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EVALUATION OF THE ALIGNMENT OF STUDENT PERCEPTIONS OF PARENTAL EXPECTATIONS REGARDING ACADEMIC SUCCESS IN PRIVATE COLLEGE-PREP HIGH SCHOOLS

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EXPECTATIONS REGARDING ACADEMIC SUCCESS IN PRIVATE COLLEGE-PREP
HIGH SCHOOLS

By

RYAN C. DUPEÉ

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DEDICATION

This dissertation is dedicated to the educators in my life who have mentored, influenced, and encouraged me to excellence in the academic process. The teachers in my life were prolific learners first. Ever reading, ever applying, and consistently evaluating the methodologies and craftsmanship of teaching and administration. All, without exception, remain to this day as some of the most knowledgeable, and teachable individuals that I know.

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You are my brothers in Christ, in education, and in life. Thank you.

To my wife, Christy, thank you. You are my best friend, greatest support, and model of Christ. This accomplishment is a picture of our lives—love, sacrifice, and covenant for life. May this work be our work for we are one. To Connor, Gracie, and Tanner, thank you for supporting and cheering—your lives in Christ are my greatest accomplishment.

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Abstract

The stresses of high school students, and the variables that add to their stress, have been researched for decades in numerous formats, but many of these studies do not survey the students' perceptions on various levels. The purpose of this study was to gain data that would give further insight into the stressors and variables about perceptions of academic success from the context of a private high school student. Eighty-two juniors and seniors in private, college-prep high schools were surveyed concerning their perceptions of parents' views of academic success. The researcher created a quantitative survey that was completed digitally by respondents. Preliminary analyses of a foundational nature were conducted using descriptive and inferential statistical techniques, and data analysis revealed statistical significance for each research question. The respondents showed that they agreed with their parent's views of academic success, that the students do experience stress in the private high school environment, that "Devotion to Homework" was the most significant perception of academic success, and "Courses Enrolled In" was the greatest predictor of stress. Administrators, teachers, and college counselors will find the implications of this study's impact on the discussion of navigating student perceptions and stressors in areas of course selection, homework value, and overall variables that threaten the emotional and mental strength of their students.

Keywords: high school stress, private college-prep schools, high school juniors and seniors, student perceptions of parental expectations, perceptions of academic success, homework as academic success, course enrollment stress

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I. INTRODUCTION

The emotional stress carried by juniors and seniors in high school can be overwhelming and may vary per student depending on their experience and outside influences. Adding to some high school students' stress is their enrollment in a private school specializing in preparing students for acceptance to top-rated colleges. Test scores, grade point average, educational tracks (advanced placement, honors, and regular courses), community service hour requirements, society and club participation, daily work schedules, including athletic or artistic expectations and goals, define much of a private high schooler's daily routine. Personal expectations often dominate the student's time and effort, but the parental expectations that might add to many students' stress level are not fully known (Cotrone, 2015; Chusid, 2020; DeWitt, 2020; Smith, 2019).

Parents may have specific expectations and goals for their children and may tend to control the message of intended outcomes when they are the ones paying for their child's private education. Parents often see high school tuition as an investment in their child's success and a springboard into the college of choice. Naturally, parents may have preconceived definitions of academic success by setting score goals, requiring their children to take certain classes, invoking community service hour goals above the educational institution standards, mandating participation in many societies and clubs to boost a college application resumé, setting financial goals for college savings, and investing in extra-curricular athletic and artistic endeavors in

particular fields of interest. Do these imposed goals add emotional stress to the student, and does the student agree with the standards related to their parent's definition of success?

This dissertation evaluated student perception of parental expectations concerning educational success. The study measured juniors and seniors in private, college-prep high schools, observing juniors' and seniors' experience of stress based on the perception of parental definitions of academic success.

Background of the Study

College-prep private schools form a partnership with parents to produce higher education (higher-ed) opportunities for students. Unforeseen pressure exists when students expect to thrive and excel in high school with the goal of enrollment in the college of their choice. Pressures in a college-prep environment may increase when parents invest tens of thousands of dollars to maximize college entry potential. Numerous studies exist concerning student's stress levels within their high school context and both students' and parents' perceptions concerning educational stresses (Chusid, 2020; Cotrone, 2015; DeWitt, 2020; Harty, 2019; McDonald, 2018; Paradise, 2019). The stress levels of a junior or senior in high school could vary depending on parental expectations, and studies concerning perceptions of academic success (parental and student) within different school settings are few. Hopson and Weldon (2013) stated, "Findings indicate that parental expectations are strongly associated with grades after accounting for the effect of school climate" (p. 45). Their research also showed that research and theory support the idea that children's perceptions of parental expectations are more predictive of children's behavior than parent-reported expectations (Jaccard et al., 1998). Perception plays a large part in a child's behavior within school climate, as well as the parent's perception of academic achievement. Raty and Kasanen (2013) posed this question: "Why study parental perceptions,

which are subjective and prone to biases, while there is direct information available on children's academic performance, such as school grades and test results?" (p. 43). The answer to this question is "convincing, research-based evidence" (p. 43). The conclusion of research-based evidence is clear concerning perceptions and how students respond to those perceptions: "Therefore parents' perceptions, right or wrong, tend to shape their children's educational reality" (p. 43).

Historically, studies (Mailhot & Feeney, 2017, and Wilder, 2014) have examined educational success based upon the relationship between the child and parent, having primarily identified academic success based on the higher-ed experience. Mailhot and Feeney (2017) posited that "the relationships emerging adults attending college have with their parents may influence their academic self-concept, leading to academic achievement and success" (p. 686). Their study explored the perceptions of parent involvement, how a student viewed themselves in academics, and how academic achievement appeared within the college context.

Parental involvement in high school was also studied (Wilder, 2014). Wilder examined high schoolers' success and parental expectations stating, "As children are likely to harbor similar attitudes and beliefs as their parents, having high parental expectations appears vital for academic achievement of children" (p. 392). Wilder focused on the premise that parental expectations reflected their "beliefs and attitudes toward school, teachers, subjects, and education in general" (p. 392). These studies focused more on parental involvement and expectations than the perceptions of agreement in the child-to-parent relationship.

Some studies (Topor et al., 2010) highlighted how teachers perceived parental perceptions, but did not address student perceptions of parental attitudes. Topor et al. examined the teachers' perceptions of parents and their attitudes towards the educational

process. Additionally, the studies did not include the stress created within students at private, college-prep high schools regarding the conflict of academic success perceptions. Therefore, the alignment of student perceptions of parental expectations was studied to examine whether an agreement would decrease stress during the high school experience.

This study measured the amount of stress that existed when students' perceptions of academic success aligned with their parents' views of excellent education. Therefore, this dissertation evaluated information of perceived academic success from current private school students and measured their level of stress, including parents' congruencies. Elements of academic offerings correlated with course enrollment, homework load, and standardized test scores. Furthermore, students' views of parental expectations concerning extracurricular involvement provided significant data. The data revealed information about current high school students' stress levels based on their academic success perception. Additionally, students were surveyed about the importance of child-to-parent coherence as it related to the views of academic success in the high school setting.

Theoretical Framework

This dissertation's theoretical framework was the transactional theory of stress and coping, later termed the psychological stress and coping theory. Lazarus initially framed the theory in 1966, and further studies revealed the psychological stress and coping theory in 1987, when Lazarus and Folkman explored the model of the transactional theory, defining key terms. Lazarus and Folkman (1987) defined the theory by incorporating the metatheoretical topics of transaction and relationship, process, and emotion within a gradual rubric. The theory addresses two main pillars: appraisal and coping. Appraisal and coping allow one to measure daily stress by studying the empirical relationships among so-called antecedent, mediating, and outcome

variables that involve the inner processes of a person's stress level. Finally, the theory gives attention to the definition of stress by placing it within the rubric of emotion. Lazarus and Folkman proposed that a person studying stress should speak less about stress and more about emotion. Stress, which primarily affects negative relationships of personal and contextual nature, cognitive appraisals, and emotional responses, falls under the broader rubric of emotion—including how positive relationships help one respond to stress. Therefore, the metatheoretical approach to emotions consists of (1) relationship or transaction, (2) process, and (3) a view of emotion as a system of variables that are both independent and part of the overarching stress process.

Lazarus and Folkman (1987) did not see transactions and relationships solely based on the person or the environment. Instead, relationships rely on two necessary subsystems, the person and the environment, and the combination of the two subsystems forms a new level of analyzing pertinent data. The two relationships (person and environment) are critical to understanding that they act in conjunction with each other, rather than separately. A person's reaction to relationships bases itself on the person's characteristics and the environment's attributes. Therefore, the theory is based on relationships and transactions as interchangeable, in order to understand that transaction focuses more on the interaction of the variables, while relationship emphasizes natural unity.

The process of stress and coping revealed how a student adapted according to the situation. Accordingly, stress and negative emotions point to an underlying process, and how a person responds, attempting to change the stress circumstances (Lazarus & Folkman, 1987). Within the transactional theory of stress and coping, two cognitive appraisals (primary and secondary) occur. The appraisal process answers the question, what personal value does this

challenge reward? The primary appraisal addresses the motivational relevance of the stress factors and whether they (a student) think the motivational element helps them personally. The primary appraisal also measures personal well-being against the stress of harm, threat, and challenge. All three of these terms (harm, threat, challenge) help define whether distress can give personal gain or help one attain mastery. Therefore, the primary appraisal allows one to determine the value of the human relationship and the environmental implications as to whether the challenge meets a person's goals and provides motivation either to accomplish personal academic goals or to create further individual stress. Secondary appraisal supplements primary appraisal, because harm, threat, challenge, and benefit depend on whether one can control the expected outcomes.

Finally, once the student performs a primary and secondary appraisal, the variables affecting one another will determine how one begins to cope with harm, threat, or challenge to reach the desired goals. Lazarus and Folkman (1987) sought to inject coping into the emotional system in addressing a stressful challenge. Therefore, coping determines "whether anything can be done to alter the stressful relationship with environment" (p. 148). Coping also begins to reveal how students will deal with the stress of their perceptions of success. The emotional focus of coping presents itself when the student agrees or disagrees with their parents' perceptions. As a result, the emotional focus will induce more or less stress, dependent on the perception of academic success. Likewise, coping either enhances problem-solving by a student resolving to have grit and determination through the challenge of responding in fear of potential outcomes or "failing" according to their expected outcomes of academic success. Ultimately, coping well with a challenge would provide the assumption that the ultimate goal—acceptance to attend the college of choice—would be achieved.

Conceptual Framework

The dissertation's conceptual framework utilized the transactional theory of stress and coping. The transactional theory of stress and coping allowed the researcher to assess the aspects of transaction and relationships and the process of cognitive appraisal. Additionally, the usage of the transactional theory of stress and coping allowed for the evaluation of the emotional system of a student in response to an academic challenge.

The transaction and relationship at work included the parents' definition of academic success, as well as whether stress decreased in a child's life when the two (parent and student) agreed on how the student perceived academic success. Further, a student's appraisal was critical to the relationship when deciding whether they agreed with their parents' definitions of educational success as the outcome of the appraisal would determine eventual actions. Therefore, the primary appraisal's presupposition was the assumption that a student did want to attend a "top-tiered" college or university that would work in tandem with where the student desired to attend to receive an undergraduate education.

The research survey explored the student's perception of a college-prep education and whether the perceived agreement alleviated stress between the parents and child. Additionally, the research survey provided assessment of key items related to a college-prep education and whether students experience stress when tasked with survey items. The further assessment took place in the secondary appraisal, based on the assumption that both the parents and student agreed on which college the student should attend.

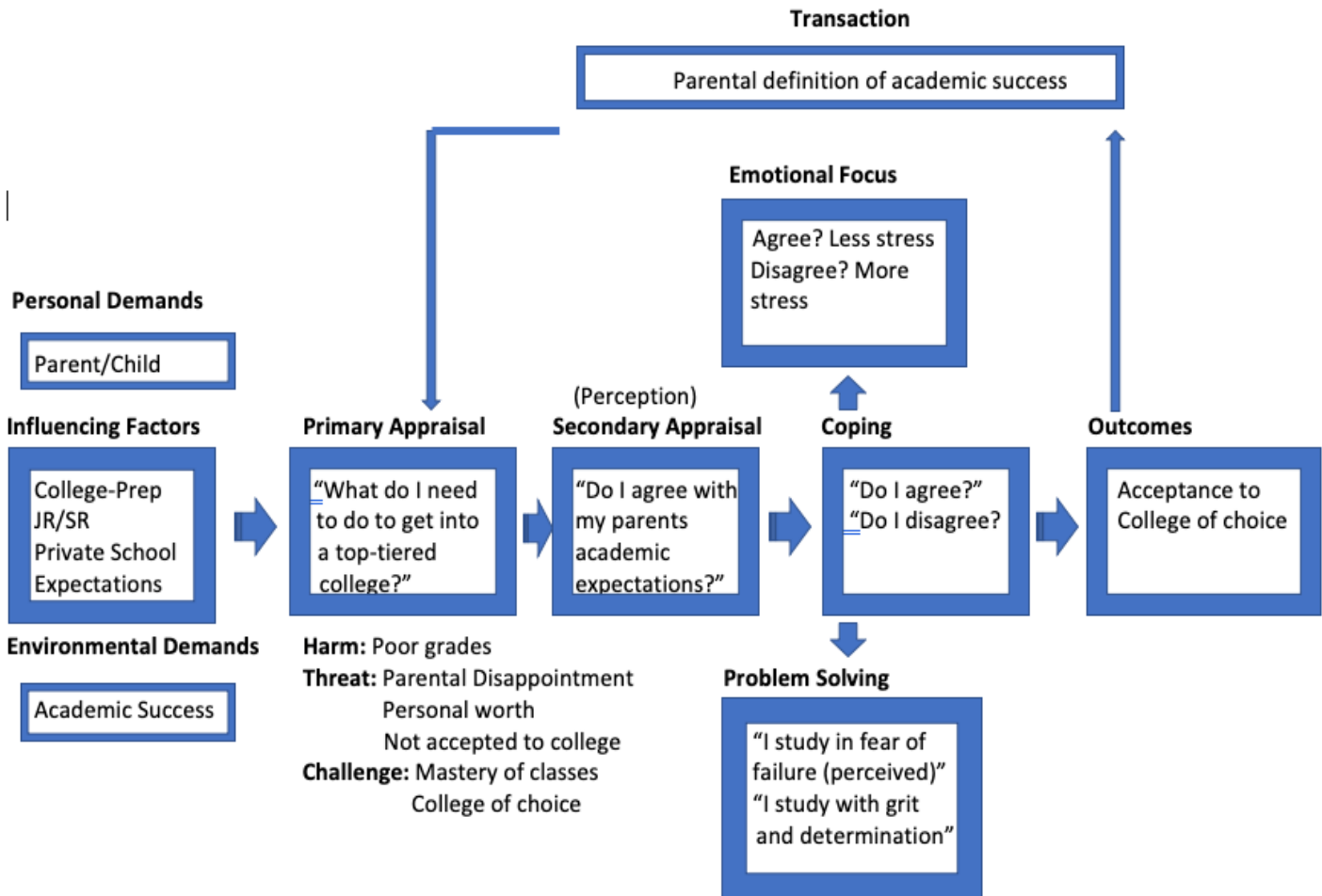
Once data were attained concerning the perceived agreement of academic success (or the lack thereof), then coping mechanisms revealed whether more stress was present when the students disagreed with their parents' focal points for academic success. Additionally, the

research data revealed whether students experienced less stress when the parent and child were unified concerning the critical path to obtain acceptance into the desired higher-ed organization. Conceptually, data revealed an increase or decrease of stress based on the process of psychological stress and coping theory.

Figure 1

Psychological Stress and Coping Theory Conceptual Framework

Psychological Stress and Coping Theory
Lazarus and Folkman



Problem Statement

College-prep high school environments seem to expose the stress upon students as they seek to enter the college of their choice. Student stress, and the effects of pressure and academic responsibilities, have been an ongoing concern of educators from the early stages of grade school to the college experience. Consequently, one will not be surprised that multiple scholarly research sources are available to explore the stress enveloping the student experience.

This study measured the degree of private, college-prep juniors' or seniors' perception of their parental expectations concerning educational success and whether the students' perception influenced their level of stress based on parental definitions of academic success. Previous research evaluated multiple levels of academic stressors, including course work, teacher influence, and school environment. Perceptions of stressors were also assessed, but a gap in the literature existed when addressing student perceptions of their parents' views of educational success. Data were gathered to provide further insight into students' stress when studying in a private, college-prep environment.

Research has been completed concerning student stress, but student perceptions of parental views have not directly been studied. Paradise (2019) researched the impact of stress on a student dependent on the academic environment, while Mwangi et al. (2019) studied whether parents' roles in the academic atmosphere added to or relieved the stress of students. McDonald (2018) also used the Academic Expectations Stress Inventory to assess stress in students. Areas such as teacher perceptions of personal ability (Hacker, 2014), assessment of school factors promoting academic success (Pak, 2015), and motivated academic stress (Cotrone, 2015) have all addressed pertinent topics of academic stressors. The subject of perceptions of high school students' perceptions will further extend and elaborate on the critical subject of student stress.

Understanding a gap in the literature exists, there is a need for research specifically relating to high school students' perception towards their parents' views of academic success. Critical areas of perceptions concerning grades, course enrollment, and the effects of work mandated from the class, including extra-curricular activities, are just a few areas that need to be explored. Knowing what stressors exist in the mind of a junior or senior in a private, college-prep environment is vital for educators and parents to provide data-driven research to help high schoolers navigate the critical moments of college preparation.

Educators, parents, and administrators involved in private, college-prep institutions will glean data that will help understand and assist families who are partnering with their schools. The data gathered will provide educational professionals the ability to assess the academic processes relevant to the college-prep process. The result intended is to offer critical insights into the life of a high school student, providing the emotional and mental help to alleviate stress and encourage grit through an intentional educational process.

Purpose Statement

The purpose of this quantitative study was to measure student perception of parental expectations concerning educational success. The group studied was juniors and seniors in high school from private, college-prep institutions. The evaluation assessed the level of stress of juniors and seniors based on their perception of parental definitions of academic success.

Overview of Methodology

The study was non-experimental and quantitative, using a survey research approach (Edmonds & Kennedy, 2016). The study's sample was non-probable, utilizing a convenient, purposive approach. The study's research instrument was an adaptation from an existing,

standardized instrument featuring many of the themes desired for use in the study. Fourteen Likert-scale type survey items addressed the study's topic and research problem.

The Likert-scale research instrument comprised a 5-point interval scale (1= *strongly disagree* to 5 = *strongly agree*). For validation purposes, the research instrument was pilot tested with a sample of 39 participants. Cronbach's alpha statistical technique assessed the internal reliability of the pilot study participant response. Cronbach alpha levels of $\alpha = .60$ were considered appropriate, and $\alpha \geq .80$ was the projected goal level. If the threshold level of $\alpha = .60$ was below expectations at the pilot phase of the study, further item analysis would qualify or supersede items that may negatively impact participant response's internal reliability.

Standard response rates for external surveying were between 10% and 15% and between 30% and 40% for internal surveying—an expected response rate of 50% or higher at the outset of the study. Sample size estimates used a priori power analysis in G*Power provided useful ranges for the anticipated statistical procedures that addressed the study's research questions and hypotheses.

Research questions one and two featured the use of the one-sample *t* test. A sample size range of 12 (anticipated large effect $d = .80$) to 27 (anticipated medium effect $d = .50$) was sufficient to detect a statistically significant finding ($p \leq .05$). Research questions three and four used the multiple linear regression statistical technique. A sample size range of 20 (anticipated large effect $\eta^2 = .14$) to 43 (anticipated medium effect $\eta^2 = .06$) was sufficient to detect a statistically significant finding ($p \leq .05$).

Research Questions

The four research questions for this study were:

1. To what degree does study participants' perception of success at school fulfill the parental expectation of success at school?
2. To what degree does study participant perception of parental expectations of success at school increase the level of stress in study participants?
3. When considering the dimensions of academic success identified with the study's data, which dimension was perceived to be most associated with and predictive of parental expectations of study participants' success at school?
4. Which dimension of student academic success was perceived to be most associated with and predictive of parental expectation of success at school that increase study participant level of stress related to school?

Research Hypotheses

1. To what degree does study participant's perception of success at school fulfill the parental expectation of success at school?

H₀: There was no statistically significant effect for study participant perception that success at school fulfills parental expectations of school success.

2. To what degree does study participant perception of parental expectations of success at school increase the level of stress in study participants?

H₀: There was no statistically significant effect for study participant's perceptions that parental expectations of success at school increase the level of stress in study participants.

3. When considering the dimensions of academic success identified with the study's data, which dimension is perceived to be most associated with and predictive of parental expectation of study participant success at school?

H_0 : None of the identified dimensions of student academic success in the study's data were statistically significantly associated with and predictive of study participant perceptions of parental expectation of study participant success at school.

4. Which dimension of student academic success is perceived to be most associated with and predictive of parental expectation of success at school that increase study participant level of stress related to school?

H_0 : None of the identified dimensions of student academic success in the study's data were statistically significantly associated with and predictive of study participant perceptions that parental expectations of success at school increased study participant stress related to school.

Overview of the Analyses

Preliminary Analysis

Foundational analyses occurred before the formal analysis of findings associated with the study's proposed research questions. Assessments of missing data, internal reliability of study participant response to survey items on the research instrument, and dimension reduction of items on the research instrument used exploratory factor analysis (EFA). Additionally, the gathering of demographic information used descriptive and inferential statistical techniques.

Data Analysis by Research Questions

Research questions one and two utilized the descriptive statistical techniques of frequency counts, percentages, Mean scores, and Standard Deviations. The one-sample t test was used for statistical significance testing purposes. The Cohen's d statistical technique assessed the magnitude of effect (effect size) of response associated with both research

questions. Sawilowsky's (2009) conventions of interpretation were used to assign qualitative descriptors to effect numerical size values.

Research questions three and four were associative and predictive, featuring multiple independent predictor variables in the modeling process. The multiple linear regression statistical technique assessed the predictive viability of several independent variables represented in the modeling process. Standardized β values (r) provided interpretation for effect and size purposes. ANOVA (analysis of variance) Table F values was how predictive model fitness was evaluated, with $p \leq .05$ values indicative of predictive model viability. All significant assumptions of multiple linear regression were manifest through either statistical means or visual inspection. IBM's 26th version of the Statistical Package for the Social Sciences (SPSS) was the resource used for analyzing and interpreting data and reporting study findings.

Limitations

The research limitations were the scope of the academic environment, the students' age group, and the sample size. The academic environment was limited to high school students in private schools focused on college preparatory instruction. This element further narrowed the results, as each student's presupposition and family assumed the desire to enroll in college after high school completion. Therefore, the research of public education and high school environments that focused on graduates entering trade school were not utilized for this study.

The age group of the students was juniors and seniors in high school. Although first-year students and sophomores may experience stress during their high school careers, the focus was on those already in the college application process. The students surveyed focused on their college pursuits and seemed to understand their parental expectations in the college pursuit process.

The sample size was limited to private college-prep schools in the state of Florida. Specifically, nine schools from the Florida Council of Independent Schools provided the sample size. Participants from the nine schools consisted of eighty-two students who were willing to participate in the research survey.

Definition of Key Terms

- **educational success:** The culmination of the high school academic achievement, attainment of learning objectives, acquisition of desired skills, satisfaction, and persistence resulting in the opportunity to apply and be accepted to the college or university of one's choice (Gibson & York, 2015).
- **stress:** Negative emotions pointing to an underlying process and how a person responds by trying to change the circumstances surrounding the challenge presented (Lazarus & Folkman, 1987).

Significance

Stress can manifest itself in the life of a high school student in many different forms. Evaluating the extent of stress on a high school student based on parental expectations has intrinsic value, as parents and children can potentially be affected by expectations. Further, this study gave clarity and insight into high school students' perceptions concerning academic focus areas the student believed to be necessary for college acceptance. Student stress is normative for many educators and parents. Educators utilizing this study will recognize academia's pressure points for their students and students' parents, including the importance of unity within the formative years of a young adult's college acceptance and pursuit.

This dissertation investigated the perceptions of juniors and seniors in high school concerning parental expectations. Parental expectations and perceptions of the students centered

on the desired goal of acceptance into the college or university of their choice. The data revealed whether a student experienced an increase or decrease of stress depending upon the agreement of a student's perception of parental academic expectations. The theoretical framework used was the psychological stress and coping theory (Lazarus & Folkman, 1987). The study was non-experimental and quantitative, using a survey research approach. Chapter 2 explores relevant literature to reveal the need to assess student perceptions of their parents' views of academic success.

II. REVIEW OF LITERATURE

The purpose of this quantitative study was to measure student perception of parental expectations concerning educational success. The group studied were juniors and seniors in high school from private, college-prep institutions. The evaluation assessed the level of stress of juniors and seniors based on their perception of parental definitions of academic success.

Raty and Kasanen (2013) posed this question: “Why study parental perceptions, which are subjective and prone to biases, while there is direct information available on children’s academic performance, such as school grades and test results?” (p. 43). The answer to this question is because of “convincing, research-based evidence” (p. 43). The conclusion of research-based evidence is clear concerning perceptions, and how students respond to those perceptions, in that these elements will foster a child’s educational world.

This literature review observed the perceptions of students, teachers, and parents on many levels. First, the literature appraised the views and perceptions of academic success from all three groups. Second, the literature surveyed stress levels and coping skills, as they related to the perceptions of educational pursuits. Finally, the literature review clarified the various theories studied and possible usages for the dissertation, primarily stressing the relationship between parents and children. The literature review assessed that, while many researchers addressed the problems of perception, stress, and expectations in various educational contexts, researchers did

not address the gap in studying students' perceptions of their parents' expectations in a private high school environment.

Views and Perceptions of Academic Success

Educational perceptions are broad in scope, as each person involved in the educational process possesses preconceived definitions of academic success of the classroom, including extra-curricular involvement, test-taking, subject content, and rigor of the class or school. Additionally, research questions vary when exploring perceptions, allowing to narrow the gap of perceptions based upon the researcher's specific intent in educational data. Therefore, the literature reviewed in this section pertained to views, involvement, and perceptions from teachers, parents, and students.

Perceptions of Academic Success Based on Involvement and Expectations

Teachers have been a predominant resource in measuring perceptions of parental involvement and student academic success. Johnson (2011) studied potential barriers parents would face concerning participation in elementary school. In this qualitative study, eight elementary teachers were surveyed using Epstein's model of parental involvement and interviewed about what barriers existed to parents' involvement in the school setting, including possible solutions to overcome those barriers. Through data analysis, open, axial, and selective coding, the research divulged barriers between parents and teachers, with parental involvement increasing through relationships, communications, and opportunities to further engage the parents in the school setting. Although this study provided insight into teacher's perceptions, Johnson gave little examination to validate whether a parent's potential increased involvement would boost a child's academic success. Understandably, this study's implications revealed the teacher's desire for parents to be involved in the school process for the sake of the educational

progress in a child's life. Although this study only addressed elementary teachers, the implications of understanding parental involvement, and potential perception, is reasonable to understanding the interpretation of perceptions in the educational life of a child. The necessary impact of a teacher's perceptions could cause one to desire to know the same about the perceptions that parents have concerning educational goals.

Hacker (2014) also conducted further research concerning teachers' perception of their abilities when teaching specific learner types. Hacker quantitatively studied 40 schoolteachers in Indiana concerning their perception of readiness to teach English Language Learners (ELLs). According to both proxies of ELL's overall level of achievement, the study (based on the Indiana Statewide Testing for Educational Progress-Plus) revealed a null hypothesis, discovering that teachers perceived that their sense of efficacy of learners had little to do with the student's achievement. Teacher perception was the sole source of gathered data. The research did not address the students' perceptions concerning teachers' perceptions; teachers would benefit from professional development to understand ELL learners, as more knowledge would help them cultivate a better learning environment for ELLs.

Teacher perceptions sometimes address specific education disciplines, rather than the holistic educational approach. One such research study by Gopalsingh (2010) used a self-developed questionnaire, based on Bloom's taxonomy, to conduct a non-experimental, quantitative analysis of 115 high school teachers from the same district in Georgia. The teachers used for the study were core teachers, specifically in science. Gopalsingh studied teachers' perceptions of underachievement in the field. The research specifically sought to identify the reasons for student underachievement of the Georgia High School Graduation Test (GHSGT) and ultimately wanted to find recommendations for excellent student achievement

strategies. Gopalsingh applied analysis of variance (ANOVA, $p < 0.05$), and the results showed that students were underachievers in science, because the academic subject necessitated more cognitive thought than other educational topics. Benefits to such studies rely heavily on those in the classroom, but little research exists concerning student or parental perceptions. Student and parental perceptions would add to the benefit of students' recommendations to enhance their GHSGT scores in science by correlating their perceptions to the study.

Johnson (1998) surveyed the perceptions of administrators, teachers, and students in Michigan schools. Nearly 20,000 elementary students (3rd and 4th graders) of various races and genders, 780 teachers, and 159 principals were surveyed and interviewed concerning perceptions of parental expectations and how the students perceived themselves and the value of their educational experience based on parental involvement. Johnson gathered data for this quantitative research by examining Michigan School Assessment Tests and questionnaires distributed to each group, analyzing data using the stepwise multiple regression. Johnson found that perceptions varied among the three groups, with the student's perceptions giving the most insight to the most significant variance, but White students mainly noted the conflict. Teachers' views of Black students' parents denoted more futility among the Black students. Even though this study is older than others, it provides analysis relevant to the topic to highlight the breadth of scholarly exploration of perceptions dating back almost 25 years. Strength in the investigation of principals', teachers', and students' perceptions is necessary to gain insight, and Johnson's research highlighted student perceptions of their parents' involvement. One would deduce that student and parental perception is influential in the educational process.

Some studies have explored parents' perceptions and experiences of their influence on their children's achievement while basing the research on whether parents and

teachers understand each other. Patton (2019) gathered qualitative data based upon parent and teacher experiences using Moustakas's (1994) phenomenological model to see if parents' and teachers' experiences revealed commonalities. Patton interviewed five teachers and 10 parents. Data were analyzed using Moustaka's steps for phenomenological model and trustworthiness of the findings through peer review, member checking, and descriptive notes. Findings revealed (using Epstein's et al. (2009) parental involvement model) three aspects of potential improvement: parenting and learning at home, volunteering and decision making, and communicating and collaborating within the educational community. These three factors are helpful to increase the encouragement of parental involvement, but the research did not investigate the experiences of students, and their perceptions of their parent's involvement and expectations. Further, Patton gave recommendations concerning parental involvement but did not fully address the recommendations' implementation, including whether student achievement would increase.

Additionally, Herrell (2011) studied parental involvement quantitatively based upon parents' and teachers' perceptions. Herrell gave surveys to elementary teachers ($n = 77$) and parents (representing 889 enrolled students) in east Tennessee to rank the importance of school-based activities (parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community) by teachers' perception of effectiveness. Research questions varied from parental involvement, activities offered, and whether the teacher and parent had similarities in perceptions of the most effective educational context. Herrell used ANOVA ($p < .05$) and post hoc analysis to consider demographics, such as age, education level, teaching experience, and gender, while utilizing Epstein's et al. (2009) data analysis model. Findings indicated that teachers and parents had some similar views regarding the effectiveness

of parental involvement. Both studies offered analysis based upon the perceptions of teachers and parents, but student perceptions were absent. The trend of studying perceptions of the adults within the educational context primarily based upon the ages of the children (elementary) is essential to note, pointing to the additional need of student perceptions of effectiveness.

Student perceptions of achievement have received significant in-depth research in various areas. In 2010, Aagard studied students who had received the Hathaway scholarship while attending the University of Wyoming. Over 2,300 students took surveys through a quantitative group comparison method over 3 years, and a student's grade point average (GPA) was used as the definition of success of the study. This study specifically explored college students' perceptions of their high school academic preparation. The findings indicated that students' answers highlighted the lack of perceived college preparation based upon subject content areas, such as science and writing. Although this study addressed university students, the findings provided an excellent insight into how one would define academic success. In this particular study, academic success perceptions related to students' GPAs and views of college preparedness. Additionally, the study gave insight into the importance of understanding the students' perception concerning preparation and subject content disciplines, reflecting the need to explore parents' perceived expectations. Researchers and educators could conclude from this study that parents would be considerably happy with acceptance to college and reception of an academic scholarship, yet students did not perceive they were ready to tackle university-level classes.

Pak's (2015) research qualitatively studied high-performing, at-risk students and examined achievement and academic success perceptions. The study, which included 17 high-performing students from a charter school, emphasized independent research. Pak interviewed

the students concerning school factors that fit the school environment's nature, learning experiences, program interventions, and separate study programs. Pak found that the teacher was the dominant factor for academic performance from the students' perception, followed by a safe emotional environment. Pak found that student perceptions of what promotes academic success but fails to identify their academic success perceptions from the parental perspective. Additionally, the measurement of academic success was dependent upon yearly testing, not identifying specific academic success perceptions from students who intended to apply and attend the college of their desire.

Mwangi et al. (2019) replicated a series of quantitative studies to examine parental involvement and whether parents' participation in the college enrollment process alleviated academic high school stress through their involvement in the college enrollment process. The study, based upon the Schoolwide Enrichment Model (SEM), used data from the National Center of Educational Statistics (NCES) High School Longitudinal Study of 2009 to study the relationship between school academic pressure, students' college readiness, and parental involvement in fostering college readiness. Interestingly, the study found that parental involvement led to an expectation of their child's enrollment into college—from their children's perspective.

According to Ahmad (2011), parental involvement in academic expectations affects students emotionally and psychologically. The perceived roles of parental authority in academic success were studied by Ahmad, when questionnaires were distributed to 377 high school graduates to test the hypothesis. The qualitative study used four different questionnaires, including Rosenberg's (1979) self-esteem inventory, self-confidence inventory, and a psychological health questionnaire (Kovess et al., 1985). The researcher sought to confirm

perceived parental authority and academic success, self-esteem, self-confidence, and psychological well-being. Ultimately, Ahmad (2011) found that students needed to have a moderate self-esteem level when their parental authority perceptions were evaluated. This study's significance is crucial to this current study, in that perceptions play a significant role in a child's life, even after high school (and in this case, college or university). This study highlighted the position of perceived parental authority, but a gap was left when seeking to find the parents' perceived expectations.

Perceptions of Academic Success Based on Race

For decades, significant research of academic success perceptions was examined based upon race. Krupczak (1972) asked questions regarding the pattern of teacher perceptions, student self-concepts, and ability, continuing in the flow of study, also sought data on gender and race. Krupczak's study highlighted findings based explicitly upon race, and the roles race plays in students' experience and teacher perceptions. In current scholarly literature, teachers, parents, and students all played significant roles in studying academic success perceptions based on race. The reader will recognize that some articles do crossover to include gender in the same studies.

Research exists concerning the perceptions of academic success from the perspective of teachers and Black students. Smith (2011) surveyed and interviewed Black male students to explore and analyze the teacher-student relationship. Johnson (1998) also surveyed teachers concerning Black students and self-concept within the educational setting. Additionally, Hicks (2020) interviewed high school math teachers (two separate schools, predominantly Black enrollments) in the Southeast concerning male Black students' college readiness in their educational discipline field. Smith (2011) and Johnson (1998) both found that teachers contribute to a significant portion of Black students' perceived academic success.

Further, Hicks (2020) found that the teachers' relationship with Black students were invaluable to teachers' increased relationships with Black students through mathematical subject content and providing community through the academic relationships.

Morenzoni (2017) encouraged those evaluating the research to coordinate efforts to meet young Black men's educational process needs. Hicks (2020) asked nine former students from the Black Belt region to describe their academic success perceptions in the school setting, resiliency, and how to construct meaning from the educational process. Much of the findings pointed to three categories for further study: the purpose of academic success, the stakeholders' role, and a boy's-only club. Once again, the roles of teachers consistently influenced the perceptions of Black students concerning academic success.

Conversely, this dissertation focuses on students enrolled in a private, college-prep school, with the main focus being that of enrollment in a top-tiered college or university; perceptions of academic success are necessary and may very well point to teacher involvement. However, students also need to be surveyed concerning the perceptions their parents have of the definition of academic success. Finally, Piciullo (2009) interviewed students from three different schools in Long Island, New York. Piciullo dissected research questions into variant forms, including gender and race (Black, White, Latino), and analyzed conclusions from all angles and perceptions. Although the survey focused on gender and race, academic self-concept emerged as the strongest predictor of academic achievement. These studies point to the importance of student and teacher perceptions but lack the necessary analysis to connect students' perceptions to their parents' ideas of academic success.

Butler (2011) broadened the scope of race by researching schools that were considered ethnically diverse. Butler used mixed methods to interview students, gaining access to

administrative meetings to gather information. Exploring academic success perceptions while examining the need for educational measures to bridge the racial equality gap in their educational experiences was the basis for the study. Butler also observed administrative meetings, allowing for perspectives from leadership. Ultimately, one facet of the study sought to explore how students from different ethnic groups perceived their abilities to be successful. Butler concluded that race was an essential independent factor in the educational process. The study focused on the school environment and did not consider the family dynamic or the students' household expectations, leading one to desire more information concerning the parent-to-child relationships in perceptions.

McDonald (2018) conducted one of the most comprehensive studies on student, parent, and teacher expectations. The mixed-method research utilized the Academic Expectations Stress Inventory and open-ended surveys. McDonald explored the level of student influence and academic stress on student achievement but specifically studied the differences between 12th grade Asian and White students ($n = 31$) residing in New Jersey, while also examining responses according to gender roles. Research questions included whether Asian and White students had different parental expectations, differences between self-expectations for academic achievement, and perceived academic stress due to parents' and teachers' expectations. McDonald found significant differences in self and parental/teacher expectations, as the differences pertained to expectations and stress levels.

Interestingly, McDonald (2018) also analyzed the stress level for students seeking acceptance into a highly selective college, allowing for greater indicators of stress and self-expectations concerning academic success. This study had many of the elements of the intent of this dissertation concerning perceptions of parental expectations. However, the study focused on

a public school district and did not explore the stress and level of perceived expectations from a private school's perspective.

There have been some rare studies which explored the American educational system from the eyes of international parents. Chavez (2017) researched four Mexican immigrant mothers and their perceptions of academic success. This qualitative approach used interpretive phenomenological analysis and interview notes to gain insight into the mothers' involvement and how the mothers viewed themselves as playing a role in their child's academic success from their cultural context. Chavez posited that minority parents faced more stressors than non-minorities, causing more stress to their children when trying to achieve academic success. However, the study indicated that some students overcame their circumstances during this adversity and found that parents may play a significant role in the emotional resiliency of a child. This particular study's gap relates to the students' perceptions, leaving room to understand the stress produced from parents' expectations for academic success. Further, this study focused on the Mexican community and its needs. It did not address a holistic approach to parents of different ethnicities, ultimately giving recommendations for Mexican children's success in the educational system and cultural context to achieve academic achievements.

In a non-experimental, quantitative study, Burger and Naudé (2019) used a non-probability convenience sampling of 164 first to fourth year South African high school students to study academic predictors and students' success when they entered into higher educational careers. Although the study did not focus on perceptions, it concentrated on the realities of high schoolers' self-concepts, revealing the predictors of academic success—especially for the fourth-year students, who would be equivalent to the American high school senior. International research can show the same stresses and pressures that a teenager from a different cultural

context face. However, the study's variance between the younger students and the fourth-year students gave further cause to examine upper-level students in the American high school setting, in hopes of gaining insight into stressors as college begins to loom shortly. Although this research did not study perceptions, it did accent present pressures for upper-level students.

Goldstein (2010) also studied student and teacher perceptions of educational methodologies. Goldstein utilized quantitative and quasi-experimental methods to study the integration of geospatial technologies in K-12 schools. The sample consisted of 1,425 students from middle school and 62 teachers from the Palm Beach County School District. Goldstein sought to determine whether implementing geospatial technology enhanced students' academic achievement perceptions. Surveys and assessments that examined student experience, and teacher professional development implementation of the technology, were conducted. The study found academic achievement, in that the students who were able to learn through geospatial technologies increased their reading scores on the Florida Comprehensive Assessment Test (FCAT) when compared to those who did not have access to the same technology.

Additionally, Goldstein (2010) showed that non-native, English-speaking students significantly increased their reading scores on the FCAT, enhancing test scores and reading levels. Although this study did not focus on perceptions of high schoolers, it highlighted the desire for furthering perceptions of academic achievement within the context of ethnically diverse student bodies. Perceptions of academic achievement can include numerous educational markers, pointing to the need to examine academic success perceptions through other educational offerings found in the instrument used for this dissertation (course load, extra-curricular activities, and study time).

Perceptions of Academic Success Based on Gender

Scholarly data concerning stress and coping between genders also have a long, relevant history. Significant studies comparing the differences between male and female students give guidance into how gender groups cope with educational stress, providing insight into how the educational experience varies. In 1993, Jeri Ann Alvarez used mixed methods to test various coping theories based upon high school students' perceptions of stress and coping mechanisms. Alvarez (1993) used the School Situations Survey and the Coping Resources Inventory to analyze 400 students in high school and college who took credited classes primarily in preparation for college-level courses. Specifically, Alvarez analyzed gender-specific responses to credited terms and interactions with teachers, relaying the differences between the two genders. Although this research is dated, Alvarez presented cause to continue to study coping mechanisms within educational culture today, including the perceptions students have concerning parental expectations. This study is significant, because it highlighted the future importance of the psychological theory of stress and coping used in this dissertation, as dealing with perceived expectations is pivotal to how one will respond to one's educational challenges. In the specific case of evaluating student perceptions, the singular goal of coping for the student was to achieve acceptance into a high-level college or university.

Morales (2014) used qualitative methodology to assess teachers' and students' perceptions of academic achievement and underachievement. The student portion of the research dealt with gender differences in course study areas and attitudes about achievement (including self-perception, attitudes towards the teacher, the school, and the goal valuation, including motivations). Morales sought to determine whether gender predicted high school students' self-reported academic achievement. Morales studied teacher perceptions of the students' perceptions

contained in the attitude of achievement. Ultimately, Morales sought to reveal whether both students' and teachers' perceptions correlated with underachievement in honors-level courses. The study showed that environmental factors affected student achievement in the core academic areas of attendance, motivation, behaviors and skills, and support services. Interestingly, Morales did not study the students' perceptions of their parents, or expectations from their parents, regarding educational achievement. The study was much more focused on school offerings and self-perceptions of students in their particular educational culture, leading one to wonder what influence family perceptions would have upon the perceptions of a student's self-achievement in academics.

The above studies showed great value in several different aspects of perceptions, including the perceptions of teachers, the perceptions of administrations, and the perceptions of students. Very few researchers included the perceptions of parents in their work, and this leaves room to study the subject of parental perceptions further. Additionally, there is significant research given to perceptions based on race and gender, but a gap exists in the area of private high school students in a college-prep environment.

Stress and Coping in High School Educational Pursuits

Stress and coping in the educational world have been studied, expressing gaps from different educational aspects. Thus, multiple scholarly works included various resources of literature to show the scope of the fields studied, and the importance of students dealing with stress in the high school environment. The literature also explored teachers' thoughts concerning the stressful educational environments of students, although further analysis did not reflect parent perceptions of their children's stress. The main focus of scholarly literature has been student stress. Research concerning this critical subject began as early as 1983, when

Richard Baran examined sources of stress among high school students. Baran (1983) quantitatively explored the perceptions of students and teachers in a public-school context by creating a survey instrument to survey 913 students and 478 teachers.

Additionally, Baran (1983) included data from students to explore differences in gender responses, and evaluated teachers' reactions to perceptions based on experience and years within their professional teaching field. The study found that students' stress was greater than teachers' perceived understanding of stressors in the school setting among the students they taught. Baran presented a consistent method of evaluating perceptions within the school environment, including the students' ages and the type of school one attends. Students' perceptions in this current study will center on private high school settings with the greater college preparation goal.

Student perception and student stressors can have a wide range of data collection. Cotrone (2015) extensively researched the scope of school culture and the influence of academically motivating stress. However, the study focused on three high, medium, and low-performing high schools. The study used a mixed-method approach to interview 662 high school students, finding that most stresses came from school culture, college acceptance, and competition. The study also revealed that students in the low-achieving school did not express as much pressure as students in the high- and medium-performing institutions. These studies revealed stress to be present in the high school setting. Further, this study connected student stress and anxiety to the high school educational context. Perceptions of outside influences were not mentioned, such as parents, revealing the need to study whether gaps existed between the students and parents in academic expectations.

Coping mechanisms could give the opportunity to reveal the strength of life satisfaction and personal mindset, or uncover hopelessness within students' educational careers. Shek (2016) conducted a 4-year longitudinal study of adolescents in Hong Kong. In the journal article, findings revealed that school performance and life satisfaction decreased throughout the study, but hopelessness increased as the investigation continued. Shek found that, when students' perceived school performance and life satisfaction aligned, or the opposite took place, school performance perceptions were negative, driving the students to hopelessness. Structural equation modeling indicated that life satisfaction acted as a mediator between school performance and hopelessness. This study demonstrated the need for further research on the influences pushing students to despair and revealing the stressors present within the educational context. Additionally, Shek did not mention in the findings whether parental expectations contributed to life satisfaction or school performance, or the influences found to help adolescents' healthy life satisfaction. This article leaves one wondering if further study would reveal healthy coping mechanisms contingent on a family culture that leaves students battling a positive or negative mindset.

Some studies have posited that student stress exists as normative, thus taking the approach to find the source of stress as normative. Paradise (2019) conducted one such study. Paradise explored the social-emotional awareness of student stress in the suburban high school environment, using mixed methods (surveys, interviews, and focus groups) to research the factors causing stress and the impact of stress on juniors at Ewen High School. Paradise also investigated teachers' perceptions to see if their perceptions further impacted student stress. The results centered around the pressures of academics and a culture of success. There was a great divide in how the teachers perceived student stresses and their physical and emotional effects.

These studies supposed stress exists. Although this study did find that stress existed among juniors in high school, there was little mention of other grade levels, the influence of family expectations, and whether some students even experienced stress around their academic experience. Ultimately, this work's value merits further study to explore seniors' anxieties and the effects of parental perceptions in accordance with academic success.

Finding the sources and solutions of stress clarified what teenagers are facing during their specific educational experiences. Further, asking what adolescents' perceptions are of the causes of their stress narrowed the data field in King's 2017 study. King (2017) qualitatively studied 15 adolescents ranging from age 12 to 19 years old who had attended five separate schools in the Northeastern United States. Interpretive interviews asked students what school programs alleviated stress, and what those same students believed could reduce their stress in a public-school environment. Once coding concluded, King's data revealed that academic stress, a threatening environment, and external stressors, were the primary themes prevalent in a stressful school environment. King's research gave insight into the public-school mindset but did not address the private school environment's stresses. King did not explore external stressors such as the stress of familial experiences, which potentially caused greater stress during the high school experience. The absence of private school data leaves one to wonder if the stressors correlate.

Harty (2019) studied 23 high school students in Northern California to understand the pressure to perform academically in a Catholic, college preparatory environment. Harty used focus groups and personal interviews for students to describe the experience of pressure to perform academically in a high-performing high school. Moreover, Harty used a qualitative format to analyze data by utilizing several different instruments. The study solidified that high school students carry a considerable amount of stress to succeed in a high-performing

environment. Additionally, the study found that common denominators did exist between the students. The fact that common denominators existed among the students leads one to seek whether the type of school a student attends adds or decreases their stress. Further study is needed to understand whether types of stress a student experiences is dependent on their educational environment. Harty's research sought to understand the pressures leading to stress but narrowly examined the stress to perform academically, whereas the source of the stress is wanted for a holistic understanding of the stress's origin.

Analysis of stressors in a high school student's life is crucial to facilitating a healthy mental and emotional environment for the student but exploring the coping mechanisms provides helpful insight. Smith's (2019) research precisely addressed the stress and coping skills of high school students. Smith's study utilized Cohen's and Williamson's Perceived Stress Scale (PSS) to survey and interview, via sequential questions, 91 high school students from Smith High School. Smith did not share the participants' age or grade, meaningful data given that maturity and challenges differ. Smith studied the perceived nature and impact of high school students' stress through their descriptions. Further, Smith revisited the challenge to answer how students dealt with the effects perceived in their academic environment. Smith's findings revealed that stress is constant and persistent in high school students' lives.

In this study, the students saw their stress as directly correlated to the school, causing them to experience physical and psychological symptoms. In this particular study, the students specifically mentioned the stress brought on by the teachers' behaviors and expectations. The coping mechanisms mentioned for these stressors were harmful—crying, fatigue, and irritability. This study showed the reality of stress in a student's life as they navigated the academic arena (Smith, 2019). Additionally, further research concerning the outlying tension between pressure

and expectations from the home and parents' influence would aid in understanding student stress. How a student copes with these perceptions and stress potentially leads to further exploration of whether students manage better by adapting to the pressures or merely reflecting on their stressors' negative responses.

Dewitt (2020) utilized similar questions to explore how high school students in high-achieving environments adapted to their stress. Dewitt examined the stress students experienced, the students' adaptive measures to manage stress, and the schools' offerings to manage student stress. The prerequisite thought of the study relied on the students experiencing stress in their academic environment. The 312 high schoolers from Kansas were part of a mixed-methods study that used surveys (Student Stress Perception Survey), following up with interviews. This broad study utilized questions about the students' stress from a wide range of topics, and if there were questions left unresolved, the students then participated in panel-type discussions to provide clarity. The Perceived Student Stress (PSS) was 22.5, while Dewitt said the normal was 11. This study highlighted stress but did not highlight questions, stress, and perceptions represented in the family dynamic. Once again, the research caused one to wonder if parental perceptions of academic success would cause added student stress in the high school experience. Data indicated that the school environment, teacher expectations, and peer comparisons are relevant to a student's stress, but do family perceptions play a different role in student stress?

Previously, Chusid (2020) conducted a long-term study of adolescents in high-achieving schools, coping with stress in their context. Chusid qualitatively gathered data over 10 years from high school students worldwide, addressing student coping mechanisms for those dealing with stress. This study was significant in pointing out that some students experienced more stress than others. Chusid gave attention to school programs and the home environment—which not

many studies had addressed concerning academic stress originating from home. Chusid examined parental expectations and whether the students believed the expectations were attainable to the parent's standard or the child's academic ability, or a mixture of both. Chusid pointed to the issues of psychological well-being and measures that would help students cope. This study examined two parts of this dissertation's goals: student stress and parental expectations of the student within an academically high-achieving environment. Although Chusid's work gave direction to the home and stress, academics' allocation did not distinguish the students' grade level, nor did the study specifically address private schools with a college-preparatory emphasis.

Theory Choice Concerning Stress and Coping in an Academic Context

Review and examination of multiple theories led to the theoretical framework chosen for this dissertation. Key to the explored theories was stress, coping, psychological models, productivity, contractual agreements, and transactions. Sometimes a theory reviewed contained elements of the dissertation's purpose but did not holistically reach the gathered data's theoretical outcome. Finding the right theory was critical to examining the data and perceptions related to the research. This section reviewed different models dealing with stress and coping and explained why the most fitting theory used was Lazarus and Folkman's (1987) transactional theory of stress and coping.

One of the earliest examinations of educational models came from Haertel et al. (1983). Haertel et al. examined eight different psychological models of academic performance, the earliest being the Carroll model (1963) and the Bennett model's latest (1978). Haertel's (1983) work based itself on the psychological learning theory. Additionally, the Carroll model's (1963) premise rested on the assumption that students would excel in their

academics based on their time invested in their study. Elements of this model included perseverance, aptitude, and ability to understand the instruction. This model depended on the student with little attention given to the teaching quality (teacher), and not outer influences, such as the family situation. The Cooley-Leinhardt (1975) model revolved around school practices and school performance. Bloom (1976) was the first to mention affective characteristics, such as "attitude toward school and self-concept as a learner" (p. 6), dealing with a subjective definition dependent on the student's beliefs (attitude). Worthy of being noted is that Bloom believed that the classroom's quality of experience influenced a student's perspective. The Gagne (1977) model also explored attitude based on the feedback that a student received from a teacher. Harnischfeger-Wiley (1976) posited that a student's background would have something to do with their academic success, leading one to want to define what this "background" can look like or how it is defined. Bruner's (1966) model is examined but was noteworthy in that Bruner addressed a student's motivation for learning. The subject of motivation is critical to implement Lazarus and Folkman's (1987) theory of stress and coping related to a student's academic success. Haertel's (1983) work opens the doors of motivation and attitude within the learning environment. The learning models used were advantageous to understanding learning practice, but the models did not address perceptions, nor did they address the outside influence of parental expectations related to the classroom environment.

In 2014, Sankaran sought to examine theories in culture, values, mindset, and behaviors to develop their theory—a relational theory of change and transformation. Sankaran (2014) took two entities—organizations and personal contexts, uniting them through the work. Sankaran sought to find "new solutions to many of our business and social problems and create new pathways to transformation" (p. 1). The theory fell short of academic and parental expectations,

in that the relational theory of change and transformation primarily relied on relationships to established organizations and cultural contexts, leaving out the aspects of home, teachers, schools, and perception-related coping.

Three theories surfaced as possibilities to fit the dissertation's goals for data in the areas of academic success, perceptions, and views of both parents and children: Herbert Walberg's (1981) theory of academic achievement, Randy Barnett's (1986) consent theory of contract, and Richard Lazarus and Susan Folkman's (1987) transactional theory of stress and coping or the psychological stress and coping theory.

Rugutt and Chemosit (2005) explained, "Walberg's theory of academic achievement posits that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal)" (p. 67). The reference to attitudinal influences was of interest, as seen earlier in the Cooley-Leinhardt (1975) educational performance model. The theory mainly made headway in studying the specific academic discipline of mathematics related to teaching methodologies. Walberg (1981) teamed up with Arthur Reynolds (1992) and conducted a longitudinal study to measure the most significant influences within and outside students' experience and outcomes. The study utilized 3,116 adolescents from the Longitudinal Study of American Youth, incorporating data from students, teachers, and parents. Reynold et al. (1992) found that previous achievement and home environment affected ongoing achievements most powerfully. This finding was significant, in that a student's home life did have sway on the achievement levels. Although "considerable research has sought to identify students' in- and out-of-school experiences that influence achievement and related outcomes, especially those that are alterable by policy intervention" (Reynolds & Walberg, 1992, p. 306), the theory of academic achievement was too narrow in

scope, lacking a holistic educational approach of all core subjects. The evaluation of students' perceptions in private schools necessitated a theory that would encompass a broader range of topics (GPA, courses, course load) that would enhance the data of stress and coping within the educational environment—especially in schools focusing on college preparation.

The consent theory of contract, according to Barnett (1986), tells one which "interpersonal commitments the law ought to enforce" (p. 269). Within the theory lies "principles of contractual obligation—the will theory, the reliance theory, the fairness theory, the efficiency theory, and the bargain theory" (p. 269). Barnett claimed that each element (the will, reliance, fairness, efficiency, and the bargain theories) of the contractual theories examined have flaws. Therefore, further examination necessitated the creation of the consent theory of contract. Barnett sought to create a theoretical mechanism that cohesively entailed coherent obligation. Thus, Barnett compared the five theories presented and examined to see if any of them would meet the coherent obligation standards. Barnett stated, "We assess the merits of a particular theory by its ability to solve the problems that gave rise to the need for a theory" (p. 269). The consent theory of contract met the need to understand individuals' contractual obligation directly in a legal sense.

For this reason, this dissertation did not use the consent theory of contract. Students' perceptions towards their parent's definition of academic success did not fit into the context of a legal obligation from either party nor was there a written contract between parents and students that necessitated legal interference dependent on performance or college acceptance. In this case, Barnett's (1986) theory did not address student perception and stress.

This dissertation's theoretical framework was the transactional theory of stress and coping, later termed the psychological stress and coping theory. Richard Lazarus initially framed

the theory in 1966, and further studies revealed the psychological stress and coping theory in 1987 when Lazarus and Folkman further explored the model of the transactional theory and defining key terms. Lazarus and Folkman also published a book together entitled *Stress, Appraisal, and Coping* in 1984. In the book, the authors explained the history and background of stress from a psychological perspective. A brief history of stress used Hinkle's (1977) comparison of "load" and "stress" (p. 2), where the external force was descriptive of load, and stress was the internal force created by elements of the external forces. But historically, Hans Selye had done much work using the term (stress) as early as 1936. Selye had a very narrow definition of stress "to mean an orchestrated set of bodily defenses against any form of noxious stimulus..., a reaction that he called the General Adaptation Syndrome" (Lazarus & Folkman, 1984, p. 2). Lazarus and Folkman pointed out that Selye's work had "obvious implications at the sociological and psychological levels of analysis" (p. 3) and noted that, they believed his work did not address the psychological levels of analysis well enough. Nonetheless, Lazarus and Folkman stated, "Selye's work and its spinoffs have played a dominant role in the recent expansion and interest of stress" (p. 3).

Lazarus and Folkman (1987) defined the theory by incorporating the metatheoretical topics of transaction and relationship, process, and emotion within a gradual rubric. In an in-depth study of the transactional aspect of the psychological stress and coping theory, Biggs et al. (2017) summarized Lazarus and Folkman's work by stating, "it is neither the individual nor the environment alone that produces stress but a complex transaction between the two" (p. 351). Thus, in explaining the transaction of educational stress and perceptions, the theory addresses two main pillars: appraisal and coping. Appraisal and coping allow one to measure daily stress by studying the empirical relationships among so-called antecedent, mediating, and

outcome variables that involve the inner processes of a person's stress level. Finally, the theory gives attention to the definition of stress by placing it within the rubric of emotion. Lazarus and Folkman proposed that a person studying stress should speak less about stress and more about emotion. Stress, which primarily affects negative relationships of personal and contextual nature, cognitive appraisals, and emotional responses, falls under the broader rubric of emotion, including how positive relationships help one respond to stress. Therefore, the metatheoretical approach to emotions consists of relationship or transaction, process, and a view of emotion as a system of variables that are both independent and part of the overarching stress process.

Lazarus and Folkman (1987) did not see transactions and relationships solely based on the person or the environment. Instead, relationships rely on two necessary subsystems, the person and the environment, and the combination of the two subsystems forms a new level of analyzing pertinent data. Person and environment are critical to understanding, as they act in conjunction rather than separately. A person's reaction to relationships is based on the person's characteristics and the environment's attributes. Therefore, the theory uses relationships and transactions interchangeably to understand that transaction focuses more on the interaction of the variables, while relationship emphasizes natural unity.

The process of stress and coping revealed how a student adapted according to the situation. Accordingly, anxiety and negative emotions point to an underlying process and how a person responds when attempting to change the stress circumstances (Lazarus & Folkman, 1987). Within the transactional theory of stress and coping, two cognitive appraisals (primary and secondary) occur. The appraisal process answers the question: What personal value does this challenge reward? The preliminary appraisal addresses the motivational relevance of the stress factors and whether a student thinks the motivational element helps them personally.

The primary appraisal also measures personal well-being against the stress of harm, threat, and challenge. All three of these terms (harm, threat, challenge) help to define whether distress can lead to personal gain or help one attain mastery. Therefore, the primary appraisal allows one to determine the value of the human relationship and the environmental implications as to whether the challenge meets a person's goals, providing motivation either to accomplish personal academic pursuits or to create further individual stress. Secondary appraisal supplements primary appraisal, because harm, threat, challenge, and benefit depend on whether one can control the expected outcomes.

Finally, once the student performs a primary and secondary appraisal, the variables affecting one another will determine how one begins to cope with harm, threat, or challenge to reach the desired goals. Lazarus and Folkman (1987) sought to inject coping into the emotional system in addressing a stressful challenge. Therefore, coping determines "whether anything can be done to alter the stressful relationship with the environment" (p. 148). Therefore, the act of coping begins to reveal how students dealt with the stress of their perceptions of success. The emotional focus of coping presents itself when the student agrees or disagrees with their parents' perceptions. As a result, the emotional focus will induce more stress, dependent on the perception of academic success. Likewise, coping either enhances problem-solving by a student resolving to have grit and determination when responding in fear of potential outcomes or "failing" according to their expected academic success results. Ultimately, coping well with a challenge would provide the assumption that the ultimate goal—acceptance to the college of choice—would be achieved.

Summary

This literature review summarized scholars' works concerning views and perceptions of academic success from administrators, teachers, parents, and students' perspectives. Intricately woven within the context of academic success were the topics of involvement, expectations, and race and gender roles in the examined literature. Additionally, works were examined concerning stress and coping in the educational worlds of students and their perceptions. Finally, the exploration of theory choice segued in determining the best process to correlate the data gathered. During the review, examination pointed out gaps concerning the absence of student perceptions (specifically juniors and seniors) in private, college-prep schools. Additionally, perceptions of parental views of academic success were noticeably missing throughout the research necessitating more data to be gathered concerning the student perceptions and the reality of stress and coping within the private school's high school context. The gaps in relevant studies revealed the need to study the perceptions of high-performing students in high-expectant high schools to show whether their perceptions of their parents' views created more stress in their educational environment.

III. METHODOLOGY

The purpose of this quantitative study was to measure student perception of parental expectations concerning educational success. The group studied was juniors and seniors in high school from private, college-prep institutions. The evaluation assessed the level of stress of juniors and seniors based on their perception of parental definitions of academic success.

Chapter III contains a description of the essential elements of the study's methodology. The study was non-experimental and quantitative, using a survey research approach (Edmonds & Kennedy, 2016). The study's sample was accessed in a non-probability fashion, utilizing a convenient, purposive approach. The study's research instrument was researcher-created, representing an adaptation from an existing, standardized instrument featuring many of the themes desired for use in the study.

Standard response rates for external surveying are 10% to 15% and 30% to 40% for internal surveying. A response rate of 50% or greater was sought at the outset of the study. Sample size estimates using a priori power analysis in G*Power provided foreseeable applicable ranges for the anticipated statistical procedures to be used to address the study's research questions and hypotheses.

Description of Methodology

At the outset of the study, the study conducted sample size projections using G*Power software (3.1.9.2, Universität Düsseldorf, Germany). Research questions one and two featured the use of the one-sample *t*-test. A sample size range of 12 (anticipated large effect $d = .80$) to 27 (anticipated medium effect $d = .50$) was determined to be sufficient to detect a statistically significant finding ($p \leq .05$). Research questions three and four featured the use of the

multiple linear regression statistical technique. A sample size range of 20 (anticipated large effect $f^2 = .35$) to 43 (anticipated medium effect $f^2 = .15$) was determined to be sufficient to detect a statistically significant finding ($p \leq .05$).

Research Context

Digital resources were used to gather the study data. Administrators within the Florida Council of Independent Schools organization received an initial letter of introduction. Administrators who agreed to allow their students to participate then filled out a digital form containing the name of their school and their email address. If the administrator agreed to allow their parents and students to consider the study, they then received an automated email through Formstack with a prewritten email to their parental constituents. The form email contained a digital link to give parental permission (by digital signature) for their child to participate. If the parent agreed to allow their child to participate, they provided their child's email. Formstack then sent a link to their child's email. The link led to a 14-question survey hosted through SurveyMonkey. Data were gathered over six weeks. At the end of six weeks, the survey was closed, and research evaluation began.

Once permissions were obtained, students took the fourteen-question survey. The survey began with specific elements that were chosen by the researcher. Survey items one through thirteen dealt with specific themes of a college prep environment. The specific subjects were homework, GPA, extra-curricular activities, grades, scores in the classroom, Scholastic Aptitude Test (SAT) and American College Test (ACT) scores, friends, college plans, course enrollment, elective coursework, devotion to the school, and student's level of motivation. The first thirteen survey items specifically provided data for research questions three and four.

Items thirteen and fourteen of the survey provided data on the overall scope of the research for questions one and two. Specifically, the items surveyed students' perceptions of whether they perceived that they, and their parents, agreed on the elements of academic success. Additionally, the last question of the survey spoke to student perceptions of parental definitions of academic success and whether that perception created stress in students' academic lives.

Participants

The study's sample was accessed in a non-probability sampling approach, utilizing a convenient, purposive technique (Fraenkel et al., 2019). Eighty-two juniors and seniors in high school were surveyed. Juniors and seniors in high school were generally thought to be actively preparing for college and seeking acceptance into the higher educational institution of their choice. The high schools of the sample were private and emphasized college-prep education. All of the high schools represented from the study were part of the Florida Council of Independent Schools. Nine private educational organizations allowed access to the parents of their juniors and seniors.

Instrument

To fulfill the scope of research data, the creation of a new research instrument ensured the scope and relevance of data holistically within the research sample. Although many instruments existed that asked similar questions to high school students, an instrument was needed that introduced and gathered data concerning a student's perception of their parent's views on their academic life. Thus, the instrument related to the daily tasks and elements of high schoolers' responsibilities, and their perceptions of their parent's roles in education.

Validity of Created Research Instrument

In the absence of an existing, construct appropriate standardized research instrument for the study, the researcher created the instrument. As such, instrument validation was addressed through a three-phase process (Boateng et al., 2018). The a priori phase of establishing the survey instrument's content validity was addressed through an exhaustive content analysis of the existing literature associated with the study's construct to establish the prominent themes associated with the study's topic. The prominent themes were then sorted into categories that then manifested as survey items. The second phase of the instrument validation process was characterized by piloting the study's subsequent research instrument: a 14-item Likert-type survey utilizing a 5-point scale (see Appendix A).

Reliability of Created Research Instrument

Cronbach's alpha statistical technique assessed the internal reliability of study participant response to the pilot survey administration. As a result, the internal reliability of study participant response to the pilot administration of the study's research instrument was considered very good at $\alpha = .85$. (George & Mallery, 2018). The third phase (posterior) of the research instrument was addressed once study data were collected using the Cronbach's alpha statistical technique. As a result, the internal reliability of study participant response to the final administration of the study's research instrument was considered good to very good at $\alpha = .83$ (George & Mallery, 2018).

Procedures

The study data were fully gathered via digital resources. An initial letter of introduction was sent to all Florida Council of Independent Schools administrators through the digital platform Formstack. Administrators agreed to allow their students to participate, then

completed a digital form containing the name of their school and their email address. Additionally, the researcher informed administrators that they would receive a copy of the dissertation results for allowing participation from their students and parents. Once the administrator agreed to allow their parents and students to consider the study, they received an automated email through Formstack with a prewritten email to their parental constituents. The form email contained a digital link to give parental permission by digital signature for their child to participate. If the parent agreed to allow their child to participate, they provided their child's email. Formstack then sent a link to their child's email. The link led to a 14-item survey hosted through SurveyMonkey. Data were gathered over six weeks. At the end of six weeks, the survey was closed, and research evaluation began.

The study participants completed the survey on average in less than three minutes. One hundred sixty-four parents permitted their children to participate in the survey, and 82 students completed the survey, representing a 50% participation rate of students taking the survey who had received parental permission. Students who had received permission received four emails of reminders, asking students to participate in the survey.

Data Analysis

Foundational analyses were conducted before the formal analysis of findings associated with the study's four research questions. Assessments of missing data/completion rate, internal reliability of study participant response to survey items on the research instrument, and demographic information were conducted using descriptive and inferential statistical techniques.

Preliminary Analysis

Preliminary analyses of a foundational nature were conducted using descriptive and inferential statistical techniques. Assessments of missing data, internal reliability, and initial item analysis represented the preliminary analyses conducted (discussed in chapter IV).

Research Question 1

1. To what degree does study participant perception of success at school fulfill parental expectation of success at school?

H_0 —There will be no statistically significant effect for study participant perception that success at school fulfills parental expectation of success at school.

Research question one utilized the descriptive statistical techniques of frequency counts, percentages, mean scores, and standard deviations. The one-sample t -test was used for statistical significance testing purposes. The Cohen's d statistical technique was used to assess the magnitude of study participant response effect and effect size of response associated with each of the first two research questions. Sawilowsky's (2009) conventions of interpretation were used in assigning qualitative descriptors to affect numerical size values.

Research Question 2

2. To what degree does study participant perception of parental expectations of success at school increase the level of stress in study participants?

H_0 —There will be no statistically significant effect for study participant perception that parental expectations of success at school increase the level of stress in study participants.

Research question two also utilized the descriptive statistical techniques of frequency counts, percentages, mean scores, and standard deviations. The one-sample t -test was used for

statistical significance testing purposes. The Cohen's d statistical technique was used to assess the magnitude of study participant response effect (effect size) of response associated with each of the first two research questions. Sawilowsky's (2009) conventions of interpretation were used in assigning qualitative descriptors to affect numerical size values.

Research Question 3

3. Considering the dimensions of academic success identified with the study's data, which dimension is perceived to be most associated with and predictive of parental expectation of study participant success at school?

H_0 —None of the identified dimensions of student academic success in the study's data will be statistically significantly associated with and predictive of study participant perceptions of parental expectation of study participant success at school.

Research question three was associative and predictive and featured multiple independent predictor variables in the predictive modeling process. The multiple linear regression (MLR) statistical technique assessed the predictive viability of respective independent variables represented in the predictive modeling process. Standardized β values (r) were interpreted for effect size purposes. ANOVA Table F values were how predictive model fitness was evaluated, with values of $p \leq .05$ being indicative of predictive model viability. All significant assumptions of MLR were addressed through either statistical means (independence of error, multicollinearity, influential outliers, and normality of residuals) or visual inspection (linearity and homoscedasticity). The analysis and interpretation of data and reporting of study findings used IBM's 27th version of the Statistical Package for the Social Sciences (SPSS).

Research Question 4

4. Which dimension of student academic success is perceived to be most associated with and predictive of parental expectation of success at school that increase study participant level of stress related to school?

H_0 —None of the identified dimensions of student academic success in the study's data will be statistically significantly associated with and predictive of study participant perceptions that parental expectation of success at school increase study participant level of stress related to school.

Research question four was associative and predictive, featuring multiple independent predictor variables in the predictive modeling process. The multiple linear regression (MLR) statistical technique assessed the predictive viability of respective independent variables represented in the predictive modeling process. Standardized β values (r) were interpreted for effect size purposes. ANOVA Table F values were how predictive model fitness was evaluated, with values of $p \leq .05$ being indicative of predictive model viability. All significant assumptions of MLR were addressed through either statistical means (independence of error, multicollinearity, influential outliers, and normality of residuals) or visual inspection (linearity and homoscedasticity). The analysis and interpretation of data and reporting of study findings used IBM's 27th version of the Statistical Package for the Social Sciences (SPSS).

Summary

Chapter III contained a description of the study's research design and essential elements of the methodology. The research instrument that was utilized in the study was researcher-created because of the absence of a pre-existing standardized instrument. The pilot study was validated, and the procedures confirmed that the researcher-created instrument was

applicable for study purposes. Therefore, the study's analysis procedures were outlined at the preliminary level, and four research questions, including the hypothesis of the study, were formally stated. Chapter IV contains a formal reporting of the data and findings that were revealed in the study.

IV. RESULTS

The purpose of this quantitative study was to measure student perception of parental expectations concerning educational success. The group studied was juniors and seniors in high school from private, college-prep institutions. The evaluation assessed the level of stress of juniors and seniors based on their perception of parental definitions of academic success.

Chapter IV contains a formal reporting of the findings achieved in the study. Results for analyses associated with the study's preliminary elements, and the four research questions, are reported. Descriptive, inferential, and predictive statistical techniques were used in the analytic process. Study data at the preliminary and research question level were analyzed and reported using the 27th version of IBM's Statistical Package for the Social Sciences (SPSS).

Methods of Data Collection

The study data were fully gathered via digital resources. Administrators of the Florida Council of Independent Schools received an initial letter of introduction through the digital platform Formstack. Administrators agreed to allow their students to participate, then each completed a digital form containing the name of their school and their email address. Additionally, the researcher informed administrators that they would receive a copy of the dissertation results following the completion of the study. Once the administrator agreed to allow their students, and their students' parents, to consider the study, they received a prewritten, automated email that was sent through Formstack to the parental constituents. The form email

contained a digital link to give parental permission (by digital signature) for their child to participate. If the parent agreed to allow their child to participate, they provided their child's email. Formstack then sent a link to their child's email. The link led to a 14-question survey hosted through SurveyMonkey. Data were gathered over six weeks. At the end of six weeks, the survey was closed, and research evaluation began.

Preliminary Findings

Preliminary analyses of a foundational nature were conducted using descriptive and inferential statistical techniques. Assessments of missing data, internal reliability and initial item analysis represented the preliminary analyses conducted.

Missing Data

Study participants responded to all items on the research instrument at a level of 100%. The completion rate achieved in the study far exceeds the customary rate for surveying, which includes up to 14 items (Survicate.com, 2020).

Internal Reliability

The internal reliability of study participant response to survey items on the research instrument was addressed using the Cronbach's alpha (α) statistical technique. The finding for internal reliability of study participant response to all 14 items on the research instrument was considered good (Field, 2018; George & Mallery, 2018).

Table 1 contains a summary of findings for the evaluation of internal reliability of study participant response to all items on the research instrument.

Table 1

Internal Reliability: All Survey Items

Internal Reliability	No. of Items	α	Lower Bound	Upper Bound
Elements of School Success	14	0.83	0.79	0.88

Note. The lower and upper bounds of Cronbach's α were calculated using a 95% confidence interval.

Initial Findings by Survey Item

Descriptive statistical techniques were used to analyze and report initial findings by survey item on the research instrument for illustrative and comparative purposes. Table 2 contains a summary of the initial descriptive statistical analyses of survey items on the study's research instrument.

Table 2

Initial Descriptive Statistical Analyses for Survey Items on the Research Instrument

School Success Element	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skewness	Kurtosis
Devotion to Homework	3.74	1.13	82	0.12	1.00	5.00	-0.57	-0.71
GPA	4.40	0.86	82	0.09	1.00	5.00	-1.70	2.98
Extra-Curricular Activity	4.33	0.88	82	0.10	2.00	5.00	-1.13	0.37
School Grades	4.09	0.95	82	0.10	1.00	5.00	-0.88	0.29
Standardized Tests	3.46	1.09	82	0.12	1.00	5.00	-0.31	-0.90
Classroom Tests	3.82	1.01	82	0.11	1.00	5.00	-0.79	0.16
Friendships	4.30	0.78	82	0.09	2.00	5.00	-0.90	0.19
Post-Graduation Plans	4.23	0.93	82	0.10	2.00	5.00	-0.93	-0.23
Course Selection	4.46	0.77	82	0.09	2.00	5.00	-1.33	1.04
Course Electives	4.41	0.74	82	0.08	2.00	5.00	-1.01	0.24
School/Leisure Balance	3.71	1.13	82	0.12	2.00	5.00	-0.67	-0.42
Motivation	3.77	1.13	82	0.12	2.00	5.00	-0.49	-0.94

Data Analysis by Research Question

Four research questions with accompanying hypotheses were stated and used to address the problem statement of the study. The threshold level for statistical significance of finding was established at $p \leq .05$. Magnitudes of effect were interpreted using the conventions proposed by Sawilowsky (2009). The findings for the study's four research question are reported as follows.

Research Question 1

To what degree does study participant perception of success at school fulfill parental expectation of success at school?

Hypothesis

H₀₁—There will be no statistically significant effect for study participant perception that success at school fulfills parental expectation of success at school.

In light of the statistically significant finding in study participant response to research question one, the null hypothesis (*H_{0 1}*) was rejected.

Analysis

A one-sample *t* test was used to assess the statistical significance of study participant mean score response of 4.20 (*SD* = 0.84) to the notion that the study participant's perception of success at school fulfills parental expectation of success at school. The result of the two-tailed, one-sample *t* test was statistically significant ($t_{(81)} = 12.91, p < .001$). The magnitude of effect for study participant response to research question one was considered very large ($d = 1.43$).

Findings

Table 3 contains a summary of findings for research question one.

Table 3

Summary of Finding: One-Sample t test

Item	<i>M</i>	<i>SD</i>	μ	<i>t</i>	<i>p</i>	<i>d</i>
Success as Acceptable to Parents	4.20	0.84	3	12.91	< .001	1.43

Note. Degrees of Freedom for the *t* statistic = 81. *d* represents Cohen's *d*.

Research Question 2

To what degree does study participant perception of parental expectations of success at school increase stress levels in study participants?

Hypothesis

H₀2—There will be no statistically significant effect for study participant perception that parental expectations of success at school increase level of stress in study participants.

In light of the statistically significant finding in study participant response to research question two, the null hypothesis (H₀ 2) was rejected.

Analysis

A one-sample *t* test was used to assess the statistical significance of study participant mean score response of 3.35 (*SD* = 1.31) to the notion that study participant perception of parental expectation of success at school increases the stress level of study participants. The result of the two-tailed, one-sample *t* test was statistically significant ($t_{(81)} = 2.45, p = .02$). The magnitude of effect for study participant response to research question one was considered small ($d = .27$).

Findings

Table 4 contains a summary of findings for research question two.

Table 4

Summary of Finding: One Sample t test

Item	<i>M</i>	<i>SD</i>	μ	<i>t</i>	<i>p</i>	<i>d</i>
Stress Increase: Parent Expectations	3.35	1.31	3	2.45	.02	0.27

Note. Degrees of Freedom for the *t* statistic = 81. *d* represents Cohen's *d*.

Research Question 3

Considering the dimensions of academic success identified with the study's data, which dimension is perceived to be most associated with and predictive of parental expectation of study participant success at school?

Hypothesis

H₀₃—None of the identified dimensions of student academic success in the study's data will be statistically significantly associated with and predictive of study participant perceptions of parental expectation of study participant success at school.

In light of the statistically significant findings for three of the predictive model's independent variables (elements of school success) in research question three, the null hypothesis ($H_0 3$) was rejected.

Analysis

The multiple linear regression statistical technique was used to assess the degree to which the identified elements of academic success predicted study participant perceptions of parental expectations of success at school. The predictive model was viable and statistically significant ($F_{(7,74)} = 14.19, p < .001, R^2 = 0.57$), indicating that approximately 57% of the variance in the dependent variable of parental expectation of study participant success at school is explainable by the model's independent variables. The most robust predictor of study participant perceptions of parental expectations of success at school was the school success element of Devotion to Homework ($B = 0.27, t_{(74)} = 4.17, p < .001$). The elements of GPA and school grades also represented statistically significant predictors of study participant perceptions of parental expectations of success at school.

The assumption of independence of error (autocorrelation) was satisfied by the Durbin - Watson value of 1.85, falling within the acceptable range of 1.0 – 3.0 (Durbin & Watson, 1971). The assumption of normality of residual distribution was satisfied as to the skew and kurtosis values did not exceed ranges noted by George and Mallery (2018). The skew value in the

analysis of 0.11 was well below the thresholds of -2.0/+2.0, and the kurtosis value in the analysis of 1.80 was well below the thresholds of -7.0/+7.0.

The assumption of multicollinearity was satisfied as all tolerance values were well beyond the threshold violation value of .10 (Field, 2018). Predictive tolerance values ranged from 0.45 to 0.76. The assumption of no significant, influential outliers was satisfied as no value in the data array reached or exceeded 1.0 (Cook, 1977). Cooks distances values ranged from 0.00 to 0.49 ($M = 0.02$).

The assumptions of linearity and homoscedasticity were satisfied through visual inspection of respective scatter plots.

Findings

Table 5 contains a summary of finding for the predictive model used to address research question three.

Table 5

Predicting parental expectation of study participant success at school by elements of academic success

Elements of School Success	<i>B</i>	<i>SE</i>	95% CI	β	<i>t</i>	<i>p</i>
(Intercept)	0.19	0.55	[-0.91, 1.30]	0.00	0.35	.729
Devotion to Homework	0.27	0.06	[0.14, 0.40]	0.36	4.17	< .001
GPA	0.21	0.10	[0.01, 0.40]	0.21	2.05	.044
Standardized Tests	-0.00	0.07	[-0.13, 0.13]	-0.00	-0.01	.990
School Grades	0.24	0.10	[0.04, 0.44]	0.27	2.37	.020
Courses Enrolled In	0.19	0.11	[-0.03, 0.41]	0.17	1.71	.092
Classroom Assessments	0.03	0.08	[-0.13, 0.20]	0.04	0.42	.673
Course Elective Selection	0.03	0.11	[-0.19, 0.26]	0.03	0.29	.772

Research Question 4

Which dimension of student academic success is perceived to be most associated with and predictive of parental expectation of success at school that increase study participant level of stress related to school?

Hypothesis

H₀₄—None of the identified dimensions of student academic success in the study's data will be statistically significantly associated with and predictive of study participant perceptions that parental expectation of success at school increase study participant level of stress related to school.

In light of the statistically significant findings for one of the predictive model's independent variables (elements of school success) in research question four, the null hypothesis (H₀₄) was rejected.

Analysis

The multiple linear regression statistical technique was used to assess the degree to which the identified elements of academic success predicted study participant perceptions of parental expectations of success at school as increasing study participant level of stress related to school. The predictive model was viable and statistically significant ($F_{(7,74)} = 2.35, p = .03, R^2 = 0.18$), indicating that approximately 18% of the variance in the dependent variable of parental expectation of study participant success at school as increasing study participant stress levels is explainable by the model's independent variables. The most robust and only statistically significant predictor of study participant perceptions of parental expectations of success at school as increasing study participant stress levels was the school success element of Courses Enrolled In ($B = 0.55, t_{(74)} = 2.33, p = .02$).

The assumption of independence of error (autocorrelation) was satisfied by virtue of the Durbin -Watson value of 2.27, falling within the acceptable range of 1.0 – 3.0 (Durbin & Watson, 1971). The assumption of normality of residual distribution was satisfied as to the skew and kurtosis values did not exceed ranges noted by George and Mallery (2018). The skew value in the analysis of -0.26 was well below the thresholds of -2.0/+2.0, and the kurtosis value in the analysis of -0.95 was well below the thresholds of -7.0/+7.0.

The assumption of multicollinearity was satisfied as all tolerance values were well beyond the threshold violation value of .10 (Field, 2018). Predictive tolerance values ranged from 0.45 to 0.76. The assumption of no significant, influential outliers was satisfied as no value in the data array reached or exceeded 1.0 (Cook, 1977). Cooks distances values ranged from 0.00 to 0.10 ($M = 0.01$).

The assumptions of linearity and homoscedasticity were satisfied through visual inspection of respective scatter plots.

Findings

Table 6 contains a summary of finding for the predictive model used to address research question four.

Table 6

Predicting parental expectation of study participant success at school by elements of academic success as increasing stress levels in study participants

Variable	<i>B</i>	<i>SE</i>	95% CI	β	<i>t</i>	<i>p</i>
(Intercept)	3.55	1.20	[1.16, 5.94]	0.00	2.96	.004
Devotion to Homework	-0.11	0.14	[-0.39, 0.17]	-0.10	-0.79	.434
GPA	-0.37	0.22	[-0.80, 0.06]	-0.24	-1.70	.094
School Grades	0.08	0.22	[-0.35, 0.52]	0.06	0.39	.699
Standardized Tests	-0.10	0.15	[-0.39, 0.19]	-0.08	-0.68	.500
Classroom Tests	-0.00	0.18	[-0.36, 0.35]	-0.00	-0.01	.989
Courses Enrolled In	0.55	0.24	[0.08, 1.03]	0.33	2.33	.022

Course Elective Selection	-0.14	0.25	[-0.63, 0.35]	-0.08	-0.58	.564
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Summary

Chapter IV contained the formal reporting of finding at the preliminary analysis level, including the four research questions posed. The completion rate achieved in response to all items on the study’s research instrument was 100%. A noteworthy level of internal reliability was achieved for data produced by the study’s research instrument. Statistically significant findings were achieved in the first two research questions pertaining to study participant perceptions of fulfilling parental expectations for school success and perceptions of parental expectations of success at school as increasing stress levels in study participants. Study participant perceptions of devotion to homework as being acceptable to parents represented the most robust predictor of parental expectation of study participant success at school. The school success element of course enrollment represented the most robust predictor of parental expectations of success at school that increased study participant stress related to school. Chapter V contains a thorough discussion of the findings achieved and reported in Chapter IV.

V. DISCUSSION

The purpose of this quantitative study was to measure student perception of parental expectations concerning educational success. The group studied was juniors and seniors in high school from private, college-prep institutions. The evaluation assessed the level of stress of juniors and seniors based on their perception of parental definitions of academic success.

This study revealed that the original null hypotheses were rejected. The results of the research showed pertinent data concerning student perception of success at school aligning with parental expectations of success at school; validated student stress based upon participants' perception of parental expectations of success at school; identified the dimensions of homework, GPA, and school grades as predictive parental expectations of success at school; and highlighted student levels of stress increased in the dimension of course enrollment based upon the academic success perceptions of predictive parental expectations of success at school. Therefore, chapter five contains a review of the findings from chapter four and the study's methodology; lists results by research questions, concluding with study limitations, implications for professional practice, and recommendations for future practice.

Review of Methodology

The study conducted sample size projections using G*Power software (3.1.9.2, Universität Düsseldorf, Germany). Research questions one and two featured the use of the one-sample *t* test. A sample size range of 12 (anticipated large effect $d = .80$) to 27 (anticipated

medium effect $d = .50$) was determined to be sufficient to detect a statistically significant finding ($p \leq .05$). Research questions three and four featured the use of the multiple linear regression statistical technique. A sample size range of 20 (anticipated large effect $f^2 = .35$) to 43 (anticipated medium effect $f^2 = .15$) was determined to be sufficient to detect a statistically significant finding ($p \leq .05$).

The study data were gathered via digital resources. Florida Council of Independent Schools administrators received an initial letter of introduction through the digital platform Formstack. Administrators agreed to allow their students to participate then filled out a digital form containing the name of their school and their email address. Additionally, the researcher informed administrators that they would receive a copy of the research results for allowing participation. Once the administrator agreed to allow their parents and students to consider the study, they received an automated email through Formstack with a prewritten email to their parental constituents. The form email contained a digital link to give parental permission (by digital signature) for their child to participate. If the parent agreed to allow their child to participate, they provided their child's email. Formstack then sent a link to their child's email, which led to a 14-question survey hosted through SurveyMonkey. Data gathering took place over six weeks. At the end of six weeks, the survey was closed, and research evaluation began.

Summary of Results

The robust response of students allowed for sufficient evaluation of the data. Therefore, three primary factors reinforced the credibility and reliability of the study. These factors were the completion rate of the respondents, the reliability of the piloted survey created by the researcher, and the normality of data obtained in descriptive analyses associated with the descriptive findings.

First, study participants responded to all items on the research instrument at a level of 100%, which presented a completely intact data set. The completion rate achieved in the study far exceeds the standard rate for surveying that includes up to 14 items (Survicate.com, 2020). This rare factor allowed for the thorough and complete gathering of data from each participant, leading to the study's credibility, in that no missing data existed from the respondents. The data results ultimately laid out a completed set of findings, creating a solid basis for the internal reliability of the results from participants' answers.

Second, in light of the fact that no previous survey existed to gather the desired data, the researcher created a piloted survey. To fulfill the scope of research data, creating a new research instrument ensured the scope and relevance of data holistically within the research sample. During the researcher's preliminary study, many instruments were identified that asked similar questions to high school students, but an instrument was needed that introduced and gathered data related to a student's perception of their parents' views on their academic life. Thus, the researcher created an instrument related to the tasks and elements of high schoolers' daily responsibilities and their perceptions of their parent's roles in education. Therefore, instrument validation was addressed through a three-phase process (Boateng et al., 2018). The a priori phase of establishing the survey instrument's content validity was addressed through an exhaustive content analysis of the existing literature associated with the study's construct to establish the prominent themes associated with the study's topic. The prominent themes were sorted into categories that then manifested as survey items. Thus, the second and final phase of the instrument validation process was characterized by piloting the study's research instrument: a 14-item Likert-type survey (see Appendix A). The survey achieved a good to very good level of reliability, which ensured the trustworthiness of the findings. The validation of the researcher's

piloted survey signaled usefulness in addressing the construct of the study. The reliability of the data gathered from the survey was critical to assessing participants' responses.

Third, the descriptive findings by survey items showed relative normality among the data arrays of the study. Assumption testing for the use of all statistical techniques were addressed and satisfied. The relative normality added to the credibility of the study when the data were gathered. These factors were critical, because the relative normality of all the educational success elements provided the rationale for using inferential statistical procedures, satisfying the assumption of normality in all the survey elements. The factors were further enhanced by the distribution of arrays using the one-sample t test, adding to the credibility and reliability of the data.

Discussion by Research Question

Four research questions, with accompanying hypotheses, were stated and used to address the problem statement of the study. This section will summarize the findings and results of each research question. Also included is the report of the significance and implications of the research.

Research Question 1

To what degree does study participant perception of success at school fulfill parental expectation of success at school?

A one-sample t test was used to assess the statistical significance of study participant mean score to the notion that the study participants' perception of success at school fulfills parental expectations of school success. The result of the two-tailed, one-sample t test was statistically significant, and the magnitude of effect for study participant response to research question one was considered very large. Considering the statistically significant findings in study participant response to research question one, the null hypothesis was rejected.

A high level of congruence between student perceptions and parent perceptions of school success expectations was manifested in research question one. The results appeared to mirror F.L. Johnson's (1998) survey of students, teachers, and administrators, highlighting the impact of student perceptions of parental expectations, even though the students were elementary school aged. Although qualitative, Ahmad's (2011) research concluded that student perceptions of parental expectations did play a significant role in the psychological effects of students. Conversely, the research question did reveal new insight into the perceptions of juniors and seniors in high school and how they perceived their parents' views of educational success.

One could interpret this finding as establishing a significant role in the educational process for both parents and students, specifically if congruence exists in understanding educational success. Further, the information helps education professionals in the private education field to understand what levels of agreement generally exist for juniors and seniors. The fact that students agreed with their parents' perceptions of educational success revealed significant insight that juniors and seniors in private, college-preparatory environments understood the expectations placed upon them by their perceptions of parental views of educational success. Even though parents did not participate in a survey, the significance of research question one for student perceptions led to the implication that students in college-preparatory settings seemed to understand their parents' expectations. Familial congruence was exhibited for upper-level students endeavoring to gain enrollment into the college of their choice.

Research Question 2

To what degree does study participant perception of parental expectations of success at school increase stress levels in study participants?

A one-sample t test was used to assess the statistical significance of study participant mean score response to the notion that study participant perception of parental expectation of success at school increases the stress level of study participants. The result of the two-tailed, one-sample t test was statistically significant, and the magnitude of effect for study participant response to research question two was considered small. Considering the statistically significant findings in study participant response to research question one, the null hypothesis was rejected.

Even though the magnitude of the effect was considered small, the finding appeared to validate that stress did exist based upon students' perceptions of parental expectations. Student stress due to perceptions of parental expectations corroborated with the presence of stress in every study reviewed, although the stressors would be from different factors within the educational experience. It is important to note, again, that studies on student stress have been conducted for decades. Therefore, student stress should not be minimized within the data set, but one should have in mind the goal of providing viable opportunities for alleviating the prevalence of stress. Ultimately, one can interpret that further discussion is needed concerning perceptions and how those perceptions manifest themselves in the students' lives during the educational experience, presenting educational goals, manifesting the stress accompanying them. The dimensions of academic success as stressors matter to navigating the stress of juniors and seniors.

Research Question 3

Considering the dimensions of academic success identified with the study's data, which dimension is perceived to be most associated with and predictive of parental expectation of study participant success at school?

The multiple linear regression statistical technique was used to assess the degree to which the identified elements of academic success predicted study participant perceptions of parental expectations of success at school. The results were viable and statistically significant, indicating that approximately 57% of the variance in the dependent variable of parental expectation of study participant success at school is explainable by the model's independent variables. The most robust predictor of study participant perceptions of parental expectations of success at school was the school success element of “Devotion to Homework”. The elements of GPA and school grades also represented statistically significant predictors of study participant perceptions of parental expectations of success at school. Thus, in light of the statistically significant findings for three of the predictive model's independent variables (elements of school success) in research question three, the null hypothesis was rejected.

Study participants' perceptions revealed that “Devotion to Homework” was the most significant predictor of school success from parental expectations. Further, because of the significant separation from other school success elements, the interpretation of the findings appeared to be novel in professional literature as to students' perception and how they think their parents view their academic performance. Gopalsingh (2010) surveyed perceptions of student successes from the viewpoint of teachers, revealing that teachers desired more cognitive thought in the academic subject of science, but there was no discussion of the course of actions concerning homework. Patton (2019) and Herrell (2011) both addressed the subject of “learning at home” in their research. Herrell’s research was more beneficial, as it was quantitative, exploring the perceptions of teachers and parents, but the research did not indicate student perceptions of homework. Thus, it appears that from a student's perception, the time they devote

to homework is a substantial factor when understanding expectations of educational success from the viewpoint of their parents.

GPA and school grades were also statistically significant. Both of these success elements appeared to validate what is evident in the professional literature. In Aagard's (2010) research, GPA was used within the definition of student success, further solidifying the idea that one's grades validate academic success. Aagard further utilized the quantitative method to compare perceptions of student's mindsets for college preparation, specifically surveying students about their grade point averages. Hopson and Weldon (2013) strongly associated parental expectations with their child's grades when studying student success. Jenkins (2019) also studied first-year high school students and the importance of perceived stress, evaluating student progress of course grades mid-year. Both elements validate the students' perceptions concerning their success in school and the associated factors of achievement through GPA and school grades.

It appears plausible to interpret the findings to reflect the students' perception as valid when assessing the correlation of success to homework, GPA, and school grades. These findings allow academic professionals to understand students' choices concerning the three perceived elements of school success and evaluate the importance of the three elements in the educational processes for both students and parents. Thus, it would appear plausible that students' perceptions of parental expectations could guide school leadership in the importance of all three statistically significant elements.

Research Question 4

Which dimension of student academic success is perceived to be most associated with and predictive of parental expectation of success at school that increase study participant level of stress related to school?

The multiple linear regression statistical technique was used to assess the degree to which the identified elements of academic success predicted study participant perceptions of parental expectations of success at school as increasing study participant level of stress related to school. The predictive model was viable and statistically significant, indicating that approximately 18% of the variance in the dependent variable of parental expectation of study participant success at school as increasing study participant stress levels is explainable by the model's independent variables. The most robust and only statistically significant predictor of study participant perceptions of parental expectations of success at school as increasing study participant stress levels was the school success element of "courses enrolled in." In light of the statistically significant findings for one of the predictive model's independent variables (elements of school success) in research question four, the null hypothesis was rejected.

Alvarez (1993) and Morales (2014) studied perceptions of stress and coping concerning classes in which students were enrolled. However, both studies focused on stress and perceptions of coursework that were dependent on gender differences. Thus, in that this study did not separate students' perceptions between genders, the information appears to be novel to professional research. Further, students selected the "courses enrolled in" variable, which was enrolled in private, college-prep high schools, which does not appear to be studied in previous literature.

Based on the responses to the survey and statistical significance, one could interpret that "courses enrolled in" are stressors in the life of a junior or senior in a private, college-prep high school. Further, since the responses of those surveyed were based upon perceptions associated with expectations of school success, interpretation could potentially lead one to examine the importance of course enrollment from both parents and students and the ensuing stress and coping that will be needed when fulfilling educational expectations.

Study Limitations

Although the study results contained significant findings concerning student perceptions of parent expectations concerning school success, certain limitations could have impacted a more robust data set and solidification of research findings. First, findings were limited to private, college-preparatory schools in Florida. One should seek to avoid generalizations when using the results because of the narrow field of schools, which also excluded public and charter schools. The findings may not provide sufficient information in school systems that are not specifically geared toward the graduates entering college after high school. Therefore, caution should be exercised in using the presented findings as a basis for good congruence with the non-private school sector.

Second, within the last year, the COVID-19 pandemic revealed a significant hindrance to the educational system in Florida. COVID-19 protocol, adjustments for teachers, decisions whether to offer hybrid or online education, parental oversight for children utilizing online education, and countless other factors, imposed unprecedented difficulties within the typical, expected academic environments. Roadblocks that were not usually present in the school calendar became normalized with the absence of in-person learning. Students learning from home with little to no communication with their friends and teachers prompted unforeseen

stressors within the academic day for both learner and faculty. Teachers adjusted to a new normal for online and hybrid education. If teaching online, a teacher would face the challenges of active engagement from digital natives instead of the advantages of face-to-face instruction. If hybrid education were incorporated, the teacher would have to face the challenges of teaching online and in-person while attempting to keep their in-person teaching environment sanitized and safe for themselves and their learners. Finally, administrators faced a unique time overseeing the education of their constituents' children within a private school environment, while ensuring the best possible educational opportunities for their partnership with parents. These factors highlighted the difficulty of conducting a voluntary survey within the school family environment amidst the personal and professional walls looming in their schools every day. The unique struggle of the pandemic hindered complete data collection.

Third, this study relied on the perceptions of students and not their parents. The results would have been more robust if the perceptions of parents were also surveyed. If parents were surveyed, a comparative survey would have provided a more rounded picture of pressures and perceptions from both parents and students. Ultimately, the results of the study are resting on the perceptions of only one group represented.

Implications for Future Practice

The realities of student and parent agreement of educational success, stress existing from perceptions of educational success, understanding the critical influences of homework, GPA, and course grade variables, and the stressor of course selection, all present implications for future practice in the educational field. Introducing these findings to practitioners in private, college-prep institutions may potentially provide excellent potential to improve educators' understanding of stressors present and relevant indicators within the school's context.

For practitioners, the study's findings from research question one would appear to support the notion that students agree on a perceptive level with their parents concerning the end goal of private, college-prep education. The significance of this finding could help administrators, academic advisors, and college counselors understand that, in general, a minimal debate exists as to whether students and parents share congruence when starting the process of academic success—instead, an unspoken agreement exists. Even though this element may seem insignificant, it may be a fair assumption that families will have the same goals from the perspective of students and parents in the variables needed to accomplish their academic goals. Ultimately, this finding provides the private, college-prep institution with the knowledge that the school and partnering families are working towards the same goal of educational success. Defining educational success may manifest differently per family and possibly school, but the initial motive will be to agree that the student's goal is acceptance into a college or university of their choice.

The implications of research question three provide educators statistically significant data from student perceptions of parental mindsets of educational success in three areas. Devotion to Homework was the most significant predictor of success at school from the student's perceptions. Although the finding would appear to be surprising, devotion to homework can play a significant role in the educator's understanding of perceived academic success. Professionally, educators can successfully evaluate the quality and quantity of homework. Directors and administrators who provide oversight of faculty can encourage, and provide reliable data, that students see their academic homework as key to their academic success. Homework assignments can be created and cultivated with this knowledge in mind to provide the best out-of-class academic exercises possible.

Additionally, the implications of homework load may reveal significant impact when considering the potential correlation of question four's results as it pertains to the courses in which a student is enrolled. Course selection, the most significant predictor of stress, will also play a role in homework load, when considering honors, dual credit, and advanced placement courses. These two variables merit discussion with students, parents, and educators to explore the congruence of the amount of work placed on a child and the stress of course enrollment. Additionally, devotion to homework could potentially correlate to student time management issues and course selection when considering academic success.

Educators may find the variables of GPA and School Grades as normative predictive elements of student perception of academic success. Additionally, the statistical significance reveals that both variables play a substantial role in the student's mind in a college-prep environment. The relevant statistical implications of GPA and school grades allow educators to continue enhancing and providing a challenging educational curriculum to their partnering families. Educators also would be wise to consider that fully qualified faculty are essential to creating robust teaching materials, fostering critical thinking, and enhancing the educational experience for maximum application through assessments and homework.

Additionally, the researcher's experience in disciplinary guidance and assessing consequences of high schoolers encourages discussing whether grade reduction for a child's actions is merited within the educational environment. If policy calls for a grade reduction for a student's decisions, the reduction may cause anxiety for the students and the parents. A grade reduction may help resolve a behavior but may ultimately cause more stress to a family when grades are a critical factor in academic success. Grade reductions at any grade level for behavioral actions may be seen as "unrecoverable" from the eyes of parents and students.

Conversely, the non-statistically significant finding of Standardized Tests ($t = -0.01$) were surprising based upon the researcher's experience with high school students in a private school setting. The researcher has interacted with parents who prioritize the SAT and ACT tests, yet student respondents placed minimal credibility to the element of academic success based upon their standardized test scores. With the changing climate of SAT and ACT score impact on college acceptance, this variable may prove helpful to college counselors to understand that students do not perceive the tests as crucial to their academic success.

While the agreement of academic success is present, student stress is also present based upon perceptions of parental expectations. Student stress was presented as statistically significant in research question two, while course enrollment was the only significant variable leading to student stress presented in research question four. The variable of course enrollment exceeded all other aspects of school success and led to the most significant amount of stress to the respondents. The implications of course selection and enrollment are significant factors that influence a student's stress levels. The significance of this point cannot be understated, as student stress must be addressed and understood within all aspects of the educational organization, especially from those providing educational oversight while nurturing the emotional and mental well-being of students.

Recommendations for Future Research

Several areas of possible research have emerged from the current investigation and appear to be viable topics for ongoing study. Possible ongoing research topics include researching a non-COVID environment, congruence between parent and student perceptions, students' satisfaction of course enrollment. This could also include the possible congruence of

freshman and sophomores compared to the current study, parent and teachers' perceptions of homework, and course selection based on the perception of workload.

Conduct Research in Non-COVID Environment

The students represented in this study were all dealing with the reality of a worldwide pandemic. The stressors and factors of hybrid learning were unequivocally outliers to student success and application to academic goals. Academic environments were not just uniquely challenged but tested in areas that were foreign to the educational landscape. Data gathered in a relatively normal educational atmosphere would enhance the significance of the further study and possibly reveal variables present if the COVID-19 pandemic was not a factor. Therefore, this study in a non-COVID environment appears to be warranted.

Congruence of Parent and Student Perceptions

Student perceptions were the primary focus of data gathering in this study. Data sets were evaluated from the students, but parents were not surveyed to explore the congruence of mindsets and stress in the academic environment. Further study is warranted to survey both parents and students, replicating and qualitatively exploring the roles of stress in the lives of families in private, college-prep institutions through conversations with families concerning academic success and perceptual standpoints. Parents taking the survey created by the researcher would reveal the correlations of perceptions of both groups, enhancing the educational experience as schools adjust to the knowledge acquired through further research.

Satisfaction of Course Enrollment

Since Courses Enrolled In was statistically significant when pertaining to increasing student stress levels, further study is warranted to create a grid of satisfaction of courses enrolled independently on parents' and students' views. Parsing out the level of satisfaction of course

enrollment may give further insight into the potential stressors that students and parents experience in the course selection process. The results of stress from courses in which students are enrolled warrants further exploration in professional research.

Survey Freshman and Sophomores in the Same Educational Environment

This study was limited to juniors and seniors in private, college-prep high schools. Continued research appears to be warranted by surveying freshman and sophomores in the same environment. Data gathering would enhance the ability to explore possible consistencies in the survey areas, and possibly to point out areas that are more distinctive to grade classification. Data may allow educators to explore the change in perceptions through the academic experience, revealing stressors from younger students that may not be present with the juniors and seniors in the same environment.

Helping Students Identify and Cope with Stress

It has been helpful to identify that emotional stress may occur in high school students concerned about academic success, but the research should not stop here. The next step should be to research effective coping skills and then provide helpful strategies to these students as they learn to deal with stress on various levels. Data gathered from students, parents, and educational and psychological professionals concerning effective coping skills would be invaluable to educational and psychological communities. This data would also allow private high school professionals to evaluate a more holistic approach to students' well-being; not only emphasizing the academic nature of the college-prep endeavor, but also considering the mental, emotional, physical, and spiritual aspects that accompany this important journey.

Parent and Teacher Perception of Homework

Since homework was the most significant predictor of the perception of success, further study is warranted concerning whether homework is seen as that significant from the perceptions of parents and teachers. Additionally, within the study, research may be helpful to determine whether homework is rigorous and meaningful enough to validate the level of perceived academic success from both parents and teachers as the students perceive it. These data could significantly enhance professional development and understanding within the context of homework assignments.

Course Selection Based on Perception of Workload

Courses Enrolled In was statistically significant concerning student stress. Therefore, data appears to warrant further study on whether course selection, and the stress related to course selection, create more anxiety based upon the notion that the courses that are perceived as more demanding produce more homework. This factor includes both homework and course selection, allowing research to reveal further, or confirm the correlation of anxiety present, when selecting courses and perceptions of the amount of homework done because of the type of course selected. Additionally, research may be warranted to explore the differences in stress levels between regular, honors, and advanced placement courses and the inherent potential stressors associated with each level of course.

Conclusion

The educational process for the private high school student seems to have evolved into an academic machine that presses young people into a competitive culture that demands full attention and very few mistakes. These demands appear to be placed on students earlier in their academic journey, providing a platform for the stress that can be related to high academic goals.

These demands are especially present in the private, college-prep sector. Understanding the pressures of students, and their perceptions of academic success, involves exploring the whole student, attempting to maximize their potential while minimizing the stress of such high academic goals.

Unfortunately, many students face the pressures of their academic lives while navigating friendships, organizational challenges, parental expectations, and personal feelings about their own goals. These factors and perceptions encourage the partnerships necessary from educational institutions to help parents navigate their child's teenage years with great care and concern while desiring them to succeed to their greatest ability during high school. Understanding the perceptions of academic success, and the stress brought on by those perceptions, are necessary factors in guiding and mentoring young people through academia.

The researcher selected this study topic based on countless relationships with high school students who bore consistent academic stress, including the researcher's desire to know whether these stressors were enhanced through the familial relationship and perceived expectations. The results illustrate the presence of stress and will also give countless opportunities to partner with parents concerning the topics of educational success, stressful factors in the academic journey, and helping families reach their end goal of college acceptance with the least amount of stress possible. A greater understanding of student stress and parental influences may perhaps increase significant opportunities to help families navigate this incredible moment in their child's life, enjoying the moments of educational success together.

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Appendix A

Dissertation Survey

1. The time I devote to homework each day meets my parent's expectations.
5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree
2. My GPA is acceptable to my parents.
5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree
3. The type of extra-curricular activity I engage in is acceptable to my parents.
5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree
4. The grades I achieve at school meet my parent's expectations.
5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree
5. My scores on classroom tests are satisfactory to my parents.
5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree
6. My scores on Standardized Achievement Assessments such as SAT & ACT are acceptable to my parents.
5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree
7. My parents approve of the friendships I engage in at school.
5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree
8. My plans after graduation meet the expectations my parents have regarding my future after high school.
5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree
9. The courses I enroll in at school meet with my parent's approval.
5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree
10. My choice of elective coursework in my school curriculum meets my parent's approval.

5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree

11. The balance between my devotion of time to school-related activity and recreation or work is acceptable to my parents.

5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree

12. My level of motivation to achieve academic success meets with my parent's expectations.

5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree

13. Overall, my perception of success at school fulfills my parent's expectation of success at school.

5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree

14. Overall, my parent's perception of my success at school increases my level of stress for school.

5- Strongly Agree 4- Agree 3- Uncertain 2- Disagree 1- Strongly Disagree

