



The Evaluation of Effective Factors Failing to Learn English in High School Male Students in Minab

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ABSTRACT

This research was to explore English learning troubles of the high schools located in Minab. This is the reason why 240 high school male students in Minab were chosen by purposive sampling, who were studying in 2011-12 with their marks in English module less than 10 out of 20, they then filled in academic self-perception questionnaire (made by researcher) and Psychological climate classroom questionnaire made by Frazer and others, asking for the reasons of not being successful in learning English in relation to the climate atmosphere in the classroom. Last researches suggest elements such as Family, one's self-perception, climate classroom and level of difficulty in home works for academic failure. Statistical analysis of regression shows that this model explains 74.9% of effective elements in learning languages' variance. The correlation coefficient demonstrated that the elements below respectively are related to English learning at high schools: Family 73%, psychological classroom atmosphere 69%, one's self-perception 51%, the perception of school and the teacher 31%. The multiple correlation coefficient R was 87% and the coefficient of determination (R²) was 75%. Final evaluation of the model was confirmed analysis of significant level.

Key words: learning, English language, high school, students

INTRODUCTION

Students' educational (academic) failure in a special lesson or their total act and the elements related to this is a common subject worked on in Educational sciences. The attribution theory and family processes hold the most important places amongst others to show the academic failure reduction rate in Educational sciences. Therefore this research shows the influence of student's self-perception and the way family members behave towards academic failure, besides the research is to show how school elements, social and psychological atmosphere in the class and the course books' attractiveness relate to academic failure in English module at high schools. Monitoring high school students' act and finding the reasons why they succeed or fail in this field is significant; because this could help us recognize effective elements on academic failure and make a suitable decision about it. Paying attention to these effective elements on teenagers' success or failure could help us improve their power of thinking and mental ability; this would be a basic and necessary condition to consolidate future thoughts and talents in a society. Education today is linked with human's destiny and the future life. A great deal of funds and human resources have been put to improve education and a lot of countries consider this as a long-term investment that would be worth it even if we withdraw short-term growth of some other facilities. Therefore, if the society could not educate its human powers in special needed fields thus, it could not play its role to flourish the talents in it, this way, the facilities and the abilities are wasted. As a result, logically thinking we need to organize the powers and resources in education and have a plan for them the way that we could recognize the reasons for academic failure and do our best to stop wasting main inside facilities. So the main purpose of this research is to explore what factors affect education failure amongst high school students in English module. To explore this target, there are some assumptions as follows:

The family's attention to their offspring and the children's success are related to one another. Student's self-perception is related to their success in English. The way students feel about the class affects their learning abilities. There is correlation between social-psychological atmosphere and the students in learning English. The level of difficulty in homework and the students' perception of this are important in learning English. Children and teenagers gain either positive attitude or the negative attitude towards their entourage; this highly depends on their successful or unsuccessful experiences while studying at school [1]. School makes the path for them to grow up and flourish. In fact, they interact with different elements which affect cognitive, emotional and social evolution including: the family bed, the way the family bright up its children, the mate group, the teachers and the school are the most important factors [2]. Thus, being educated and learning more could help us be psychologically healthy as well as gaining a specialty. On the contrary, if there is no educational success with stress along, they would lose their mental health and so it could endanger the student, his/her family and the society.

One of the lessons the students are not interested in the most is English and this could make them feel negative about it and they would think they haven't got the ability to learn a language. Gradually, while passing through the academic year if they don't get good scores in the first examination, they would think that learning English is not easy because he/she hasn't got the ability to handle this level of difficulty in the lesson mentioned above, this feeling will soar if the family do not pay attention to their offspring and continue as if this failure does not matter. On the whole, subjective learning is complicated and depends on internal and external elements. Internal elements such as: enthusiasm, unwillingness, the level of previous knowledge, the sense of coercion and denial and external elements like: the level of difficulty or simplicity of home works and the ability of the teacher is important while learning. A purpose of education is to grow the thinking and cognitive ability in the students. One of the elements to consolidate the thinking power in students is significant learning [3]. Therefore, the new process of learning should get started by the previous knowledge, this way the new knowledge could be logically organized in the memory while it is closed to the previous one, this knowledge could be used in the future and students will be in touch with it. Slavin [4] believes that the teachers step forward along their pupils and their level of comprehension; they go for one to one teaching whenever necessary and pass through the way their students' progress. Bad teaching could discourage good students and make bad students even lose their little interest in learning. There are a great number of definitions for Learning but here in this research Learning indicates gaining new skills which you couldn't learn before, it is the way in which you can handle all your capabilities and change them the way you want [2]. In the learning process the person changes his behavior but this change is upon the experience so learning is kind of an action that the person needs to get involved with.

High academic motivation and this belief that you are going to be successful makes you try to reach the success. Martinez [5] is of the opinion that high academic motivation is related to the educational success at school. Thus students who have positive thinking towards their educational background and the school they are studying in expect to succeed therefore they put all their energy to end up with success, because they believe that one condition to reach their purpose is perseverance. The cognitive theory is assumed that how people react towards incidents and various affairs depend on the way they perceive them and once they are not pleased with something and have a negative perception of this, they will get a wrong cognition of that [6]. In conclusion, unfavorable feelings would weaken self-perception as well as the individual's spirit which is important in the functions of students' cognitive structure, as a result they might think that they are not talented and they are not capable of doing anything, so there is no difference between trying and not trying to get something, it is better to surrender the target. Motivation is not only one of the most important pre-requisites of learning but also an effective variable on the learning progress and the intrinsic interest of individual. Motivation is a factor that makes the student resist failure so students who are interested in their targets will even try more after their first failure, therefore, no obstacle and trouble can let them down but students who are not interested; they will give up by no more trying and will easily accept the failure [4]. A basic variable which is important in the learning process is how students value the subject of learning. In other words, it depends on their intrinsic interest and how much they think it's worth it to reach the target. Based on anthropological theories, students themselves should choose and look for new things, in this situation external factors do not affect the significant and sustainable learning [7]. The theorists believe that the supportive atmosphere, in which students do not feel committed, increases the possibility of learning. Once students are finished with basic needs, they will be interested in schooling. Therefore, when the student's purpose is valuable and the way to reach it is neither way difficult nor very easy, students will progress, in other words, they should be realistic in choosing purposes which are accessible and satisfactory [8]. Another important factor affecting the individual's success or failure is their self-perception. Self-perception is the way the individuals think about themselves and this comment gradually formulates specially depending on parents' perspective towards their offspring [9]. So others' feedback and how the individuals interpret those comments would be a source of self-perception for them. Researches show that there is a relation between students' self-perception and the purpose they choose [10]. Students who know themselves as academically unqualified (a part of a general assessment of self) do the same way as this attitude (like avoiding doing home works) and they feel they are not capable of doing home works. Thus after every failure they feel bad about the considered lesson [11]. So the teachers affect the whole educational function such as helping students try or try not to get good scores in next exams. Once students who suffer from learned helplessness, they will lose their self-confidence, educational function and the perseverance to study more [12].

Rashidi [13] found in a research that students do not have enough motivation to learn English, and this factor is assumed as basic in educational system in Kurdistan Province.

Content, concept, text, number of words and the time to study are the effective factors in learning English. For instance, every student must work on spelling, pronunciation, conception and the meaning of the word otherwise there will be no opportunity to compensate it. A lot of students, studying English at high schools feel disappointed once they get low marks, they lose their interest and motivation and a reason for this is that they have to memorize a great deal of new words during the academic year, the words which are about the peoples who are not from the same culture as them. And this makes it more difficult. When the process of learning English vocabularies are engaged with students' daily life in an atmosphere based on very English culture, this could be considered as a new experience to students and they will be more attracted in learning so that they will be more interested in English module and then will learn the words far easier [14].

MATERIALS AND METHODS

This research is both descriptive and survey by referring to subjects and getting information on questionnaires. The statistical population of the current research was male students in Minab who was occupied with studying in 2011 at one of the schools of this city. The considered sample includes 240 people of male students who were chosen randomly- deliberately from the ones with low marks in English. The tool used here is Questionnaire asking for the reasons why students do not succeed in English, with 36 articles of 5 choices (options) and 4 subscales such as the family's affection, self-perception, the level of difficulty and perception of school and the teacher. Each sub scale includes 9 articles and the subject gets a mark between 9 and 45. Higher marks show that those factors affect the unsuccessfulness in learning English more. The reliability of the test by Cronbach's Alpha on 97 high school students was 0.79. The validity of the test is confirmed by specialists in the field of attribution and educational sciences. To explore the psychological classroom atmosphere used psychological classroom atmosphere designed by Fraser, Malone and Neale [15] is used. This questionnaire encompasses 20 articles of 3 choices and has four components as: Friction, Correlation, Discipline (task-oriented) and competition. Each sub scale gets a mark between 5 and 15. Higher mark shows the social-psychological atmosphere in the class. Maddad [16] has recorded the reliability coefficient as 0.77 for the entire test in two weeks interval 0.60-0.68 for the subtests in the same interval via Test- Retest. Besides, Formal validity has been recorded as 0.52 – 0.76 via Factor Analysis which could demonstrate a relatively suitable validity. In the current research, The Confirmatory Factor Analysis is used in order to investigate the validity of the scale so that it could approve the Test's power in assessing the social-psychological atmosphere of the class. In addition, Cronbach's Alpha method is used in order to evaluate the reliability of the test; the result was 0.81 for the entire test, 0.59 frictions for the sub scale, 0.67 for competition and 0.71 for discipline.

RESULTS

Regression and correlation coefficient are used in this research to examine the effective factors on the causes not ending up with success in English. Following table 1, the relation between family's affection, perception of school and the teacher, self-perception, the level of difficulty in homework and the social-psychological atmosphere of the class with the score in English is respectively as follows: 0.73, 0.51, 0.70, 0.31, and 0.69. Therefore, the assumptions of the research according to family's affection, perception of school and the teacher, self-perception, the level of difficulty in homework and the social-psychological atmosphere of the class with the score in English are confirmed.

Table 1. Correlation matrices

Variables	1	2	3	4	5
Family	1	0.489	0.659	0.289	0.738
School	0.489	1	0.220	0.441	0.613
Self-perception	0.659	0.22	1	0.663	0.729
Level	0.289	0.441	0.663	1	0.621
English grades	0.738	0.613	0.729	0.621	1

Table2. Analysis of stepwise regression according to predictor factors for learning English

Model	R	R Square	Adjusted R Square	Std. Error					
					R Square Change	FChange	df1	df2	Sig.
1	0.868 ^a	0.753	0.749	4.586	0.753	178.977	4	235	0.000

This model explains 74.9 percent of causes' variance of not succeeding in English and every five variable in the table possesses the power of forecasting.

Table 3. Analysis of regression the variable grades on predictors variables grades

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	15057.365	4	3764.341	178.977	.000 ^a
Residual	4942.635	235	21.032		
Total	20000.000	239			

Table 4. Predicting English grades according to predictor variables

Predictor variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics
	B	Std. Error	Beta			Partial	Part	Tolerance	VIF
level of difficult task	-0.655	0.132	-0.297	-4.954	0.000	-0.307	-0.161	0.292	3.427
perception of school and ...	-0.875	0.063	-0.697	-13.946	0.000	-0.673	-0.452	0.421	2.377
Self-perception	-0.843	0.071	-0.512	-11.930	0.000	-0.614	-0.387	0.571	1.753
family atmosphere	0.862	0.038	1.731	22.850	0.000	0.830	0.741	0.183	5.457
class climate	1.900	0.096	0.826	19.897	0.000	0.826	0.826	1.000	1.000

DISCUSSION

According to table 1, the assumptions of the research are confirmed, In other words, family, self-perception, school, teacher, book and class are important in learning English at high schools. The conclusion of this section is aligned with Ortiz's findings [17]. He concluded in a research that the school's syllabus, type of training, teacher's attention on students, providing a suitable atmosphere for learning in the family, school and class are of the most important effective factors in learning English.

The conclusions in table 1, consider a positive and significant relation between the amount of paternal neglect, parents' low level of education, parents' failure to provide their children with the facilities to study, parents' failure to be in touch with the school and getting low marks in English module (two-tailed test, $r = -0.73$, $N = 240$, $p < 0.0001$) so there is a positive relation between family's affection for their children and the amount of successful learning.

Contents in table 1 demonstrate a significant and positive relation between a negative self-perception and decreasing power of learning in English module. According to the research's finding, lack of motivation in individuals, negative self-perception, English module and the institute, low self-confidence as well as lack of persistence and effort hold a significant and positive relation with low learning process (two-tailed test, $r = -0.70$, $N = 240$, $p < 0.0001$). It means that if a student gets high scores in lack of motivation, intrinsic interest and perseverance, their learning ability would be lower.

Based on table 1, factors such as reprimanding and reproaching parents, noisy classes, holding lecture classes, irregular syllabus, and lack of audio-visual facilities at school play an important and effective role in loss of learning in English at high schools. In other words, Student's perception of the class and the teacher has a positive relation with their score in English (two-tailed test, $r = -0.51$, $N = 240$, $p < 0.0001$).

Table 1 shows the correlation between the score in English and factors like a huge amount of vocabularies, unattractive texts, the huge amount of lessons to study in comparison with a little time to do so, as -0.31 (two-tailed test: $r = -0.31$, $N = 240$, $p < 0.0001$).

The outcome of this part of the research is similar to the ones by Hosseininasab, Farokhi and Morsali [14]. They concluded that the texts in English books do not attract nor motivate student to study this lesson and this is a factor causing loss of learning in this module at high schools.

Statistical analysis suggests a relation between family, institution, and self-perception, social-psychological atmosphere of the class as well as the book and the score in English module. Family holds the highest power of forecasting amongst other variables, after that there are self-perception and social-psychological atmosphere holding the most important places, consecutively.

About the first assumption, this assumption is guaranteed as significant. Based on the findings in the current research, family's attention to their children particularly once they fail and feel helpless, family's education, parent's relationship with the teachers and how they react once their offspring fails, how they try to find a suitable solution and generally parents' care for English module at high schools has a positive relation with student's successfulness or failure at school. According to table 1, the amount of correlation is $+0.73$, in other words, family is the most influential variable for loss of learning in English according to current research.

An important concept in interpreting and changing the first assumption is the family which holds the most important place in consolidating or weakening student's interest and perseverance in overcoming daily problems and troubles particularly troubles and obstacles in learning. Thus, parents who have emotional relationship with their offspring, they care for the children's educational status and once they fail, they try to find the reason why this happened and they would help their children by exploring the reasons of failure. The results of this part also conform to Stewart's findings [18]. In a research about structural characteristics of the school, student's effort as

well as the interaction between parents and their children, he found that a trouble, students suffering from loss of learning, are having is that the parents are not aware of their children's educational situation and they do not care for it because they do not know their offspring's needs. This part of the research is in accordance with Kim and Rohner's findings [19]. They found that the children brought up in neglectful families, are almost weak in educational function and ability. They also found in a research that the families who avoid interacting with their children or the families who command their children to do home works will make them uninterested in school and perhaps they will end up with educational failure while there are other factors causing them stress and psychological pressure. Kim and Rohner [19], concluded in a research about family atmosphere and academic achievement that there is a strong positive relation between these two elements and the families who do not provide their children with appropriate fields of behavior and emotion, these children's failure in a lesson or two will not surprise us. According to the schools there are few parents coming to the school and the majority of children think they are forgotten and their educational status does not matter. Adler [20] believes that, the abandoned, rejected and forgotten children could grow inferiority complex inside and it makes them less valuable, and will strengthen lack of self-confidence, pessimism and this expectation to fail in them so they will not be encouraged to be successful in life.

To examine the second assumption, correlation coefficient is used. According to table 1, there is a negative significant relation between students' self-perception and their score in English (two-tailed test, $r = -0.70$, $N = 240$, $p < 0.0001$). Self-perception holds the second most important place after family. To interpret this assumption, we shall say a student not having enough motivation to learn English and doesn't feel good about it or does not bother studying at home, will not try to succeed, the only result would turn out as failure and so several failures will make students think that they are not talented to learn English and this is out of their capabilities therefore, their books and pamphlets will get piled up during the year and once for the final tests, there is not enough time to learn, as a result, students have no choice but accepting this failure. In Ryan's opinion [9], the most effective factor on learning would be cognitive drive. He believes there is a bilateral relation between the individual's motivation and the success, as far as this motivation will make them curious about their area of interest, so it would lead them to success and learning. He also believes that learning will be along with the significant motivation and this would be somehow rewarding for the learner.

This part of researches could be conforming to Martinez's findings [5] as well. He found that students, who find the reason of their failure as not being talented, will not succeed in the considered field in the future, thus they will no longer try and this confirms the assumption that this feeling would make the students feel negative inside. Apparently, students who believe that they are weak in English, will not get excited and put enough time to study this lesson, this will cause other failures and make students feel disappointed while attending English classes thus they would have no expectations to succeed. One of Barber, Munz, Babsby and Grawitch's findings [21], was that the most important factor to forecast academic achievement after having the capability to do so is controlling. Therefore, students who blame external factors such as chance, fraud in exams, or the teacher's will, for their failure, will not try for significant learning, because based on this negative perception they do not know themselves as successful. This part of the research is again in accordance with those researches of Schank and Pajaris [11]. They found that the type individual's self-perception is related to their academic achievement and this is the major difference between students with positive self-perception and students with negative self-perception. To interpret the concepts mentioned above, we could say: students with positive self-perception as well as the core inner control, feel responsible towards their behavior and once they fail a lesson, they will try to find the reasons of this failure and will consult experts so that they could compensate their failure and this is because they won't easily succumb to external obstacles. But students with negative self-perception and failure would see no relation between attempt to succeed and its result and they believe incidents happening are out of their control. Hence the way students think of themselves and their capabilities in learning English, has a significant role in their success or failure. In other words, the way students look at learning English is vital in their success or failure in the considered lesson.

According to table 1, there is a negative and significant relation between social – psychological atmosphere and the scores in English (two-tailed test, $r = -0.69$, $N = 240$, $p < 0.0001$). It means that normal and strict rules held in the class by the teachers are parts of the students' failure, for instance, having lecture classes without using audio-visual facilities and not paying attention to 4 main skills (Listening, Speaking, Reading and Writing). Holding crowded classes without enough time for the teachers to interact with all students each session as well as lack of audio-visual facilities and not well-organized curriculum are some of the factors relating to the school and the teacher for students' failure in English module. Høglund and Leadbeater [22] concluded a research as follows: factors like: family's affection, social-psychological atmosphere, a huge amount of students in the class, not using extra training aids like laboratory and failure to meet the learning stages (Listening, Speaking, Reading and Writing) are some of the troubles in learning English. In the current research, English learners' responses conform to the mentioned factors and seemingly this trouble exists at all high schools in Iran.

To examine the fourth assumption, first correlation coefficient is used to find the relation between students' perception of lessons and book materials. Based on current research learning English and students' perception of the text book are correlated (two-tailed test: $r = -0.31$, $N = 240$, $p < 0.0001$). As far as the book had the least correlation amongst 4 available variables in the research, to determine the real importance of the variables (family, self-perception, institution, social-psychological atmosphere of the class and perception of the book)

regression coefficient is used. According to table 2, the level of difficulty in home works is of less forecasting power. Although the book has the least correlation amongst other variables, on the other hand it possess a significant power of forecasting, this does not imply that factors like unattractive English texts at high schools, authorities' failure to care for the student's troubles and learning-cognitive problems, lessons not conforming to the determined time to teach the lessons, lack of continuity and connection between courses and books to the next stage and the previous, high starting age of learning English at high schools in Iran, do not play a role in lowering the level of learning. This variable is considered after student's self-perception, their perception of school, and then once they all are brought together deprives all student's interests and this make their educational failure. Schank and Pajaris [11] in a research about self-perception and academic achievement concluded that students' self-perception, the level of difficulty in home works, and the tendency to learn are important factors in learning. Teaching and learning English at high schools as well as the huge volume of irrelevant text books written by the native people encompass some of the troubles at schools in Iran. Hence, it seems that authors' failure to care for the problems mentioned above which will lower students' interest in studying English at high school, particularly students in remote areas, students from illiterate, populated and low-income families, makes English less attractive to learn. So revising text books and lowering the starting age of learning in these regions, are the factors should be considered seriously.

Based on table 2, the multiple correlation coefficient is $r = 0.868$ and shows that family, institution, self-perception, text book and social-psychological atmosphere hold 75.3 percent of failure in scores in English.

To interpret what we said above, we can mention each of the factors as family, school, and individual itself affect learning English. It seems that each variable without interacting with the other one could affect failure in English module. For instance, although students have their family attention and affection, they are disappointed with their academic performance as well as learning English, so educational failure will likely happen for them.

When an independent variable will cause educational failure and the other variable somehow affects it, the interaction between these elements will cause a more serious educational failure.

According to the findings of this research, it is possible to handle the variables which cause educational failure in English module. One of the basic variables was the family and the relationship between parents and their offspring. So if schools could organize the programs about children's education, this could solve a part of this problem and then students' negative self-perception and their hopelessness will turn out to be hope and change. On the other hand if text books' authors pay attention to these researches and try to solve the cognitive and educational problems, it would decrease the percentage of educational failure. Also the text books' authors should use all new findings related to learning theories, psychology and linguistics so the teaching methods will be improved. Therefore, learning and educational failure are complex and multivariate that without paying attention to the set of their factors, solving the problems mentioned above would consider as difficult.

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