratings of each influential group's involvement along with the average of their intrinsic and extrinsic motivation; I then correlated the two averages for each group. I also calculated the extrinsic and intrinsic scores for each group, found their average, and then correlated them with peer, teacher, and parent ratings of involvement to answer my research question.

Discussion

The purpose of this study was to examine how high school Juniors rated the involvement of their peers, teachers, and parents in their academic lives, ultimately determining which of these influential groups offered the most motivation to these students. The investigation measured the strength of the correlation between these involvement ratings and high school Juniors' intrinsic and extrinsic motivations. It was found that peers had the strongest relationship to Juniors in

terms of extrinsic motivation, and teachers had the strongest relationship in terms of intrinsic motivation. Parents didn't seem to have any or had the lowest correlation to the students' intrinsic motivation. Some of these results were expected and some were surprising. For example, while the rate of parental involvement was high, it didn't correlate strongly with students' extrinsic or intrinsic motivation. Given this result, it could be argued that the rate of parental involvement may be connected more to the feeling of being loved or cared for but was ultimately unrelated to driving Juniors' motivation toward academic success. The survey results also showed high or moderate correlations between intrinsic motivation and teachers. This could be for three possible reasons. First, students may have sought their teachers' guidance on how to do well in school *for themselves*, meaning teachers could have helped already intrinsically motivated students become more independent. Secondly, the culture of the school could have been a variable in that expectation for performance in school could have created a desire for students to work harder to achieve their personal academic goals. The same culture may have also affected whether it was considered socially acceptable to go to teachers for help. Conversely, teachers could have affected intrinsic motivation because the teachers at this school were culturally more likely to reach out and offer extra guidance and support to the students themselves. Overall, teachers' involvement and intrinsic motivation were highly related, showing that students who were more likely to build relationships with and seek out guidance from teachers were also highly intrinsically motivated. The rate of peer involvement was also most closely correlated with intrinsic motivation. I believe three factors best explain this result. The first is the inherent closeness of peer relationships in high school; there is a close correlation between highly motivated students associating with peers who are also highly motivated. These

students may challenge each other in their academics and develop high expectations for each other, thus creating new extrinsic motivation factors among themselves. In other words, if a student's peers are high performing, that student is more likely to be motivated to push themselves to perform strongly as well. A second factor explaining the correlation of peer involvement to intrinsic motivation may be that a given student chose friends, consciously or otherwise, who were similarly high performing to them. That is to say, perhaps high performing and/or highly motivated students simply didn't want to make friends with peers who didn't care about school. The final possible explanation for this correlation is student and teen culture. Adolescents spend the most time with their peers during key developmental stages of life. Kids are looking to form their identities and may be closely interested in, and observant of, what their peers are doing. That includes making decisions about whether they want to be seen as a scholar, a class clown or jokester, or any number of other personas. These choices come at a time when peers are a major influencer in students' lives. But it could go both ways. A student could choose peers who are high performing, meaning they are also already extrinsically motivated and they want to look good in front of their peers. Alternatively, a student could want to keep up with their high performing peers; peers, in this case, are the extrinsic motivator factor. Sometimes, students want to be like their friends. In terms of motivation and the rate of parental involvement, I was surprised that my results showed parents were seen as the highest motivator for students. According to Yun Mo & Kusum Singh's study, parental involvement actually decreases as student grade level increases. They also stated that their study offered a representative sample of nationalities (9). Peers had the strongest relationship with Juniors in terms of extrinsic motivation; this portion of results matched up well with a study connected by Judith K. Ide,

JoAnn Parkerson, Geneva D. Haertel, and Herbert J. Walberg (484). They found that peer influence is a strong motivator for students and showed a correlation between students having high expectations of their closest friends in order to be motivated themselves. Even though this paper didn't explicitly study extrinsic motivation caused by this connection and only focused on the influences of peers, it can be inferred that extrinsic motivation is important in peer relationships. They also stated that these outcomes are significantly higher in an urban setting, which is where my study was conducted. Another study that I reviewed that matched up with these results wasthat of Michael Nelson and Teresa Debacker, who found that having friends that value academics while holding true relationships with them affects the academic motivation. They also saw that students would not do well in the classroom in order to gain the approval of their peers backing up my results that peers do have an extrinsic effect on students motivation (186). Teachers had the strongest relationship in terms of intrinsic motivation. This result surprised me because while looking for sources I found that teachers had the most scarce peer-reviewed sources on motivation. So I didn't expect them to have one of the highest correlations. With the data from a paper written by Jerusha Conner, Sarah Miles, and Denise Pope, it didn't surprise me that teachers had the strongest correlation to intrinsic motivation because they stated that teachers care a lot for their students, and are are also take the willing steps to make the student see the relationship that the teacher is trying to build with the student (39). This can be interpreted as the teacher gives some type of emotional support to the student which will indirectly help the student to become more intrinsically motivated. Meaning that my results do agree with this paper's claims. Parents didn't seem to have any or had the lowest correlation to the students' intrinsic motivation this result from my data didn't surprise me

because according to Tim Urdan, Monica Solek, Erin Schoenfelder in addition to Maureen Pirog and Chris Magee found that students even if a minimal amount found little to no influence to their motivation (14). These results from their paper also replicate my findings because the students showed the weakest correlation between the rating of parental involvement to intrinsic motivation. Meaning that their results did agree with my findings, making this statement stronger. However again these comparisons to other studies are from an academic standpoint, my overall goal being a juniors motivation in high school. These correlations tell me that these groups have an overall relationship to their overall motivation, not just their academic motivation, meaning that they keep them going in all aspects not just academics. The limitations that I found in my survey was that because the survey was student self-report meaning there could be bias. The sample size was too small and therefore can not generalize results. The survey was a little extensive, even if the questions were short, students could have gotten or tired and guessed on a few questions. While providing the URL to my survey to the 2 Research classes and 2 Seminar classes I had made the mistake of writing down a long URL on the white bored which may have caused a loss in participants to the survey. As far as a survey goes 30 is a low sample size and so to get stronger results I would need to conduct a much larger study, meaning I can't generalize my results. This is the reason why I wasn't able to do inferential statistics, my sample size was too small for an inferential test to be very useful. The sample size was small due to limitations of time, and because of this, I am not doing any inferential tests. So yes this type of study needs to be expanded, so in the future I believe it would also make sense to have a bigger sample size because when breaking it up it's too small. So in the future it would make sense to look at these correlations by breaking up the motivations into these other groups like

low and high. Another limitation that I found in my study was that I didn't include the option for a student to state that they were not motivated by these three influential groups. A study also found that there were some students that stated that they found no influence on their parents, even though it was a very minimal amount of students (Urdan et. al 14).

Conclusion

Despite these limitations I believe my study still presents something new to the existing research on students and the factors that influence their academic world. This study has considerable importance not only because it underscores the importance of relationships in motivation, but because it might help both schools and parents understand their students' relationships, and how to approach students when seeing a problem with them; this can allow them to make changes in ways how support systems are provided in schools. With this study some additional research that people might want to do later on is to review and analyze the amotivational factors in students' lives. In the motivational scale there were also some questions that attempted to find the amotivational aspects of motivation; however those results were not analyzed or examined, so future studies can also look at amotivation and see their correlations to the ratings of peers, teachers and parents. What I would have done differently is chosen to add a variety of grades to my survey, so that I could uncover my own evidence about Juniors being the most stressed grade in high school. I would also have added a separate portion to the survey asking respondents about their levels of stress, thus creating my own evidence and results for the claim that Juniors are truly the most stressed from the rest of the grades. I do believe I filled my gap because I was able to show a more targeted look at the overall motivations behind students' efforts in high school.

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Appendix A:

WHY DO YOU GO TO SCHOOL ?

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to school.

Does not correspond at all		Corresponds a little		Corresponds moderately		Corresponds a lot		Corresponds exactly
1	2		3	4	5		6	7

WHY DO YOU GO TO SCHOOL ?

1. Because I need at least a high-school degree in order to find a high-paying job later on.	1	2	3	4	5	6	7
2. Because I experience pleasure and satisfaction while learning new things.	1	2	3	4	5	6	7
3. Because I think that a high-school education will help me better prepare for the career I have chosen.	1	2	3	4	5	6	7
4. Because I really like going to school.	1	2	3	4	5	6	7
5. Honestly, I don't know; I really feel that I am wasting my time in school.	1	2	3	4	5	6	7
6. For the pleasure I experience while surpassing myself in my studies.	1	2	3	4	5	6	7
7. To prove to myself that I am capable of completing my high-school degree.	1	2	3	4	5	6	7
8. In order to obtain a more prestigious job later on.	1	2	3	4	5	6	7

9. For the pleasure I experience when I discover new things never seen before.	1	2	3	4	5	6	7
10. Because eventually it will enable me to enter the job market in a field that I like.	1	2	3	4	5	6	7
11. Because for me, school is fun.	1	2	3	4	5	6	7

12. I once had good reasons for going to school; however, now I wonder whether I should continue.	1	2	3	4	5	6	7
13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	1	2	3	4	5	6	7
14. Because of the fact that when I succeed in school I feel important.	1	2	3	4	5	6	7
15. Because I want to have "the good life" later on.	1	2	3	4	5	6	7
16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	1	2	3	4	5	6	7
17. Because this will help me make a better choice regarding my career orientation.	1	2	3	4	5	6	7
18. For the pleasure that I experience when I am taken by discussions with interesting teachers.	1	2	3	4	5	6	7
19. I can't see why I go to school and frankly,							

20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	1	2	3	4	5	6	7
21. To show myself that I am an intelligent person.	1	2	3	4	5	6	7
22. In order to have a better salary later on.	1	2	3	4	5	6	7
23. Because my studies allow me to continue to learn about many things that interest me.	1	2	3	4	5	6	7
24. Because I believe that my high school education will improve my competence as a worker.	1	2	3	4	5	6	7
25. For the "high" feeling that I experience while reading about various interesting subjects.	1	2	3	4	5	6	7
26. I don't know; I can't understand what I am doing in school.	1	2	3	4	5	6	7
27. Because high school allows me to experience a personal satisfaction in my quest for excellence in my studies.	1	2	3	4	5	6	7
28. Because I want to show myself that I can succeed in my studies.	1	2	3	4	5	6	7

KEY FOR AMS HS-28

# 2, 9, 16, 23	**Intrinsic motivation - to know**
# 6, 13, 20, 27	**Intrinsic motivation - toward accomplishment**
# 4, 11, 18, 25	**Intrinsic motivation - to experience stimulation**
# 3, 10, 17, 24	**Extrinsic motivation - identified**
# 7, 14, 21, 28	**Extrinsic motivation - introjected**
# 1, 8, 15, 22	**Extrinsic motivation - external regulation**
# 5, 12, 19, 26	**Amotivation**

Appendix B: Rating of Peer, Parent, and teacher Involvement Survey Questions

- ***Teachers: Questions referenced from Yu and Singh***
    - My teachers are approachable to answer questions during or after class
    - I discuss my future plans with my teachers
    - My teachers think all students can be successful
    - My teachers think mistakes are OK if students learn from it
    - My teachers makes their subject interesting
    - My teachers make their subject easy to understand
- ***Family/Parents: Questions referenced from Mo and Singh***
    - My parent/guardian come to my sports events or extracurricular performances
    - My parent/guardian discusses my school issues with me
    - I find that the time that I spend with my parents is enjoyable
    - My parent/guardian communicates with my teachers whenever needed
    - My parent/guardian encourages me to attend college
    - I feel comfortable asking my parents for help when its about school
- ***Peers: Questions referenced from Nelson and Debacker, Urban et. al***
    - Most of my close friends are interested in there school work
    - I do most of my homework with my friends or peers
    - My friends and I discuss future plans for education

- I notice my peers spend a large sum of time on their devices during or even after class
- I joined a club or sport because a friend invited me
- My friends are apart of extra academic programs

Appendix C: Consent Forum/ Demographic questions

AP Research Project Questions

The purpose of this survey is to measure the correlation between Juniors motivation in school and the impact of influential groups. This is an anonymous survey and I will be maintaining strict protocol to ensure your results will not be seen by anyone other than the researcher and superior. The collection of the data will not affect your academic standing and the answers you give are very important so that the results are accurate.

* Required

I have been informed about the nature of the research. I understand that my responses will be anonymous / confidential. I understand that the experiment will be conducted in a manner that does not expose me to physical or mental harm. I understand that I will be debriefed at the end of the research study and will have the opportunity to see the results. I understand that I have the right to withdraw from the research study at any time. *

- ◯ I would like to take part in the research project
- ◯ I do not wish to take part in the research project

What is your ethnicity?

- White
- Hispanic or Latino
- Black or African American
- Native American or American Indian
- Asian / Pacific Islander
- Other...

What is your gender?

- Female
- Male
- Prefer not to say

Which Grade are you in?

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade