

Statistical Report Sample Formatting

Rad G. Dissanayake

High Tech High Chula Vista

Table of Contents

Introduction.....	2
Literature review.....	3
Findings.....	3
Conclusion.....	7
Works Cited.....	9

Introduction

Ten years ago a student with a 3.0 would have had guaranteed admission to almost any school. Since then every year college standards have been on the rise. Students tend to be less and less confident of themselves because of the pressure they are going through to go to college. In today's society students with self confidence do better in school? In almost every case of child prodigies students who excelled in school tend to be very confident students. Such as in the movie like Matilda, she exceeded her abilities of being a regular students. Because of her confidence. She begins to develop abilities such as telekinesis and mind controlling because of her over confidence. Later on in the movie we begin to see Matilda's strong confidence helped her be the best in her school. The real question is does student do better in school if they are confident in themselves?

Literature review

“Despite the obvious significance of self-concept in everyday life and research, however, the directionality of effects between self- esteem, domain-specific academic self-concept, and academic achievement remains hotly disputed (Baumeister, Campbell, Krueger, & Vohs, 2003; Brown, 1993; Dutton & Brown, 1997; Marsh & Yeung, 1998)”. Mainly because educators and researches want to figure out if self-esteem has to play a role with education. Such specific research requires excessive data yet the data has to be controlled very carefully. If the evaluation aren't controlled the research can vary. The main examinations the researches want to figure out if “Self-Esteem and Personal & Social Responsibility, 1990) or a high domain-specific academic

self-concept academic achievement? Is the global self-esteem of students influenced by their academic achievement and/or their domain- specific academic self-concepts (Harter, 1998; Shavelson et al., 1976)”??

To test out the theory that self-esteem affects academics researchers had to study self-esteem, self concept and achievements. Second the researches also had research the each students background information as well. “In a study reported by Skaalvik and Hagtvet (1990), academic self-concept had a small effect on self-esteem in the older cohort (students in Grades 6 and 7) but not in the younger cohort (students in Grades 3 and 4); no effects of self-esteem were found on later academic self-concept”. This is probably because of the fact that when we are young we tend to not care of what others think. As we transition to each grade more and more we tend to separate from the crowd and try to be different. That is where self esteem issues and academics play in.

“Adequate self-esteem is related to the capacity to cope with academic tasks by employing effective study methods and actively participating in the learning process, both of which are involved in achieving set goals (Vermigli, Travaglia, Alcini, & Galluccio, 2001; Crocker, Luhtanen, Cooper, & Bouvrette, 2003)”. Most of the self esteem practices in academics comes from actually participation in class and going for of it in the learning process. In this study it concludes or comes with assumptions that if you have self esteem your are more likely to be involved. “The relationship between self-esteem and academic achievement has been well documented in the literature. While self-esteem is powerfully influenced by results achieved and appreciation shown by others from primary school on, it is also a good predictor of academic success. Adequate self-esteem is related to the capacity to cope with academic tasks by

employing effective study methods and actively participating in the learning process, both of which are involved in achieving set goals”. (Vermigli, Travaglia, Alcini, & Galluccio, 2001; Crocker, Luhtanen, Cooper, & Bouvrette, 2003) “Another aim of this research was to analyze the relationships among personal conception of intelligence, self-esteem, and school achievement in the two countries. Significant positive correlations were found between school achievement and conception of intelligence both for the static and incremental Italians”. (Vermigli, Travaglia, Alcini, & Galluccio, 2001; Crocker, Luhtanen, Cooper, & Bouvrette, 2003) In conclusion the data is scattered to make a conclusion maybe it should have been more controlled.

Findings

For our last project in High Tech High we had to do a research paper. We had to make a set of questions and send it off to High Tech High graduates to answer about how they are doing after high school academically and socially.

I strongly believe that self confident does relate for doing better in school, that means you will most likely graduate school. After I came up with that thesis I had to support it with data. Therefore I had to find two questions and compare them to see if my thesis can be proven right or is it false. I choose the question 32, I have confidence in myself and my ability to succeed and question 36 I am confident that I can graduate college. The chi-square is $30.11/9.488$ therefore the conclusion goes beyond the expected number of 9.488 this shows that the two questions are strongly related to each other. These two questions are dependent. This means that having confidence in yourself will result in doing exceptional in school. This data is excellent for my findings that means my prediction for this question came true.

Chi-Squared Values				
	Agree	Strongly Agree	Somewhat Disa	Totals
Agree	2.36	2.52	0.40	5.29
Strongly Agree	1.53	2.58	0.55	4.91
Somewhat Disag	0.01	0.66	19.05	19.91
Totals	4.05	6.09	20.00	30.11

My next question that I analyzed was 28 and 32. Been having with your social life means that you are confident in yourself and your abilities to succeed. My prediction for the whole situation was that having a social life mean that you are more likely in confident in your self at the things you do. After I analyzed the questions together the chi-square value was 47.8 over 9.48. Again this shows that the relation between the two questions are huge and it is dependent. This data is important because now we know for sure that been happy with your social life means that you have confidence in yourself and the abilities to succeed.

Chi-Squared Values				
	Agree	Strongly Agree	Somewhat Disa	Totals
Agree	1.50	1.40	0.48	3.46
Strongly Agree	1.07	1.78	0.50	3.34
Somewhat Disag	0.55	0.43	40.02	41.00
Totals	3.11	3.69	41.00	47.80

My third finding was quite unique. I predicted that after graduating high school if you have personal life goals (Question 22) it would motivate in college to succeed in college (Question 68). When I started analyzing my data for each of the two questions I realized that it has no relation. This finding is very important for the whole paper because we would assume that it has a relation but in reality it doesn't. This shows how statically it does not relate.

Chi-Squared Values				
	Agree	Strongly Agree	Somewhat Disa	Totals
Agree	2.36	2.52	0.40	5.29
Strongly Agree	1.68	2.68	0.55	4.91
Somewhat Disag	0.01	0.66	19.05	19.05
Totals	4.05	6.06	20.00	30.11

Conclusion

This research has opened my eyes and paved my footsteps for my next four years of my life. From this research paper the most important I learned was having self confidence in ourselves can improve the quality of work. My research prove that having a social life in high school and college would help you reduce college retention. This finding really solidified my thesis that having high confidence with reduce college retention. With the given proven data as a school what we can do to improve is make sure students have high confidence in themselves. As a community and a school what High Tech High CV board of administration and teachers can do is move progressively to improve as a school is make students bond with each other more. What this would do is when students are confident at HTHCV we would stand out as a school. Also when the students graduate HTHCV they would already be confident which out help stop, decrease college retention. To do this we could have more ice breakers throughout the year not only the beginning of a school year. Limitations of the study is that not all the students have Facebook only a certain type of people. Therefore the survey is only really getting information from students you have Facebook only so it could be very well based. Next steps to improve the research is that understand furthermore on how teachers can really help students improve their self confidence.

Works Cited

Thurber, C. A. & Walton, E. A. (2012). Homesickness and Adjustment in University Students.

Journal of American College Health, 60(5), 415-419.

White, W. F., & Mosely, D. (1995). Twelve year pattern of retention and attrition in a commuter type university. *Education*, 115(3), 400.

Vermigli, Travaglia, Alcini, & Galluccio, 2001; Crocker, Luhtanen, Cooper, & Bouvrette, 2003.

Personal conceptions of intelligence, self-esteem, and school achievement in Italian and Portuguese students. *Journal of Humans studies*.

Baumeister, Campbell, Krueger, & Vohs, 2003; Brown, 1993; Dutton & Brown, 1997;

Marsh & Yeung, 1998. Self-Esteem, Academic Self-Concept. *Journal of Personality and Social Psychology*