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The Relationship Between Student Motivation, Resilience, and Parental Environment

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HONS 497
Honors Thesis

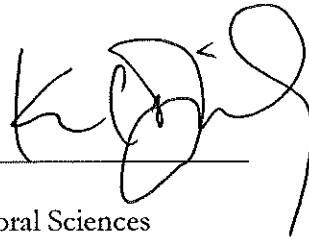
The Relationship Between Student Motivation, Resilience, and Parental Environment

Eliana Iller

3-31-14

Advisor: Melissa Ponce-Rodas & Karl G.D. Bailey

Primary Advisor Signature: _____

A handwritten signature in black ink, appearing to be 'Karl G.D. Bailey', written over a horizontal line. The signature is stylized and cursive.

Department: Behavioral Sciences

The Relationship Between Student Motivation, Resilience, and Parental Environment

Eliana C. Iller

Andrews University

Author Note

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Abstract

Does parental environment influence the relationship between resilience and student motivation for university students? The goal of this research is to better understand how student motivation and resilience are related to parental environment, distinguishing between parental involvement and parental conflict. Data was taken from 235 Andrews University students via online survey. The hypotheses were partially supported that parental involvement would be positively correlated to motivation and resilience while parental conflict was negatively correlated. The strongest correlation was found between resilience and identified academic motivation. Mediation analyses showed small to moderate effect sizes of parental conflict and parental involvement on this relationship.

The Relationship Between Student Motivation, Resilience, and Parental Environment

Does parental environment influence the relationship between resilience and student motivation for university students? Parental involvement is a very influential factor in the development of a child. Specifically, learning about how involved parents are in their child's life is very important when attempting to understand what makes a child motivationally driven and able to overcome adversity. By exploring this relationship among university students I hope to expand upon previous research and discover if parental environment plays as big of a role among university students as it does among younger aged students. I posit that there will be a positive relationship between parental involvement and students' motivation and resilience; the more involved the parents become the more the students will be motivated to complete tasks and do well in school as well as being more able to overcome difficult obstacles. Also, I hypothesized that there will be a negative relationship between parental conflict and motivation and resilience; the more conflict in the relationship the less motivation and resilience the student will have.

Literature Review

Motivation has been studied in various ways among various settings, including the school system. When employing Self-Determination Theory, we see that there is a distinction between autonomous (intrinsic) motivation and controlled (extrinsic) motivation (Gagné & Deci, 2005). This theory concentrates on three psychological needs that are essential: competence, relatedness, and autonomy, all of which promote autonomous motivation (Deci, 1991).

Resilience is defined by Jacelon as a person's ability to "spring back" in the face of adversity (1997). A study by Zolkoski stated that resilient children have protective factors that allow them to overcome adversity and thrive (2012). Various factors are examined to see which factors influence resilient behavior. Benzies and Mychasiuk found that protective factors of

resilience include family structure and supportive parent-child interactions (2009). Healthy parent-child relationships have numerous and long-lasting effects on many aspects of a child's life.

However, there are a few aspects of parenting that need to be considered with respect to motivation. One specific study by Gonzalez-DeHass, Willems, and Holbein in 2005, revealed that parental monitoring of homework is sometimes perceived by their children as over-controlling. Also, differences in parents' reactions relate to different motivational outcomes in the children. Rewards, such as money, that parents give for good grades relate to extrinsic motivation, while encouragement and praise relate to intrinsic motivation (Gonzalez-Dehass, et al., 2005). In this same study, Gonzalez-Dehass et al., explored possible explanations for the relationship between parental involvement and student motivation. Specifically the study discussed that parental involvement boosts students' perceived control and competence, parental involvement offers a sense of security and connectedness, parental involvement helps students to internalize educational values, and student motivation encourages parental involvement.

A study by Merchant, Paulson, and Rothlisberg in 2001, found that parental involvement consistently shows a positive influence on children's achievement. Deci found that children are more likely to maintain their intrinsic motivation for learning when significant adults are involved in an autonomy-supportive way. In fact, supportive relationships greatly influence students' perceptions of the importance of learning (Merchant, et al., 2001). Although previous literature has found results indicating an influence on motivation, research has focused attention on younger-aged students, specifically middle school students (Merchant, et al., 2001). In order to see if the same relationship is still influential as students get older, I am looking at a sample of university students to examine the extent to which it still holds true.

Methodology

Participants

My subjects came from the Behavioral Sciences Research Participation Pool. A total of 235 students took my survey from January to November 2013. Subjects in the pool were able to read a brief description about my study and decide whether they wanted to participate in the online survey. All participants were at least 18 years of age and received course credit for research participation for completing the survey.

Of the subjects 97 were male and 138 were female; participants ranged from 18 years of age to 43 years of age; 90 were undergraduate freshman, 78 undergraduate sophomores, 29 undergraduate juniors, 29 undergraduate seniors, 4 undergraduate 5-year seniors, 1 undergraduate 6+ year seniors, 3 graduate 1st year students, and 1 graduate 3rd year student; 70 Caucasian/White, 29 Hispanic/Latino, 47 Asian, 63 Black/African American, 2 Native Hawaiian or Other Pacific Islander, 13 Other, and 11 Multi-Racial.

Materials/Instruments

The survey began with a demographic questionnaire asking subjects to identify their age, gender, class standing and ethnicity. This questionnaire was followed by a parental environment questionnaire (Bailey et al., 2012), an academic self-regulation scale (Vansteenkiste et al., 2009), and lastly a resilience scale (Wagnild & Young, 1993).

Parental Environment. I used a scale modified by Bailey, Baltazar, and McBride, (2012). The questionnaire has one 6 question subscale that measures conflict and another 6 question subscale that measures involvement. The subject responds to the question as it applies to both their mother and their father. Each item is answered on a 4-point scale from 4 (definitely false) to 1 (definitely true). This questionnaire was revised from the original Parental Environment

Questionnaire (PEQ) developed by Elkins, McGue, and Iacono (1997), which was a 42-item scale created to assess the different aspects of parent-child relationships, including parental support, closeness, and conflict.

Motivation. The analysis of student motivation in this article is based on the self-determination theory, specifically using the Academic Self-Regulation Scale (Vansteenkiste et al., 2009). This questionnaire asks the participants to answer each item based on the question “Why are you studying in general?” It has 16 items and is scored on a Likert-scale from 1 (completely not important) to 5 (very important). The questions identify different types of motivation for the students, whether external, introjected, identified, or intrinsic. According to Vansteenkiste and colleagues, external motivation in this case means that students study because they are given external rewards and incentives such as money from others. Introjected motivation means that the belief for studying is taken in by the individual but it is not his or her own belief. Identified motivation means that the behavior is in line with personal goals and identities and reflects an aspect of the individual. In this instance, the student is studying because he or she sees it as valuable and important for future success. Lastly, intrinsic motivation to study comes from within the student himself or herself for the enjoyment of the task itself.

Resilience. I used the Resilience Scale developed by Wagnild and Young (1993). This is a 25-item questionnaire that uses a Likert-scale from 1 (strongly disagree) to 7 (strongly agree). Following the 25 items are seven questions regarding health habits (not analyzed here).

Procedure

My survey was available online, exclusively via the Behavioral Sciences Research Participation Pool website (<http://andrews.sona-systems.com>). When students login, they saw the title and a brief summary of the study that said, “(1 Credit) (Online Study).” Also shown to the

students is a short abstract and description of the study. If the student decided to participate they were directed to the survey website (www.cognopod.com/survey). Here they saw a consent form screen. When the student clicked the “submit” button, they agreed to participate in the survey. The survey took 20-30 minutes to complete. Once the subject finished the survey, they were asked to submit their answers. If done so, their responses were submitted and saved. There was no risk with any of the questionnaires being used and no personal identifiers were collected. See Appendix I for a description of the study that the students viewed online as well as the consent form.

Analysis

Frequencies and descriptive statistics on the data were analyzed using SPSS 21. Correlations were explored between parental environment and motivation and resilience. Further analysis also examined the relationship between motivation and resilience. Mediation analyses with both mom and dad involvement and conflict as the mediators for the relationship between identified academic motivation and resilience were analyzed with MBESS 3.3.3 in R 3.0.2.

Results

Initial data analysis looked at the correlations between parental involvement and conflict with motivation and resilience. Results are shown below in *table 1*. Gender differences were examined among the variables in *table 2* to see if there would be any significant changes in the results and to further analyze possible different levels of influence that mothers and fathers have in their child’s motivation and resilience levels.

Table 1.

		MOMconf	DADconf	MOMinv	DADinv
EXT	Pearson Correlation	.080	.132*	.005	.044
	Sig. (2-tailed)	.222	.049	.935	.511
	N	234	222	234	223
INTROJ	Pearson Correlation	.002	.113	.047	-.040
	Sig. (2-tailed)	.980	.094	.475	.553
	N	234	222	234	223
IDENT	Pearson Correlation	-.285**	-.230**	.209**	.090
	Sig. (2-tailed)	.000	.001	.001	.181
	N	234	222	234	223
INTRIN	Pearson Correlation	-.135*	-.076	.062	.090
	Sig. (2-tailed)	.040	.263	.347	.179
	N	234	222	234	223
RESIL	Pearson Correlation	-.353**	-.217**	.139*	.199**
	Sig. (2-tailed)	.000	.001	.034	.003
	N	234	222	234	223

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2.

Gender		MOMconf	DADconf	MOMinv	DADinv	
Male	EXT	Pearson Correlation	-.019	.237*	-.018	-.020
		Sig. (2-tailed)	.851	.023	.860	.847
		N	97	92	97	92
	INTROJ	Pearson Correlation	-.005	.104	-.122	-.056
		Sig. (2-tailed)	.959	.326	.233	.594
		N	97	92	97	92
	IDENT	Pearson Correlation	-.267**	-.292**	.108	.110
		Sig. (2-tailed)	.008	.005	.293	.295
		N	97	92	97	92
	INTRIN	Pearson Correlation	-.106	-.075	.009	.142
		Sig. (2-tailed)	.303	.474	.929	.176
		N	97	92	97	92
RESIL	Pearson Correlation	-.267**	-.215*	.305**	.378**	
	Sig. (2-tailed)	.008	.040	.002	.000	
	N	97	92	97	92	
Female	EXT	Pearson Correlation	.130	.059	-.018	.105
		Sig. (2-tailed)	.130	.504	.839	.234
		N	137	130	137	131
	INTROJ	Pearson Correlation	-.015	.105	.096	-.001
		Sig. (2-tailed)	.866	.233	.264	.990
		N	137	130	137	131
	IDENT	Pearson Correlation	-.314**	-.196*	.266**	.088
		Sig. (2-tailed)	.000	.025	.002	.317
		N	137	130	137	131
	INTRIN	Pearson Correlation	-.157	-.078	.088	.061
		Sig. (2-tailed)	.068	.378	.306	.488
		N	137	130	137	131
RESIL	Pearson Correlation	-.394**	-.211*	.072	.087	
	Sig. (2-tailed)	.000	.016	.401	.326	
	N	137	130	137	131	

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Further correlations were examined between motivation and resilience as shown in *table 3*. The strongest correlation among these was found between identified academic motivation and resilience. In order to examine this relationship further, mediation analyses were done for parental conflict and involvement in order to determine how much of the shared variance in this relationship could be accounted for by the parental environment variable as a mediator. Preacher and Kelly (2011) explain mediation analysis and effect size measures (2011). Cohen (1988), defines effect sizes small, medium/moderate, and large as 0.01, 0.09, and 0.25. *Figures 1-4* show results of the mediation analyses indicating mostly small effect sizes with the exception of a small to moderate effect size for mom conflict in *figure 1*. Results show that overall effect sizes found were bigger for mom conflict and involvement than for dad conflict and involvement.

Table 3.

	EXT	INTROJ	IDENT	INTRIN
Pearson Correlation	-.142*	-.064	.360**	.319**
RESIL Sig. (2-tailed)	.029	.328	.000	.000
N	235	235	235	235

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 1.

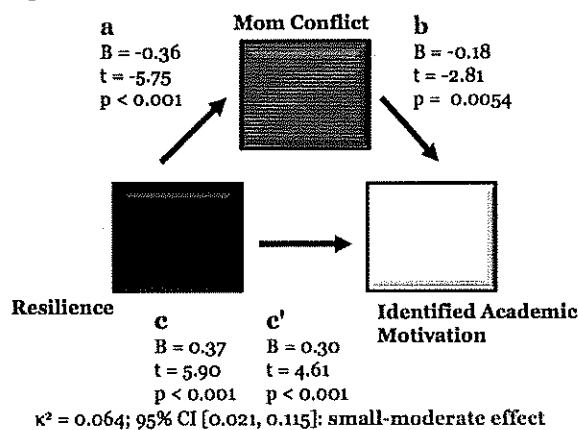


Figure 2.

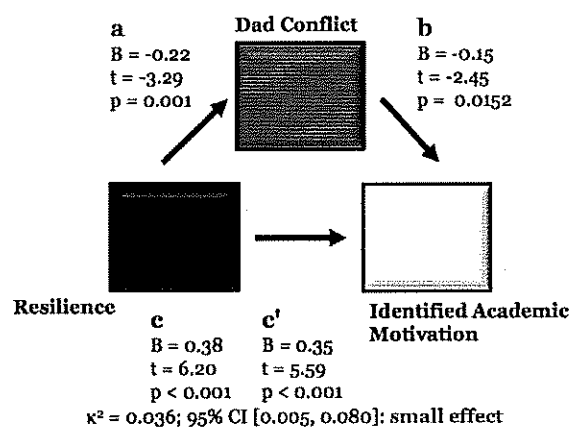


Figure 3.

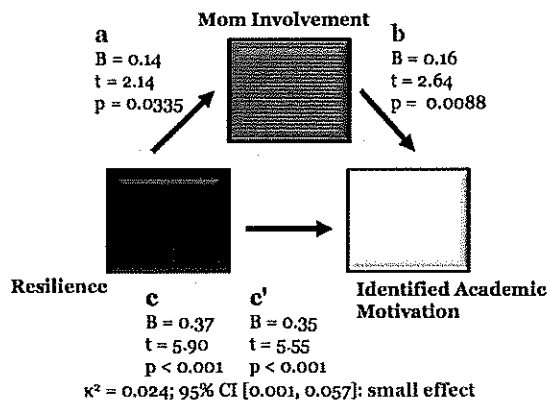
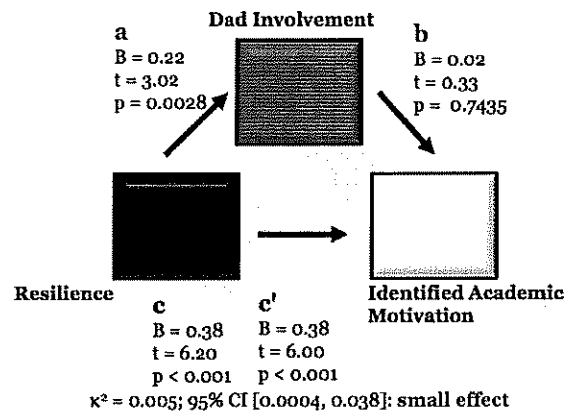


Figure 4.



Discussion

The hypotheses that parental conflict would be negatively correlated with motivation and resilience while parental involvement would be positively correlated with motivation and resilience were partially supported. Higher levels of parental environment were expected to correlate with certain types of motivation. According to Gagné & Deci, external regulation is a type of controlled motivation that would yield results based on contingencies of reward and punishment. Introjected regulation, a moderately controlled motivation, would produce results of self-worth contingent on performance and ego-involvement, while identified regulation, a moderately autonomous motivation, would demonstrate an importance of goals, values, and regulations. Lastly, intrinsic motivation is an inherently autonomous motivation, characterized by interest and enjoyment of the task (2001).

In terms of the four types of motivation for studying (external, introjected, identified, and intrinsic), significant correlations were mostly found with identified academic motivation. Using SPSS 21, Pearson correlation coefficients showed a significant negative correlation between identified academic motivation and mother conflict as -0.285 ($p = .01$), with father conflict -0.230 ($p = .01$), and mom involvement $.209$ ($p = .01$). As earlier hypothesized that parental

involvement and student motivation would be positively correlated, the results in this study demonstrate positive correlations between mom involvement and identified academic motivation, however, there was no significance found between dad involvement and motivation.

Correlations between parental environment and resilience were also examined. Data analysis showed significant correlations between resilience and all categories of parental environment with mom conflict as $-.353$ ($p = .01$), dad conflict $-.217$ ($p = .01$), mom involvement $.139$ ($p = .05$), and dad involvement $.199$ ($p = .01$).

When the cases were split by gender and the same correlations were conducted, the results yielded a slight variation of findings. In terms of male university students, mom involvement was no longer significantly correlated with identified academic motivation. In terms of resilience and parental environment for male students, mom involvement was significant as $.305$ ($p = .01$) and dad conflict was only significant as $-.215$ ($p = .05$). For female university students in terms of identified academic motivation, dad conflict was only significant as $-.196$ ($p = .05$). Regarding resilience among female students, mom conflict was significant as $-.394$ ($p = .01$) and dad conflict as $-.211$ ($p = .05$).

Results were mostly congruent with previous research; however, there are some unique findings that need to be considered and explored even further. Conducting research with students enrolled at Andrews University can be seen as a limitation because variability in the parental environment variables is restricted. For example, it would be interesting to look into religion and beliefs and if these teachings also play a role in the level of motivation and resilience of the students. Also, one limitation of the subject pool is that the students taking the surveys are mostly underclassmen taking more general classes. It would be beneficial to get a more even distribution of students that are underclassmen and upperclassmen to conduct a more in-depth

analysis to see if parental environment mediates student motivation and resilience levels more or less from a first-year student to a graduating senior. Another limitation of the study was that there were more females than males that took the survey. When analyzing the data and splitting the cases by gender we see that females seemed to pull some of the results to one side. It would be ideal to get a more even number of males and females to take the study, but this is difficult when conducting an anonymous study online.

One aspect of the findings that needs further discussion is the role that fathers play in the life of their children. The problem is that relationships with fathers vary extensively in the literature; therefore the results are not consistent. While many hold that fathers' direct contact with children may cultivate warmer, more accepting relations with them, it is also possible that more time spent with children may open the door for more conflicted interactions. Fathers who were more frequently involved appeared to have more frequent conflicts and these conflicts became angrier over time (Almeida et al., 1991). An attempt to better understand the role of the father in the lives of adolescents is necessary. We can determine whether father-adolescent relations mediate the relation between father involvement and adolescent development. Since the overall pattern of results for the relation between dad involvement and conflict was not consistent, determination of the extent to which dad involvement relates to conflict anticipates more extensive and future research.

When analyzing correlations between resilience and the different types of motivation, the strongest correlation was found with identified academic motivation as .360 ($p = .01$). In order to examine how much of the variance could be explained by parental environment, four separate mediation analyses were conducted.

Mediation analyses showed mostly small effect sizes for parental conflict and involvement with the exception of a small to moderate effect size for mom conflict. Therefore, the relationship between resilience and identified academic motivation is mostly independent from parental environment, meaning there are other factors contributing to the shared variance between resilience and identified academic motivation that we do not yet know. Also, the fact that the relationship between resilience and identified academic motivation is mostly independent from parental environment may be influenced by the fact that we are using a sample of university students in this study who are all over 18 years of age and are in a stage of experiencing more freedom and separation from their parents back home. This is very normal and even encouraged. The main implication of this study is that parental environment does not play as strong of a role among university students as it does among middle school aged students when it comes to student motivation (Merchant, et al., 2001).

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Appendix I

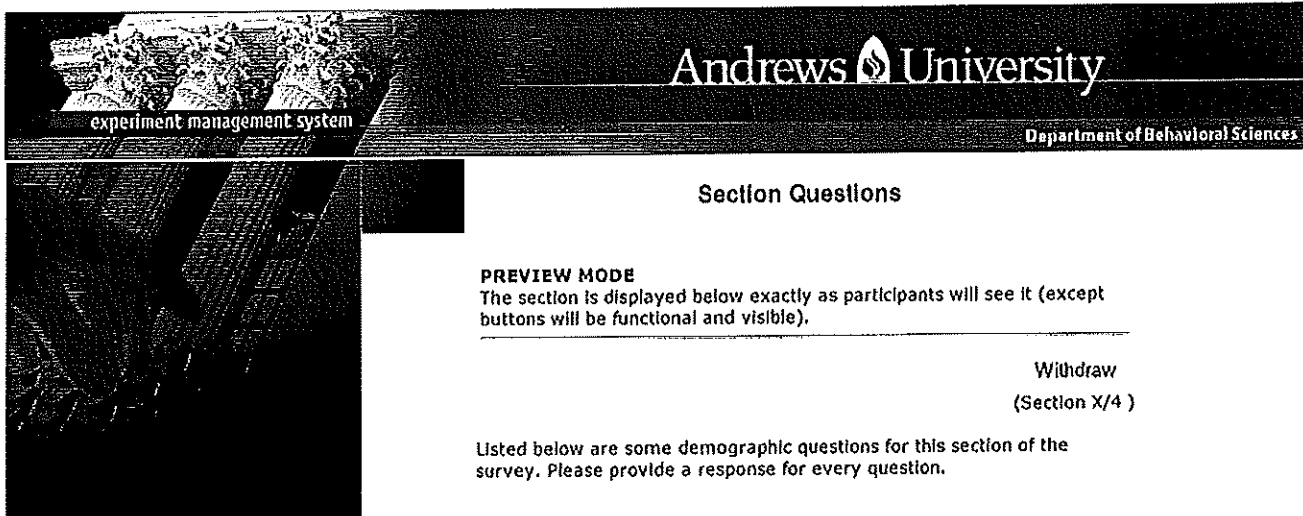
Description of study that students saw:

This study examines the relationship between parental environment and student motivation and resilience. You will be asked to complete an anonymous survey about your academic motivation, resilience, and parental environment, as well as demographic information that will be paired to your questionnaire responses. The entire survey should take no more than 30 minutes to complete. You must be at least 18 years of age. *Please do NOT take this survey again if you have already taken it in previous semesters.

Consent form that students read before agreeing to take the survey:

The purpose of this study is to examine how student motivation and resilience are related to parental environment. You will be asked to complete an anonymous survey with four separate sections. You must be an Andrews student registered to participate in the Behavioral Sciences Research Participation Pool. Your answers will be kept completely anonymous. There will be no identifiers to match your responses back to you in any way. You must be at least 18 years of age to participate. Your participation in this study is completely voluntary. If you wish to quit at any time, you can exit out of the survey. If you do not click the "submit" button at the end of the survey, your responses will not be saved. If you do click the "submit" button, your answers and participation in the study will be saved. The findings of this study will be used in educational settings and possibly at professional conferences. The results could be published in a professional journal in the field of psychology. (Contact information was given here). By accepting these terms, you acknowledge that you have read this information and agree to participate in this research and may decide to remove yourself from this study at any time without penalty.

Appendix II
Demographics Questionnaire



experiment management system

Andrews University

Department of Behavioral Sciences

Section Questions

PREVIEW MODE
The section is displayed below exactly as participants will see it (except buttons will be functional and visible).

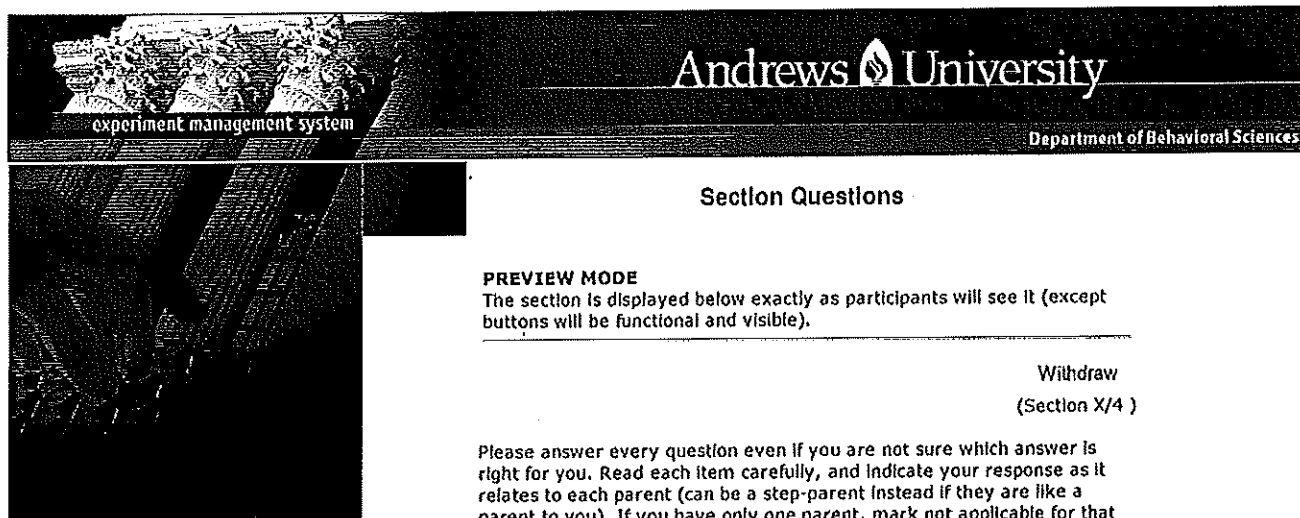
Withdraw
(Section X/4)

Listed below are some demographic questions for this section of the survey. Please provide a response for every question.

- Age
- Gender
 - Male
 - Female
- What is your class standing?
 - Undergrad: Freshman
 - Undergrad: Sophomore
 - Undergrad: Junior
 - Undergrad: Senior
 - Undergrad: 5 year Senior
 - Undergrad: 6+ year Senior
 - Grad: 1st year
 - Grad: 2nd year
 - Grad: 3rd year
 - Grad: 4+ year
- What is your racial or ethnic background?
 - Caucasian/White
 - Hispanic or Latino
 - Asian
 - American Indian or Alaska Native
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - Other

[Record Responses](#)

Appendix III
 Parental Environment Questionnaire (PEQ)



Andrews University
 Department of Behavioral Sciences

Section Questions

PREVIEW MODE
 The section is displayed below exactly as participants will see it (except buttons will be functional and visible).

Withdraw
 (Section X/4)

Please answer every question even if you are not sure which answer is right for you. Read each item carefully, and indicate your response as it relates to each parent (can be a step-parent instead if they are like a parent to you). If you have only one parent, mark not applicable for that parent.

1. My mother often loses her temper with me.

Definitely False Probably False Probably True Definitely True Not Applicable

2. My father often loses his temper with me.

Definitely False Probably False Probably True Definitely True Not Applicable

3. My mother knows a lot about my hobbies.

Definitely False Probably False Probably True Definitely True Not Applicable

4. My father knows a lot about my hobbies.

Definitely False Probably False Probably True Definitely True Not Applicable

5. My mother and I often get into arguments.

Definitely False Probably False Probably True Definitely True Not Applicable

6. My father and I often get into arguments.

Definitely False Probably False Probably True Definitely True Not Applicable

7. My mother and I have a lot to talk about when we are together.

Definitely False Probably False Probably True Definitely True Not Applicable

8. My father and I have a lot to talk about when we are together.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

9. My mother often criticizes me.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

10. My father often criticizes me.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

11. I talk about my concerns and my experiences with my mother.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

12. I talk about my concerns and my experiences with my father.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

13. I often seem to anger or annoy my mother.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

14. I often seem to anger or annoy my father.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

15. I feel very close to my mother.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

16. I feel very close to my father.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

17. My mother often hurts my feelings.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

18. My father often hurts my feelings.

Definitely False
 Probably False
 Probably True
 Definitely True
 Not Applicable

19. I prefer to talk about my personal problems with my mother.

Definitely False Probably False Probably True Definitely True Not Applicable

20. I prefer to talk about my personal problems with my father.

Definitely False Probably False Probably True Definitely True Not Applicable

21. My mother often does not trust me to make my own decisions.

Definitely False Probably False Probably True Definitely True Not Applicable

22. My father often does not trust me to make my own decisions.

Definitely False Probably False Probably True Definitely True Not Applicable

23. My mother and I do a lot of things together.

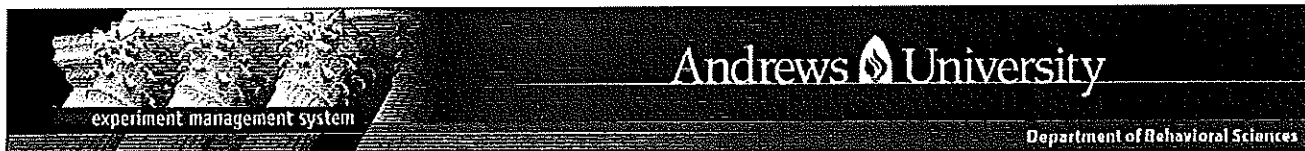
Definitely False Probably False Probably True Definitely True Not Applicable

24. My father and I do a lot of things together.

Definitely False Probably False Probably True Definitely True Not Applicable

Record Responses

Appendix IV
Academic Motivation Self-Regulation Scale



Section Questions

PREVIEW MODE

The section is displayed below exactly as participants will see it (except buttons will be functional and visible).

Withdraw
 (Section X/4)

The following questionnaire measures your motivation for studying. Please indicate how important each of the listed motives is for you to study by choosing a number between 1 (Completely Not Important) and 5 (Very Important)

Why are you studying in general? I'm studying...

1. ... because I'm supposed to do so.

1 (Completely Not Important)
 2 (Not that Important)
 3 (Neutral)
 4 (Somewhat Important)
 5 (Very Important)

2. ... because that's something others (parents, friends, etc.) force me to do.

1 (Completely Not Important)
 2 (Not that Important)
 3 (Neutral)
 4 (Somewhat Important)
 5 (Very Important)

3. ... because others (parents, friends, etc.) make me do so.

1 (Completely Not Important)
 2 (Not that Important)
 3 (Neutral)
 4 (Somewhat Important)
 5 (Very Important)

4. ... because that's what others (parents, friends, etc.) expect me to do.

1 (Completely Not Important)
 2 (Not that Important)
 3 (Neutral)
 4 (Somewhat Important)
 5 (Very Important)

5. ... because I want others to think I'm smart.

1 (Completely Not Important)
 2 (Not that Important)
 3 (Neutral)
 4 (Somewhat Important)
 5 (Very Important)

6. ... because I would feel guilty if I didn't study.

1 (Completely Not Important)
 2 (Not that Important)
 3 (Neutral)
 4 (Somewhat Important)
 5 (Very Important)

7. ... because I would feel ashamed if I didn't study.

1 (Completely Not Important)	2 (Not that Important)	3 (Neutral)	4 (Somewhat Important)	5 (Very Important)
------------------------------------	---------------------------	-------------	---------------------------	-----------------------

8. ... because I want others to think I'm a good student.

1 (Completely Not Important)	2 (Not that Important)	3 (Neutral)	4 (Somewhat Important)	5 (Very Important)
------------------------------------	---------------------------	-------------	---------------------------	-----------------------

9. ... because I want to learn new things.

1 (Completely Not Important)	2 (Not that Important)	3 (Neutral)	4 (Somewhat Important)	5 (Very Important)
------------------------------------	---------------------------	-------------	---------------------------	-----------------------

10. ... because it is personally important to me.

1 (Completely Not Important)	2 (Not that Important)	3 (Neutral)	4 (Somewhat Important)	5 (Very Important)
------------------------------------	---------------------------	-------------	---------------------------	-----------------------

11. ... because it represents a meaningful choice to me.

1 (Completely Not Important)	2 (Not that Important)	3 (Neutral)	4 (Somewhat Important)	5 (Very Important)
------------------------------------	---------------------------	-------------	---------------------------	-----------------------

12. ... because it is an important life goal to me.

1 (Completely Not Important)	2 (Not that Important)	3 (Neutral)	4 (Somewhat Important)	5 (Very Important)
------------------------------------	---------------------------	-------------	---------------------------	-----------------------

13. ... because I am highly interested in studying.

1 (Completely Not Important)	2 (Not that Important)	3 (Neutral)	4 (Somewhat Important)	5 (Very Important)
------------------------------------	---------------------------	-------------	---------------------------	-----------------------

14. ... because I enjoy studying.

1 (Completely Not Important)	2 (Not that Important)	3 (Neutral)	4 (Somewhat Important)	5 (Very Important)
------------------------------------	---------------------------	-------------	---------------------------	-----------------------

15. ... because it's fun.

1 (Completely Not Important)	2 (Not that Important)	3 (Neutral)	4 (Somewhat Important)	5 (Very Important)
------------------------------------	---------------------------	-------------	---------------------------	-----------------------

16. ... because it's an exciting thing to do.

1 (Completely Not Important) 2 (Not that Important) 3 (Neutral) 4 (Somewhat Important) 5 (Very Important)

Record Responses

Appendix V
Resilience Scale



Section Questions

PREVIEW MODE

The section is displayed below exactly as participants will see it (except buttons will be functional and visible).

Withdraw
(Section X/4)

Please read the following statements. After each statement you will find seven numbers, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). Click the circle above the number which best indicates your feelings about that statement. Please answer all of the questions provided.

1. When I make plans, I follow through with them.

1 (Strongly Disagree)
 2 (Disagree)
 3 (Slightly Disagree)
 4 (Neutral)
 5 (Slightly Agree)
 6 (Agree)
 7 (Strongly Agree)

2. I usually manage one way or another.

1 (Strongly Disagree)
 2 (Disagree)
 3 (Slightly Disagree)
 4 (Neutral)
 5 (Slightly Agree)
 6 (Agree)
 7 (Strongly Agree)

3. I am able to depend on myself more than anyone else.

1 (Strongly Disagree)
 2 (Disagree)
 3 (Slightly Disagree)
 4 (Neutral)
 5 (Slightly Agree)
 6 (Agree)
 7 (Strongly Agree)

4. Keeping interested in things is important to me.

1 (Strongly Disagree)
 2 (Disagree)
 3 (Slightly Disagree)
 4 (Neutral)
 5 (Slightly Agree)
 6 (Agree)
 7 (Strongly Agree)

5. I can be on my own if I have to.

1 (Strongly Disagree)
 2 (Disagree)
 3 (Slightly Disagree)
 4 (Neutral)
 5 (Slightly Agree)
 6 (Agree)
 7 (Strongly Agree)

6. I feel proud that I have accomplished things in life.

1 (Strongly Disagree)
 2 (Disagree)
 3 (Slightly Disagree)
 4 (Neutral)
 5 (Slightly Agree)
 6 (Agree)
 7 (Strongly Agree)

7. I usually take things in stride.

1
 (Strongly Disagree)

2
 (Disagree)

3
 (Slightly Disagree)

4
 (Neutral)

5
 (Slightly Agree)

6 (Agree)

7
 (Strongly Agree)

8. I am friends with myself.

1
 (Strongly Disagree)

2
 (Disagree)

3
 (Slightly Disagree)

4
 (Neutral)

5
 (Slightly Agree)

6 (Agree)

7
 (Strongly Agree)

9. I feel that I can handle many things at a time.

1
 (Strongly Disagree)

2
 (Disagree)

3
 (Slightly Disagree)

4
 (Neutral)

5
 (Slightly Agree)

6 (Agree)

7
 (Strongly Agree)

10. I am determined.

1
 (Strongly Disagree)

2
 (Disagree)

3
 (Slightly Disagree)

4
 (Neutral)

5
 (Slightly Agree)

6 (Agree)

7
 (Strongly Agree)

11. I seldom wonder what the point of it all is.

1
 (Strongly Disagree)

2
 (Disagree)

3
 (Slightly Disagree)

4
 (Neutral)

5
 (Slightly Agree)

6 (Agree)

7
 (Strongly Agree)

12. I take things one day at a time.

1
 (Strongly Disagree)

2
 (Disagree)

3
 (Slightly Disagree)

4
 (Neutral)

5
 (Slightly Agree)

6 (Agree)

7
 (Strongly Agree)

13. I can get through difficult times because I've experienced difficulty before.

1
 (Strongly Disagree)

2
 (Disagree)

3
 (Slightly Disagree)

4
 (Neutral)

5
 (Slightly Agree)

6 (Agree)

7
 (Strongly Agree)

14. I have self-discipline.

1
 (Strongly Disagree)

2
 (Disagree)

3
 (Slightly Disagree)

4
 (Neutral)

5
 (Slightly Agree)

6 (Agree)

7
 (Strongly Agree)

15. I keep interested in things.

1
 (Strongly Disagree)

2
 (Disagree)

3
 (Slightly Disagree)

4
 (Neutral)

5
 (Slightly Agree)

6 (Agree)

7
 (Strongly Agree)

16. I can usually find something to laugh about.

1
 (Strongly Disagree)

2
 (Disagree)

3
 (Slightly Disagree)

4
 (Neutral)

5
 (Slightly Agree)

6 (Agree)

7
 (Strongly Agree)

17. My belief in myself gets me through hard times.

1	2	3	4	5	6 (Agree)	7
(Strongly Disagree)	(Disagree)	(Slightly Disagree)	(Neutral)	(Slightly Agree)		(Strongly Agree)

18. In an emergency, I'm someone people can generally rely on.

1	2	3	4	5	6 (Agree)	7
(Strongly Disagree)	(Disagree)	(Slightly Disagree)	(Neutral)	(Slightly Agree)		(Strongly Agree)

19. I can usually look at a situation in a number of ways.

1	2	3	4	5	6 (Agree)	7
(Strongly Disagree)	(Disagree)	(Slightly Disagree)	(Neutral)	(Slightly Agree)		(Strongly Agree)

20. Sometimes I make myself do things whether I want to or not.

1	2	3	4	5	6 (Agree)	7
(Strongly Disagree)	(Disagree)	(Slightly Disagree)	(Neutral)	(Slightly Agree)		(Strongly Agree)

21. My life has meaning.

1	2	3	4	5	6 (Agree)	7
(Strongly Disagree)	(Disagree)	(Slightly Disagree)	(Neutral)	(Slightly Agree)		(Strongly Agree)

22. I do not dwell on things that I can't do anything about.

1	2	3	4	5	6 (Agree)	7
(Strongly Disagree)	(Disagree)	(Slightly Disagree)	(Neutral)	(Slightly Agree)		(Strongly Agree)

23. When I'm in a difficult situation, I can usually find my way out of it.

1	2	3	4	5	6 (Agree)	7
(Strongly Disagree)	(Disagree)	(Slightly Disagree)	(Neutral)	(Slightly Agree)		(Strongly Agree)

24. I have enough energy to do what I have to do.

1	2	3	4	5	6 (Agree)	7
(Strongly Disagree)	(Disagree)	(Slightly Disagree)	(Neutral)	(Slightly Agree)		(Strongly Agree)

25. It's okay if there are people who don't like me.

1	2	3	4	5	6 (Agree)	7
(Strongly Disagree)	(Disagree)	(Slightly Disagree)	(Neutral)	(Slightly Agree)		(Strongly Agree)

26. I have felt depressed in the past 2 weeks.

Never
 Sometimes
 Frequently
 All the time

27. I rate my health as generally:

Excellent
 Very Good
 Good
 Fair
 Poor

28. I am at my ideal body weight: (+/- 5 pounds)

Yes
 No

29. I exercise 30 minutes or more most days

Yes
 No

30. I eat a healthy diet most days (with 5 fruits/vegetables)

Yes
 No

31. I use tobacco products (smoke, chew, or dip)

Yes
 No

32. I have few or no alcoholic drinks (*female: 1/day, male: 1 or 2/day)

Yes
 No

Record Responses

Email questions to kghalley@andrews.edu
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