**Improving Student Attitudes Towards School Via the Implementation of Leadership**

**Binders**


**By Samantha Berlin**


**Submitted in Partial Fulfillment of the Requirements for the**

**Degree of Master of Education**


**June 2019**


**Graduate Programs in Education**

**Goucher College**

Table of Contents

# List of Tables

# Abstract

The purpose of this study was to determine whether implementing leadership binders, would positively affect the attitudes of students towards school of selected 5th graders enrolled in the class. The measurement tool was a student attitude survey. This study involved the use of a pretest/posttest design to compare data from April of 2019 (before the intervention was administered) to data from May of 2019 (after the intervention was nearly complete). Achievement gains were insignificant, though results could be attributable to many threats to internal validity. Research in the area of student attitudes towards school should continue given the high need of leadership opportunities within schools. Especially schools with high rates of truancy.

# CHAPTER I

## INTRODUCTION

### Overview

Studies have shown that students do not know how their performance relates to the standards or rubrics presented to them. When students don't understand the relationship between their performance and how it is assessed, a skewed self-concept is developed. This, in turn, creates students that are not doing as well as they think they are. In addition to having a skewed self-concept, students become disconnected with the grades given on their work and the value of those grades. Observations of this behavior left students to believe that they had no control over their education, or they displayed a lack of effort into their education because they think they know it all. Those beliefs were masked by disruptive and/or defiant behaviors. Students who had a skewed self-concept were also afraid to take risks and face challenges. This created problems in the classroom when the teacher would introduced challenging topics. Students would shut down and give up before giving a valiant effort. This not only affected the classroom atmosphere, but ultimately the learning of the student.

In the current classroom setting, tests, homework, classwork, and quizzes are found thrown on the floor, or shoved in desks. Students do not value their work, nor do they understand that they have the power to change their grades. This is a pervasive problem in the current setting and is an undercurrent in the classroom that must be fought every single day, during every single lesson, and in every single subject. It is a constant struggle to get these children to come to school, let alone convince them that they have the power to change their academic trajectories. The binders should allow the students to see that they have the power of change in small ways.

Which will in turn form a belief, that these students have the power to lead their lives in the way they chose.

This research was chosen because it was observed that children who live in impoverished neighborhoods gave up on themselves before they even tried. They were afraid to take risks in fear of another failure in their lives. These students shudder at the thought of reading something slightly above grade level or give up when solving higher-order math problems. Adults can identify the internal potential that the students demonstrated, but the children did not see it in themselves. Or, they masked their insecurities with inflated attitudes, and deflection of effort in the tone that they didn't need to be corrected or taught anything. As an educator, it is difficult to watch, but something that needs to be addressed.

Other research about student journaling has been conducted, but the researcher hasn't found anything in correlation with leadership binders. Leadership binders are a tool of the current *Leader in Me Program*. The *Leader in Me program* is meant to create a culture of leadership within the students and staff in a school building. The present location of the study has adapted the Leader in Me Program to strengthen the learning culture and create a sense of community in the school. The mission of the binders is to encourage accurate views of self within the students through goal setting and reflection. It is the hope that the students will start to realize that they can change their outcomes through trial and error along with positive reinforcement from the teacher.

**Statement of Problem**

The purpose of this study was to determine if the implementation of leadership binders will promote positive attitudes towards school and a sense of pride in self.

**Hypothesis**

Leadership binders will not have a positive impact on student attitudes towards school.

**Operational Definitions**

The dependent variable was the **attitudes towards school operationally defined as attitude survey.** The survey will be a multi-question survey given to both groups. The survey will include questions in areas such as attitude towards school, feelings of accomplishment, and feelings of power in regarding school performance.

The independent variable of goal setting is operationally defined via the **leadership binders**. The leadership binder is a binder that includes sections such as *weekly behavior log, reading resources, language resources, test data sheets, and a goal setting section.*

# CHAPTER II

## REVIEW OF THE LITERATURE

This literature review will explain the need for students to have a place to organize their schoolwork, celebrate their successes, identify challenges, and track personal data. This review will also justify the need for schools to implement leadership opportunities such as leadership notebooks. This will promote a positive attitude towards school and promote academic growth. Section one provides the definition of a "leadership notebook" and examples of different leadership interventions. Section one will also address the need for an organizational system. Section two provides evidence that schools need to implement more individual leadership opportunities. Section three will explain the three constructs that students are equipped with: self-concept, self-efficacy, and self-esteem. Section four will explain the need for student self-assessment to provide motivation and growth within the three constructs. A self-assessment section will be a component of the leadership notebook. This will help students stay organized and focused and in turn lead to further academic successes.

### Leadership Interventions

Since 1999, schools that have adapted information from Covey's book, have been able to interpret the self-help text to help their student body with the Leader in Me program, which bases itself off those seven transformational habits" ("7 Habits Highly Affect Students and Schools", 2013, pg.4). Teachers and students adopt the 7 habits and directly relate instruction to those habits. The habits are: 1. Be proactive 2. Begin with the End in Mind 3. Put First Things First. 4. Think Win-Win 5. Seek First to Understand, Then to be Understood 6. Synergize 7. Sharpen the Saw. Each Habit comes with posters, curriculum, and activities for the teachers and students to complete together. Per the article Tools for Schools, from Curriculum Review (2013) it states,

"The Leader in Me program draws on the 7 Habits outlined in Covey's book to create a school environment of leadership and accountability. Users report an overall improvement in the culture of the school, a significant decrease in disciplinary cases, more effective teachers and numerous improvements in student conduct and performance" (p.4).

In the Leader In Me program, Covey (2013) has developed the concept of using "leadership notebooks" which are referred to as "leadership binders". These are personalized binders which can be used in any grade with any group of students.  Within the binders, there are targeted labeled sections and resources. Teachers can personalize the binders and decide what resources to include in the notebook. Teachers should pick specific sections that will target desirable outcomes for the students. Sections may include: reading resources, math resources, science resources, social studies resources, writing resources, goal-setting resources, and/or behavior resources. Students decorate the binders to reflect their individual personalities and interests. This will create the initial sense of ownership with the notebooks and a buy-in for the students.  This intervention will promote academic success by giving students a place to store resources from class, graph behavioral and academic data, and set personal goals to achieve. This will give the students a sense of ownership in their academics and promote accurate self-efficacy.

Research has shown that there are other interventions to promote a successful academic future. Dormody and Seevers (1994) completed a study that found, "level of 4-H participation was a significant predictor of leadership life skills development scores among 4-H youth in Texas. They also observed higher leadership life skills development for 4-H members than non-members" (p.2). Dormody and Seevers found "participation in leadership activities to be a significant predictor of youth leadership life skills development among senior 4-H members in

three states" (p. 2). This suggests participation in outside extra-curricular leadership

opportunities may help students by providing them life-skills that will enable them to be

productive and successful participants of society.

## Benefits of Student Leadership Opportunities

Schools play an integral role in a *child's* future. Children form peer relationships, develop

bonds with teachers and adults, and form lasting habits that will follow the child throughout

*his/her* own life. Schools that have adopted leadership culture, have yielded positive results. For

example, Covey (2009) describes A.B Combs, "a magnet school which was struggling with low

enrollment, had a free and reduced lunch rate of 40% and an English Language Learner rate of

18% "(p. 63). After adopting the Leader in Me program in 1999, results at the school were nearly

immediate. According to Covey, (2009) "test scores began to rise. The percentage of students

passing end-of-grade tests rose from 67 percent to a peak of 97 percent. Enrollment also rose; the

number of students vaulted from 350 to nearly 900, with more on a waiting list. What parents

spoke of most, however, was the rise in students' self-confidence. Previously shy students took

on new attitudes. Teachers were delighted with the dramatic drop in discipline problems. The

school has won many awards, including being named one of the top six magnet schools in the

United States by the U.S. Department of Education" (p. 63).

Other research supports the benefits of providing students the opportunity to participate

in such activities, especially for those who attend schools that serve low-income communities.

Research shows that community and family factors such as poverty, child abuse, violence, and

racism undermine positive youth development (Bruyere, 2010).

A study was conducted that identified the correlation between "assets" that a child possessed and future successes for that child. Bruyere (2010) states, "The 40 developmental assets originated from the Search Institute. These assets represent the external relationships, experiences, and opportunities that children participate in as well as the promotion of a child's evolving capacities or what the Search Institute refers to as internal assets. The more assets children have (ideally, 31–40 assets), the more likely they are to be protected from risk and consequently thrive. Youth with 20 or more assets were found to be participating and succeeding in school, valuing diversity, maintaining good health, delaying gratification, and helping others. Conversely, the fewer assets accumulated (20 or less), the more likely they are to do poorly" (p. 208) Findings strongly suggest that the more youth are socially anchored to the relationships, experiences, and opportunities vital to PYD, the more likely they are to thrive and be protected from risk. The use of leadership notebooks would help children in low-income communities develop more "assets" as described by Bruyere. Students would get more opportunities to interact and take ownership of their education. They would do this by selecting the resources that benefit them to place in their binders. Also, students have the opportunity to share their binders with members of their communities to celebrate their successes. Students would also continue to build and strengthen relationships within the classroom as students receive feedback via student-educator or even student-student. Therefore, building a culture of trust and positive relationships.

### Rationale for Student Leadership Interventions

Educational resilience has been defined as the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought about by early traits, conditions, and experiences (Morrison & Allen, 2007). The school environment is a critical arena for promoting the development of protective factors associated with individual resilience. It can

contribute to both risk and protective mechanisms (Waxman, Gray & Padron, 2003, p. 12). There are things schools and educators can do to promote resilience in schools. Morrison and Allen (2007) propose that "for students, important environments are the classroom (including teacher behaviors and support), their peer group, the school as a whole, and family support and expectations" (p. 163). Bernard (1991) proposed, "three major mechanisms through which the environment can develop resilience: (a) caring relationships, (b) high expectations, and (c) opportunities to participate and contribute" (p. 163). Leadership programs can improve the positive impact of these influences and settings by giving the students a chance to participate in their classrooms. Strictly focusing on mechanism (c), Morrison and Allen (2007) state, that "teachers may assign each student an important job in the classroom such as organizing classroom activities, writing a weekly or monthly newsletter to parents or others in the school, or decorating the classroom per topics or themes of instruction" (p. 165). Another example of adhering to Bernard's third mechanisms of opportunities to participate and contribute, is using self-assessments and reflection practices. McMillan and Hearn (2009) state, "reflection helps students think about what they know or have learned while they identify areas of confusion, so they can create new goals. Evaluating what they learned, what they still need to work on, and how they can get there can all support deeper understanding rather than superficial knowledge" (p. 43).

Along with these ideas, the Leader in Me Program used in conjunction with Leadership Notebooks, can positively support the third mechanism described by Bernard. Leadership Notebooks create an opportunity for students to contribute to their education. Students will participate by goal-setting behavioral and academic goals. Students will also have multiple opportunities at different points of the school year to engage in personal reflection. The

8

reflection will include analysis of educational and personal goals and targets that have been met. It will also allow the student to see areas that will need to be improved. This will help students build resiliency and lead to academic success.

<p style="text-align:center"><strong>The Relationship between Individual Characteristics and Academic Success</strong></p>

One research article stresses the strong correlational findings between the three constructs and a predictive indicator on a student's academic success. The article deeply defines the constructs. They are self-concept, self-efficacy, and self-esteem. Self-concept, self-efficacy, and self-esteem all have displayed discernible and independent predictive power for students' scholastic attainments in past research, although it is difficult to locate studies that include all three constructs in the same investigation (Bong, Cho, Ahn, & Kim, 2012, p. 336).

Bong, et al. (2012) explain that, "Self-concept refers to an individual's perceptions of the self that are formed through experiences and evaluative feedback received from significant others" (p. 336). The article states that, "Self-concept represents an individual's knowledge about him- or herself along with emotional reactions toward the cognitively recognized competencies and attributes he or she possesses. Self-concept formation is heavily influenced by how individuals evaluate themselves in comparison with others and how they emotionally react to the results of these evaluations" (p. 337)

Bong et al. (2012) states, "Academic self-efficacy more specifically refers to the belief that an individual can successfully accomplish given academic tasks at designated levels. Beliefs of self-efficacy are formed through an individual's own mastery experiences, vicarious experiences, social persuasion, and physiological reactions. Bong et al.'s (2012) conclusion is, "Self-esteem appears more relevant to an individual's psychological well-being than self-concept

<p style="text-align:center">9</p>

or self-efficacy. It refers to how individuals feel about themselves and evaluate their global self-worth (p. 337).

## Leadership Notebooks and Self-Assessment

Leadership Notebooks would support growth in the above-mentioned constructs. Leadership notebooks would support the growth of students' self-construct because the students would receive feedback on goals and assessments via an adult they value (the teacher, counselor, or administrator). Self-efficacy would be improved through the heavy use of self-assessment and data-tracking. The students would gain an accurate vision of their abilities and identify areas of growth. Through the implementation of leadership notebooks, student self-esteem will grow. The internal feelings of worth and value will grow, as results are yielded.

According to McMillan and Hearn (2009), "self-assessment is defined as a process by which students 1. Monitor and evaluate the quality of their thinking and behavior when learning. 2. Identify strategies that improve their understanding and skills. Self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance. Self-assessment also identifies further learning targets and instructional strategies (correctives) students can apply to improve achievement" (p. 39).

McMillan and Hearn (2009) further link self-assessment to self-efficacy. McMillan and Hearn identified, "self-perceptions of competence are part of self-efficacy and refer to beliefs about general ability or knowledge and skills to do well (e.g., "I'm good in math and science."). Students with high expectations are more likely to persist; those with low expectations often avoid tasks or give up" (p. 41). McMillan and Hearn stress the importance of using self-assessment in the classroom to raise student achievement rates. The article states, "students need

to self-assess to know when they are learning, how much effort they must expend for success, when they have been successful, when they are wrong, and which learning strategies work well for them. Accurate self-evaluation enables students to see what they have mastered and identify what needs further work. Students who experience success with moderately difficult and challenging tasks will attribute their success to ability and effort rather than to external factors such as luck or help from other students "(p. 42). If teachers use these tools routinely, intentionally, and provide time for feedback and reflection, then McMillan and Hearn assert that students will start to believe that they can achieve more and will achieve more (p.42). Neilsen (2012) supports this philosophy by stating, "In addition to autonomous student behaviors, it is also frequently argued that self-assessment facilitates positive communication between teachers and students, who may struggle to comprehend feedback conveyed from teacher to student in writing, and that such communication further facilitates learning" (p. 12).

## How Self-Assessment Will Affect Student-Teacher Communication

Positive communications between students and teachers will build relationships, build student self-efficacy, and keep learning meaningful for the student. An example from a leadership notebook would include students writing a realistic-fiction story. The teacher would give students a rubric for the students to use. The students would use the rubric and identify areas of strengths, and areas of growth opportunities. Then, the students would adjust their own writing. Another example of the Leadership Notebooks promoting positive self-esteem is when, students get the opportunity to showcase the notebook to an adult they trust. They would showcase the work that they have saved, the goals they have met, and share future action plans that they developed to continue their growth. Sharing the notebook with an adult will give students an opportunity to build their self-esteem and further their personal growth.

11

**Conclusion**

**Implications for Classroom Success**

The main purpose for public schools is to prepare students with skill sets that enable them to become productive members of society. To create successful students, educators should focus on the whole-child to lay the foundation for a successful life. This literature review provides the evidence that students come to school with different personalities, different socioeconomic statuses, and different constructs of themselves.  Leadership opportunities within schools will help prepare children to be successful in the future. Students need to have the ability to accurately reflect on their performances, set goals based on areas of need, and actively take constructive feedback and reflect on their personal achievements. Leadership notebooks will provide students with all the opportunities mentioned above. Therefore, preparing children to be ready to apply their learnings to their future endeavors.

## CHAPTER III

## METHODS

The purpose of this study was to examine the effectiveness of leadership binders and their influential role on students' attitudes towards school. Leadership binders were derived from the "Leader in Me" program. The students' attitudes towards school was measured using the School Attitude Survey. The survey was given before and after this study.

## Design

A Quasi-experimental pre/posttest design was used in this experiment. After experience and interactions with the leadership binders, the students took the School Attitude Survey again. The data generated will determine if leadership binders improve student attitudes towards school. The dependent variable is student attitude. The independent variable is goal-setting. Goal setting was implemented via a leadership binder. The binders were implemented over a 6-week period.

## Participants

The participants in this research included seventeen fourth and fifth graders. All of the students are of African-American descent and seemingly are of the same ethnicity. The participants read below grade level and perform below grade level in mathematics. The group consisted of eight boys and nine girls. These students were a part of a semi-homogeneous homeroom and participate in a departmentalized schedule.

## Instruments

The instrument used in this research was a survey which was created by the researcher. The survey focused on student's opinions and attitudes towards school. A copy of these scales is in the appendix.

**Procedure**

For six weeks during the 2018-2019 school year, the participants were given structured time to interact with the binders on Friday afternoons. The group had directed activities to help them productively engage with the binders to build a sense of "buy-in". The participants were monitored and assessed with any help they needed with the binders by the researcher. The researcher modeled every new activity that was introduced to the participants and gave constructive feedback during these activities. Such activities included, but were not limited to, behavior graphing, reflection activities, organizing materials, graphing test scores, and/or goal setting. A single session could have the following schedule. First, the students will graph their behavior data for the week. Second, the students will graph any tests scores that were received from the week. Third, the students will reflect on goals that were set in the previous week. After that, the researcher will incorporate individual conferences with the students to celebrate any successes or roadblocks. The last activity the participants will encounter is the portion of the research where participants can file any papers that they are proud of in the allotted section of their binder. This will allow students to have a safe, organized place to keep papers that they are proud of to build their self-esteem and confidence in school. At the end of the session, the researcher will highlight one student who is doing particularly well interacting with the binders.

## CHAPTER IV

## RESULTS

This study examined the impact of leadership binders and the ability to positively impact student attitudes towards school. It is thought that an increase in the ability a student has to goal set, reflect on achievement, and monitor behaviors, the student would develop a more positive outlook towards school. Looking at the data from the students' surveys (see appendix A), Table 1 shows the pre/post means that were collected in this study. The rating scale used was a 4 scale.

After analyzing each question, the following conclusions can be drawn. According to the pre-survey question 1, half of the students indicated that they liked school. On the post survey, there was a slight improvement, but not a statistically significant increase on the post survey $t(15)=-1.86$, $p=.08$. In regards to students feeling a sense of control over their grades in question 2, there was no difference in the pre and post-survey data $t(15)=.00$, $p=100$. This was the only question to show no change at all. When students were asked about their behavior and the relationship to their grades in question 4, there was a minimal improvement, but not statistically different, $t(15)=-.20$, $p=.84$. The next question showed a slight increase, but overall not statistically significant, was question #5 $t(15)=-1.09$, $p=.28$. Question 5 asked students if they felt as if their teachers cared for them. Question 6 asked students if they knew how to set a goal. There was a slight change between the pre-survey and the post-survey data $t(15)=.56$, $p=.58$, but the difference was not significant. Comparing the pre-survey and post-survey data for question 7 showed a decrease in student perceptions but that difference was not statistically different $t(15)=1.69$, $p=.11$). Question 7 asked students if they felt like their friends wanted them to succeed. When comparing the pre-survey and the post-survey data for question 9, less students indicated they came prepared for school $t(15)=1.46$, $p=.16$). The last question on the survey to

show no significant statistical change was 10. Question 10 asked the students if they have ever stayed home because they didn't like school. There was a decrease in students that responding they did t(15)=1.22, p=.24.

The only two questions on the survey that were close to approaching statistical differences were questions 3 and questions 8. Question 3 asked the students if they believed that working harder would improve their grade. The results were in the opposite direction, t(15)=.60, p=.055. Question 8 surveyed the students and their feelings of pride in their schoolwork. Students showed more pride on the post survey, t(15)=-2.07, p=.057.

Table 1: *Pre-and Post-Assessment Mean Scores*

| Question | Pre-Assessment Mean Scores | Post-Assessment Mean Scores |
|---|---|---|
| 1.  Do you like school? | 2.31 | 2.69 |
| 2. Do you feel like you have control over your grades? | 3.75 | 3.75 |
| 3. Do you think if you worked harder, your grades will change? | 4 | 3.69 |
| 4. Do you think if you change your behavior, you can change your grades? | 3.56 | 3.63 |
| 5. Do you feel like your teachers care for you and your progress? | 3.11 | 3.44 |
| 6. Do you know how to set a goal? | 3.88 | 3.81 |
| 7. Do you feel like your friends want to see you succeed academically? | 3.06 | 2.69 |
| 8. Do you feel proud of your accomplishments? | 3.13 | 3.69 |
| 9. Do you come to school prepared to learn? | 3.38 | 3.13 |
| Have you ever stayed home because you didn't like school? | 2.75 | 2.25 |

# CHAPTER V

# DISCUSSION

This study was designed to study the effects of the implementation of leadership binders to build positive attitudes towards school within the students. The leadership binders included elements such as data-tracking, self-assessment and goal setting. Overall, 8/10 survey questions did not prove enough statistical change. The null hypothesis, the implementation of leadership binders will not have a positive effect on attitudes towards school, is supported

## Implications of Results

The findings in this study are not strong enough to dispute the null hypothesis. Per the research results, only two test items came close to indicating a change in student perceptions. The independent variable of the leadership binders were not effective in producing enough change within the dependent variable of attitudes towards school. No test item produced a change score of .05 or less. According to the data, only test items 3 and 8 were relatively close to producing enough change in perceptions.

## Theoretical Consequence

The data gathered from this research refutes the theory proposed by Stephen Covey. Stephen Covey created the idea of leadership binders in hopes of promoting the development of a student's leadership capacity. In summary, it was thought that this intervention would promote academic success by giving students a place to store resources from class, graph behavioral and academic data, and set personal goals to achieve. This will give the students a sense of ownership in their academics and promote accurate self-efficacy.

This study's results also did not support one of Bernard's three major mechanisms of school success. Bernard's third mechanisms of opportunities to participate and contribute, is using self-assessments and reflection practices. McMillan and Hearn (2009) state, "reflection helps students think about what they know or have learned while they identify areas of confusion, so they can create new goals. Evaluating what they learned, what they still need to work on, and how they can get there can all support deeper understanding rather than superficial knowledge" (p. 43). The data from this research experiment would have showed statistical change in the questions regarding: the students liking school, the students knowing how to set a goal, the students feeling a sense of pride in their work, and the students feel like their teachers cared for them if it supported Bernard's third mechanism.

Overall, the results from this research do not support current theories about leadership opportunities, interventions, and strategies in the classroom.

**Threats to Validity**

The researcher concluded that this research was subjected to several threats of internal validity. One threat to internal validity was student attendance. The more the student came to school, the more the student could interact with the leadership binders. The less the student came to school, that student suffered the consequences of losing time to interact with the binder and becoming familiar to the contents. Another threat to internal validity was student attitudes on the days of the pre and post test. If the student displayed a poor attitude, regardless of the source of attitude, then the opinions of school would be skewed at that time.

The researcher believes that a test-retest could be used to prove that the results of this research may be unreliable. The results from the survey could have been skewed by the

participants' attitudes, hunger, mental state, day, and any other outside factors. The researcher feels that if the post-test was given at a different time, the data may show different results.

## Connections to Previous Studies

The researcher has not found another study completed with leadership binders. However other studies focused primarily on goal setting and the direct effect on one area of a student's day.

The research conducted in this experiment was similar to the research conducted by Weiland (2017). In that study, the primary focus was setting specific to reading. The researcher used tangible, visible reminders in her study. The importance of having a targeted goal in sight and daily reminders proved to be effective in raising test scores in this study. Such tangibles and goal statements help students keep track of their progress (Lee et al., 2009). In this current study, the leadership binders were interacted with daily. Students had visual reminders and kinesthetic reminders when they graphed and reflected on their goals.

In regards to goal setting, this study was different from another study because the other studies implemented goal-setting to change one specific outcome. In this study, goal-setting was a small part of the leadership binder. In a study by Kollman (2019), one-one-one conferences were used in order to help students achieve their goals. In the current research, the students were using goals across several areas of their school day. Goals were set for behavior, reading independent scores, reading test scores, language scores, and attendance goals. Having too many goals proved ineffective in this research compared to other research conducted.

## Implications for Future Research

Results from this research indicated that leadership binders contained too many different elements with too many targeted outcomes to be effective with this student population. The

student population needs to be considered in the future when implementing such an intervention to ensure the students have a solid foundation to handle the components of the leadership binders. In the future, one component of a leadership binder should be intentionally taught and built upon at a time. Skills should be taught in isolation such as goal-setting, self-assessment, self-reflection, and behavior monitoring. Then, the binders can be implemented when all the elements have been taught to students successfully.

Student attendance is also something to consider in the future for this research. Students that are absent a lot did not get to experience the full benefits of the leadership binders. Their interactions were spotty, and a full circle of goal-setting and then reflection could not occur. Another component that should be considered in the future, would be the time the students interacted with the binder. In this research, students interacted with the binder about six weeks. In the future, the students would need more time to see the benefits of their efforts. Those are several elements that should be considered in the future if this research were to be repeated.

## Conclusion

In conclusion, leadership binders were unable to positively affect student attitudes towards school. There were too many threats to validity along with an unfocused goal of the research. The student population was not able to handle the broad goal of the leadership binders. In conjunction, with a high truant attendance rate, the students did not have a full grasp of the foundational skills needed to fully benefit from the components of the leadership binders. Leadership binders have the potential to be a powerful tool in student success, but the execution must be aligned to the population being served.

## References

Bernard, B. (1991). Fostering resiliency in kids: Protective factors in the family, school, and community. Portland, OR: Western Regional Center for DrugFree Schools and Communities. Retrieved from https://files.eric.ed.gov/fulltext/ED335781.pdf

Bong, M., Cho, C., Ahn, A., Kim, H., (2012). Comparison of Self-Beliefs for Predicting Student Motivation and Achievement. *The Journal of Educational Research,* 105(5), 336-352. doi:10.1080/00220671.2011.627401

Bruyere, E. B. (2010). Child participation and positive youth development. *Child Welfare, 89*(5), 205-220. Retrieved from https://goucher.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=56646287&site=ehost-live&scope=site

Covey S., & Covey, S. R. (2009). A School for Leadership. *Educational Leadership, 67*(2), 61-66.doi:10.1787/9789264044715

Dormody, T. J., & Seevers, B. S. (1994). *FFA participation and youth leadership life skills development: A tri-state study.* (). Retrieved from https://goucher.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED378390&site=ehost-live&scope=site- fix

Lee, S., Palmer, S. B., & Wehmeyer, M. L. (2009). Goal Setting and self-monitoring for students with disabilities. *Intervention in School and Clinic, 44(3), 139-145.* doi://dx.doi.org.goucher.idm.oclc.org/10.1177/1053451208326053

McMillan, J. H., & Hearn, J. (2009). Student self-assessment. *Education Digest, 74*(8), 39-44.

    Retrieved

    from https://goucher.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direc

    t=true&db=a9h&AN=37377125&site=ehost-live&scope=site

Morrison, G. M., & Allen, M. R. (2007). Promoting student resilience in school contexts. *Theory*

    *into Practice, 46*(2), 162-169. doi:10.1080/00405840701233172

Nielsen, K. (2012). Self-assessment methods in writing instruction: A conceptual framework,

    successful practices and essential strategies. *Journal of Research in Reading, 37*(1), 1-16.

    doi:10.1111/j.1467-9817.2012.01533.x

7 Habits Highly Effective Students and Schools. (2013). *Curriculum Review,53*(3), 4 Retrieved

    from goucher.idm.oclc.org

Waxman, H., Gray, J., Y, Padron,. (2003) Review of Research on Educational Resilience. *Center*

    *for Research on Education, Diversity & Excellence* (Report No. 11).  Retrieved from

    https://cloudfront.escholarship.org/dist/prd/content/qt7x695885/qt7x695885.pdf?t=krnt0o

# School Attitude Survey

Name:_____

Directions: Read the statement. Circle the number that represents your feelings about school. **1 meaning ABSOLUTELY NOT 4 meaning the ABSOLUTELY YES!**

**1** means absolutely not/no, **2** sometimes not/no, **3** sometimes yes, **4** absolutely yes!

   1. Do you like school?

1          2          3          4

   2. Do you feel that you have control over your grades?

1          2          3          4

   3. Do you think if you worked harder, your grades will change?

1          2          3          4

   4. Do you think if you change your behavior, you can change your grades?

1          2          3          4

5. Do you feel your teachers care for you and your progress?

1          2          3          4

6. Do you know how to set a goal?

1          2          3          4

   7. Do you feel like your friends want you to succeed academically?

1          2          3          4

8. Do you feel proud of yourself and your accomplishments?

1        2        3        4

9. Do you come to school prepared to learn?

1        2        3        4

10. Have you ever stayed home because you don't like school?

1        2        3        4