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## How Hope And Motivation Lead To Self-Regulation Middle School Students

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HOW HOPE AND MOTIVATION LEAD TO SELF-REGULATION IN MIDDLE  
SCHOOL STUDENTS

by

Jessica Winter

A capstone submitted in partial fulfillment of  
the requirement for the  
degree of

MASTER OF ARTS  
in  
TEACHING

Hamline University

Saint Paul, MN

Primary Advisor: Dr. Deb Sheffer  
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2015

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## CONTENTS

Table of Figures .....	v
CHAPTER I Introduction .....	1
<u>Why do We Persevere?</u> .....	1
<u>The Beginning</u> .....	2
<u>Exploring Hope and School Culture</u> .....	3
<u>High Performing Schools and Student Success</u> .....	5
<u>Summary</u> .....	6
<u>Chapter 2 Preview</u> .....	7
CHAPTER 2 Literature Review .....	8
<u>Introduction</u> .....	8
<u>Hope</u> .....	9
<u>Goal Setting</u> .....	11
<u>Grit</u> .....	15
<u>Summary</u> .....	20
<u>Chapter 3 Preview</u> .....	20
CHAPTER 3 Methods .....	21
<u>Introduction</u> .....	21
<u>Research</u> .....	21
<u>Setting</u> .....	22
<u>Survey, Goal Setting and Interviews:</u> .....	24
<u>Data Analysis</u> .....	26
<u>Safety of participants</u> .....	26
<u>Summary</u> .....	27

<u>Chapter 4 Preview:</u> .....	27
CHAPTER 4 Findings .....	28
<u>Introduction</u> .....	28
<u>Newspaper Article</u> .....	28
<u>Goal Setting</u> .....	29
<u>Student Goal Examples</u> .....	30
<u>Pre and Post-Surveys</u> .....	33
<u>Student Interviews</u> .....	37
<u>Self-Regulation</u> .....	38
<u>Summary</u> .....	39
<u>Chapter 5 preview</u> .....	39
CHAPTER 5 Conclusion .....	41
<u>Introduction</u> .....	41
<u>Reflection of Capstone Process</u> .....	41
<u>Literature Review and Major Findings</u> .....	42
<u>Limitations</u> .....	43
<u>Future Research</u> .....	43
<u>Summary</u> .....	44
Appendix A.....	45
Appendix B.....	47
Appendix C.....	53
Appendix D.....	55
Appendix E.....	57
Appendix F.....	59
REFERENCES .....	63

Table of Figures

*Figure 1.* is a representation of the hope survey in Class A. The first Hope Survey conducted is in blue line, and the survey conducted at the end is in the red. The figure represents the growth between the two surveys.....34

*Figure 2.* is representation of the Hope Survey in Class B. The first Hope Survey conducted is in blue, and the second hope survey conducted is in red. The figure represents the growth in hope between the first and second surveys. ....35

Grit. The Grit Survey was not what was expected. Initially Hoerr’s (2013) survey was used, but there were errors were in the calculation, and all students recorded scores for negative grit. Instead Duckworth’s 12-Item Grit Scale (2013) was used. Duckworth also used a Likert Scale, from one (strongly disagree) and five (strongly agree). The highest score a student could attain was five points. Class A averaged 3.06 and Class B averaged 3.07. The grit growth was not what was expected. Class A had a growth increased to 3.09, a .03. Class B’s average growth was 3.16, a .09 difference. Student grit did not grow as anticipated. In fact, individual scores dropped minimally. Even though, some grit scores did fall, others’ grew. Student GB14 had the biggest change in grit score from 3.75 to 4.58, an .83-point difference. ....35

*Figure 3.* is a representation of the Grit Survey in Class A. The first survey conducted is in blue. The second survey conducted is in red. The figure represents some students; in fact, they did grow in grit and others lost grit.....36

*Figure 4.* is a representation of the Grit Survey in Class B. The first survey conducted is in blue. The second survey conducted is in red. The figure represents some students; in fact, did grow in grit and others lost grit.....37

## CHAPTER I

### Introduction

#### Why Do We Persevere?

My curiosity about hope and success grew when I decided to pursue a degree in education. As I progressed in my education and my career, I wondered how students find the motivation to succeed. Is it grit, hope, or a combination of both? My experiences led me to ask: *How do students begin to self-regulate after gaining hope and motivation through goal setting?*

Six years ago I wondered, how do students succeed? It started when I was in AmeriCorps, a national volunteer organization. I volunteered in the upper Midwest working with low performing third grade readers. The overall goal of the organization was to support students' reading skills. We worked on phonemic awareness, sounds, and reading fluency.

The question was not purely an academic interest, but stemmed from my academic experience. Like my peers, I lived in a middle class neighborhood. My family seemed happy. At the time, I did not know my family was making around \$20,000 and was almost at poverty level. My parents tried to keep up our status, but fell behind in neighborhood dues, house payments, and taxes. As a high school student, I did not know there was an alternative to perseverance, which was giving up. Instead, I excelled academically and participated in extracurricular activities. I stayed focused.

My brother, however, was not focused in school. He was frequently suspended and often in trouble. He was kicked out of college and later dropped out of academics. Our grit was different. I advocated for my education; he did not. Even now, our successes

are much different. As I grew older, I witnessed similar struggles, met with the same qualities of perseverance and hope in my students.

### The Beginning

I spent four years, from 2007-2011, volunteering in an upper Midwest at a high poverty, elementary arts magnet school. The school failed and did not meet adequate yearly progress (AYP) as measured by standardized testing. Students were highly mobile and were continually moving. Moreover, it was one of the lowest performing schools in the district. Even though students struggled to survive, most students some had some resiliency and wanted to learn. Others shut down and lost all hope, as my brother had done. Similarly, I watched my students' grades drop and behavior change.

Through my curiosity, I wondered how successful students survived and maintained motivation. While I taught third graders reading skills one-on-one, I watched some students grow dramatically as they became proficient readers while others stagnated. I encouraged students to choose their own books instead of following prescribed reading prompts; unfortunately, it only worked temporarily. I slowly began to wonder why some students persevered and others did not. I remembered a distinct conversation I had with a student I tutored. I asked him why he kept reading and pushing himself. His response startled me, but rang true of his surroundings. The young third grader lived in a high-crime area and wanted to be a role model and prevent his younger brother from joining a gang. The student knew education was important and would help him succeed in life.

Reading did not motivate another student, but writing did. A third grader, who was smaller than most kids her age, was a spitfire. She was full of sass and was armed



with lyrical comebacks. I asked her, “Why do you write?” She explained writing gave her “arm energy.” She was passionate about writing, and it kept her in school.

At the same school I did AmeriCorps, I worked with eighth grade students on service-learning projects. My service-learning students identified neighborhood problems and brainstormed an action plan and solution on how to change their surroundings. Students were impassioned with projects they cared about, such as bullying and sex trafficking. They cared about the topics. Students wanted to create change. They did, through raising money and educating peers. Students in the program were motivated. They cared about what happened in their community and they took action.

In each of these cases, I watched eighth graders and AmeriCorps students in awe. I was proud. They used what they learned and craved to do more to create change. They were motivated. They had hope. They encouraged one another. I wanted to know what motivated the students to learn and what gave them hope in a seemingly hopeless environment.

### Exploring Hope and School Culture

My interest in student motivation grew into a passion while student teaching. Traditionally, student teachers take part in lesson planning, teaching lessons, and grading. As a student teacher during the spring of 2013 at a project-based learning charter school, I acted as an advisor for students. The school encouraged independent learning and inquiry. As a student teacher, I helped students plan their projects, checked-in about grades and progress, and provided help. Students self-assessed in a final meeting and defended their grade, a nontraditional way of grading.

A senior student was incredibly motivated and planned projects months in advance. He continually stayed on task, helped his peers, and took part in the Robotics Club. His motivation was evident, not only through academic success, but also goal-setting, qualities, which are attributed to having high-hope and a growth mindset.

Another student, a junior, seemed to lack motivation. There were points during the day when it was necessary to sit next to the student to ensure he stayed on task. The student with low motivation appeared to lack hope and believed in his inability to succeed, despite encouragement from teachers. The differences in stages of self-motivation were startling.

What impacted me most about my experience was the Hope Survey, (Newell & Van Ryzin, 2007) which was specifically used by the charter school. The Hope Survey assessed school environment and the correlation to student engagement, resulting in hope. Researchers at major universities (Newell & Van Ryzin) created the Hope Survey. The survey examined student motivation and assessed the school environment. It measured the students' perception on autonomy, belongingness, engagement, and hope. Specifically, the survey measured:

- Autonomy - having choice, setting goals, and choosing what to learn
- Belongingness – supporting peers and teachers in both academic and personal issues
- Goal orientation - emphasizing in peer understanding and efforts will be recognized
- Engagement - reflecting on work ethic and on behavioral and emotional environment in school

- Hope – creating goals and sustain motivation to complete goals.

Overall, the Hope Survey (Newell & Van Ryzin, 2007) measured hope and how students reflected upon their ability to create goals, developed strategies to reach goals and sustained motivation. The survey collected data and determined whether project-based learning increased student hope. Newell & Van Ryzin's research found traditional middle and high schools did not meet the developmental needs of adolescents, which increased negative outcomes; thus, a lack of motivation and engagement. I began to question if hope, grit and motivation can be taught or if they were innate. It was a philosophical question I could not answer and explored in greater depth.

### High Performing Schools and Student Success

I began teaching at a high performing middle school in the Midwest in 2013. The school focuses in Communication and Electronic Media with magnet classes such as Journalism, Broadcasting and Computer Coding. Students chose the magnet classes they take. Seventh graders chose two semester long classes. Eighth graders chose a yearlong course. I taught semesters of seventh grade Journalism where students learned the fundamentals to prepare them for their eight-grade year. In the course, eighth grade Journalism students learned journalistic writing and how to publish the school newspaper.

In my first year, I had a student who lacked motivation, even with opportunities to improve she would not advocate for her education. Her parents called to discuss the situation, and as a team, we made deadlines for missing assignments. Even with the support of both parents and I, she failed to meet academic expectations.

Another student was the opposite. Unlike her peers, she was engaged in class, participated as a newspaper staff member, and helped other students. The student

exceeded her news article expectations and wrote more articles than required. She enjoyed what she was doing and helped others. Through observation, it was evident the student had the grit to succeed and accomplished personal and class goals. She was self-motivated and self-regulated.

I noticed which students were self-motivated and those who were not. I reflected on teaching and what I needed to improve to ensure students met their goals. I wondered what I could do to change my teaching and create a motivated and hopeful classroom. I added rigor and inquiry into my class. In journalism, students chose their topics for their newspaper articles, students helped in creating class deadlines, and students checked-in with peers who acted as accountability partners. The first few times I taught goal setting, I modeled goal writing and accountability conversations. Student conversations ranged from, “I did my work and met my goals,” to “I was off-task and I need help.” Many students were motivated and on task. The class exercise increased my curiosity about how students find the motivation to succeed. Why were some students are better equipped to manage the stress (and distress)? *How do students begin to self-regulate after gaining hope and motivation through goal setting?*

### Summary

Observing students of varying motivation from different cultural and economic backgrounds helped to form my capstone question. What keeps students motivated? My research examined hope, motivation and how students self-regulated. The research would help to determine if there is a relationship between hope, grit and self-regulation through the use of goal setting.

## Chapter 2 Preview

Chapter 2 provides an overview of academic literature related to hope, grit, motivation and self-regulation. The chapter defines hope and explains its role in self-regulation through goal setting. Lastly, the chapter explores how grit leads students to hope and motivation, which are needed skills to create self-regulated middle school students.

## CHAPTER 2

### Literature Review

#### Introduction

Chapter 2 provides an overview of literature on academic success related to hope, goal setting, motivation, and how they led to self-regulation as students achieved goals. Hope is defined in many ways. Snyder (1994) defined hope as an expectation or feeling for a certain outcome. Hope anchored students to their goals and guided their destination to achieve success. Hope and success are often the outcome of goal setting, which gave students the ability to overcome adversity and lay the foundation of self-regulation (Snyder).

“Goal setting involves establishing a standard or objective to serve as the aim of one's actions” (Schunk, 2001, p. 2). In education, goal setting is part of the class or unit objective, which is standards-based education (Marzano & Heflebower, 2011). The objective became a goal. Marzano & Heflebower continued, standards-based grading allows students to revise their schoolwork until they have reached mastery level. Through self-reflection students had the ability to foresee and overcome roadblocks, gain intrinsic motivation, and learn to self-regulate. Lastly, grit focused on goal setting, on how it can be attained in the classroom, and on what characteristics are needed to succeed. Grit is how students managed their goal and the encompassing challenges (Hoerr, 2013). Each of these steps led to self-regulation.

The purpose of researching the themes of hope, goal setting, and grit helped to create an understanding of how and why students succeed. Thus, the research answered

my question: *How do students begin to self-regulate after gaining hope and motivation through goal setting?*

### Hope

Hope is part of the human experience, and its occurrence is different for each person (Webb, 2012). There are five types of hope: patient, critical, sound, resolute, and transformative (Webb). Patient hope is the belief that one is becoming oneself. Critical hope is the openness and respect for the future. Sound hope is represented by a concrete goal. Resolute and transformative hope is hope against evidence (Webb).

In essence, each definition of hope showed it is experienced in numerous ways and not limited to the same experience (Webb, 2012). Through the experiences of hope and goal setting, students use hope to achieve a concrete goal. Students may not have the initial evidence to prove they can attain something, but they had the hope that carried them through the process.

Willpower and waypower. Someone who has hope is future orientated and knows the goal was attainable (Synder, 1994). Sound hope anchors students to their goals, which created success in the classroom through willpower and waypower (Snyder). Willpower is the ability to resist short temptation in order to meet long-term goals (Weir, 2012). Willpower is used to help attain goals, ignite potential, and inspire motivation. Through willpower, one visualizes goals and clearly understands what it represents. Even when times are stressful and goals seem unattainable, adversity is overcome through willpower (Snyder).

Waypower is a roadmap for gaining hope (Synder, 1994). It gives one the ability to plan the process and bring the goal to fruition. When a goal is better defined, it is

easier to plan. Waypower uses the successes of previous goals to achieve new ones. Drawing from prior knowledge and creating roadmaps can cause new pathways toward goals (Snyder).

The combination of willpower and waypower is crucial to hope. Hope reflects a mental set where willpower and waypower lead to the destination (Snyder, 1994). In other words, people who have willpower have the waypower, or pathways to achieve their goals. Snyder concluded, together, waypower, and willpower, create high-hope.

A person with high-hope has the ability to negotiate and navigate their goals when there is adversity and has alternative ways to achieve the outcome (Snyder, 1994). When there is hope, there is achievement. Students with higher hope are academically more successful, which creates high self-esteem and motivation (Lopez, 2013). Those with low-hope are less successful and in turn have lower self-esteem (Synder).

Snyder (1994) questioned whether hope could be measured. He came up with a series of questions using a Likert Scale, which measured both willpower and waypower. The short, 8-question survey helped measure hopefulness, and reveal thoughts about how one attains goals. Snyder wanted people to measure their own waypower and willpower and understand how the two impact individual hope.

Hope Survey. Newell & Van Ryzin (2007) wanted to test the theory of hope and used Snyder's Hope Survey. The study measured different aspects of hope with 200 high school students in an upper Midwest project-based learning charter school. More specifically, the study measured student autonomy, belongingness, competence, and engagement. Newell and Van Ryzin compared hope levels of students at the charter school with students in traditional schools. The authors of the study concluded students'



perception of autonomy; belongingness and goal-orientation were generally higher in the charter school that used project-based learning than in traditional schools. Newell & Van Ryzin found a decline of hope and engagement in traditional schools.

Lopez (2013) supported the Theory of Hope and increased academic success. Through research, Lopez found hope to be an excellent predictor of GPAs (grade point averages). In a study of first semester college students, Lopez found there was a relationship between how students viewed their future and their successes and likelihood of graduation. Students with low-hope were more likely to be dismissed from schools due to poor grades. Students with high-hope were more successful and were likely to graduate (Lopez).

Hope is a foundation, a tool of self-regulation, because it gives students the knowledge to achieve their goals and the perseverance to overcome roadblocks. Goal setting helps students to achieve hope, which leads to self-regulation (Bandura, 1991).

### Goal Setting

Goals are experiences or outcomes that can be imaged or desired. Much like the combination of willpower and waypower, one must be able to visualize the goals and plan the process to achieve a goal (Snyder, 1994). One of the first steps of self-regulation is goal setting (Bandura, 1991). During the process, students show the ability to create goals and to follow through to completion. Bandura explained self-regulation results in setting goals and planning a course of action, or a desired outcome.

Students with high-hope and high self-esteem have more concrete and challenging goals. In turn, creating challenging goals creates hope because students with successes begin to visualize what they can accomplish (Bryan & Kristen, 2013). Research found

allowing students to choose goals independently, or with another person, helps them generate hope because they are more invested in the outcome. To help with the goal setting process, Snyder provides steps, which create hope within students (Snyder, 1994).

Goal setting process. Students are motivated and committed toward a goal when it is personal. When helping create goals, especially those that may seem unachievable, help is needed through the process (Snyder, 1994, Schunk, 1991). Self-set goals foster self-efficacy. In a study with disabled students, Schunk found students who were given goals were less motivated than those who set their own goals. Teachers should encourage and support students to be hopeful. Goals should be specific and students must visualize the desired results (Snyder). The teachers' role is to help the less driven students define their goal and develop a process for achievement.

The process of goal setting is applied to education by building hope and motivation within students. One example is standards-based grading, which encourages students to redo and revise assignments until mastery is met (Marzano & Heflebower, 2011). Marzano & Heflebower explained standards-based grading as qualifying understanding along a continuum, which ranges from the lack of understanding of basic concepts to understanding complex content.

Standards-based grading and hope. Standards-based grading often uses a proficiency scale of 0-4, which measures students' mastery levels (Marzano & Heflebower, 2011). The goal of the continuum is a score of 3, which is proficient knowledge and skills about the subject. A level 2 is simpler content, and level 4 of the scale is beyond the proficient level containing more complex skills and processes applied

to new situations. To gain mastery, students may revise their work until standards are the objective or goals are met (Marzano & Heflebower).

During the revision process, students demonstrate perseverance by continually retaking or redoing assessments until mastery is shown. In turn, the grade becomes more meaningful because the student achieves the overall learning goal (Marzano & Heflebower, 2011). Spencer (2012) explained standards-based grading derives from the idea that teachers should clearly define academic goals for their students, determine if they have met them, and communicate results to both students and parents. In turn, standards-based grading motivates students when they witness the changes in their grades because of personal effort (Marzano & Heflebower). Rigor results when students connect content to real life and work to achieve more complex and valid tasks because of personal interests (Marzano & Heflebower).

Self-reflection. Students begin to self-reflect on the process of goal setting when they are aware of the goal and what they need to achieve leading to self-regulation. Being able to observe or reflect on goal setting helps students realize the steps needed to achieve the goal (Schunk, 1991). By sharing the overall goal and what success of the goal entails, students know what skills are needed. Then students are assessed, they know what is expected and can easily track their progress toward greater achievement (Schunk).

Self-observations and reflection shed light patterns of why some students are achieving goals or overcoming roadblocks. Reflection leads to needed changes for achievement. Knowledge of how one is doing alters behavior, which activates self-reactive influences in the form of personal goal setting and self-evaluative reactions

(Bandura, 1991). It is not specifically goal setting which creates the motivation, but instead the ability to respond, in an evaluative way, to actions. In turn, students begin to spontaneously set goals because they have self-reflected on previous goals and are aware of what steps need to be taken (Bandura).

Self-reflection allows students to self-direct their learning. Vohs & Schmeichel (2012) described self-regulation as the ability to generate a pathway for goal attainment, along with moving towards and realizing the completion of a goal. Goals enhance self-regulation due to their effects on motivation, learning, self-efficacy and reflection on the progress. One must commit to a goal to be able to attain it; otherwise, the person will not succeed (Schunk, 1991).

Goal setting research. Reeves' (2009) research of the 90//90/90 schools (90% eligibility for free and reduced lunch, 90% ethnic minorities, and 90% of students achieved high academic standards) showed that when teachers set high expectations and had rigorous classroom procedures, all students met high standards and improved in class work.

School characteristics that led to academic success included; a focus on academic achievement, provided clear curriculum choices, and frequently assessed with opportunities for improvements, which set students up for success (Reeves, 2009). Students were able to see how their grades changed, and the teachers were able to identify when students needed extra help. There are multiple opportunities to improve in the classroom; the consequence for poor performance is more work, improved performance, and respect for teacher feedback. The process created self-efficacy because students took ownership for their knowledge and skills with the content (Reeves).

Students without the opportunity to improve, in return, lost motivation to improve their work. When there are no opportunities for improvement, or when students felt they were not supported or given the opportunity to make changes, their attitudes became apathetic and they lost interest in their achievement (Reeves, 2009).

Research concluded that the importance of goal setting and looking towards the future helps students succeed both academically and in life. Once the goals are completed, those who have self-regulation chose new goals and because of their previous successes feel confident in future goal setting. Allowing students to self-set goals enhances motivation, self-regulation, and encourages higher goal commitment. Using goal setting with high-hope students leads to self-regulation because students have learned how to achieve their goals. This leads to less distraction and procrastination toward goal attainment (Vohs & Schmeichel, 2002).

In all cases, goal setting was the underlier of success. Without goals, students stagnated and became unmotivated in their work. The more challenging a goal, the more students strived to succeed. It created self-regulation, or an inner drive and motivation. Research found that setting more challenging goals makes our future selves strive harder (Koch & Nafziger, 2009). Students become motivated by the fear of failing. Their motivation allows them to struggle and work harder to accomplish their goal. Moreover, the more motivation needed for a difficult goal, the more self-regulation there is to achieve the goal.

### Grit

Research revealed that hope, goal setting, and grit are intertwined. When the steps of goal setting are taught, students learn to analyze possible roadblocks. By looking at

adversity, students wrestle through the process of setting and achieving goals. It teaches students resiliency and gives them the tools needed to move toward achievement and success.

Grit is defined as the, "...tenacity and perseverance as a multifaceted concept encompassing goals, challenges, and ways of managing these," (U.S Department of Education, 2013, p.7). Students who have grit, tenacity or perseverance have the ability to set goals and carry them out even though students may face difficulties accomplishing goals. Goal setting, both long and short term, engages academic mindset where students use academic resources, strategies and tactics to thrive.

Creating grit. Research showed that taking students out of their comfort zone when creating goals increases grit. Students need to learn to struggle to succeed and mistakes are lessons. To understand grit, students need to develop it. When teachers work with students to create grit, the biggest part of the process is helping students grapple with roadblocks. From teachers, students learn how to overcome hardship, thus learning grit (Hoerr, 2013).

Snyder referred to roadblocks as waypower (1994). The adversity that comes with goal setting happens even when someone with the most specific goals gets stuck and does not know ways to achieve the goal. Snyder recommended finding more than one route to achieve goals. The more routes students can brainstorm towards a goal it provides students with more ways to succeed.

To assist in creating new routes, students can break down the goal into sub-goals, and chunk the goal into smaller sections. Sub-goals gave students the opportunity to focus on a smaller goal nearest to the starting point so it is not as overwhelming. Like the

first goal, the sub-goals also need to be clarified so that it can be visualized (Snyder, 1994). After the goal and sub-goals are created, different pathways on achieving the goal need to be brainstormed. The process of creating pathways leads to alternatives when the route seems impossible to accomplish (Snyder). Snyder clarified that being able to create different pathways towards a goal leads to grit. It gives students the opportunity to brainstorm how they are going to overcome possible adversity. The process gives students hope they can succeed.

Often students do not know how to respond to adversity if they are not taught skills on how to overcome hardship (Hoerr, 2013). Students need to be properly supported when learning how to develop grit and teachers need to assist students in navigating the process of setting relatable goals and how to attain it. After twenty-five years of research, Goodwin & Miller (2013) found giving students challenging goals encourages effort and persistence. Students are often not challenged beyond their abilities or encouraged to take risks. Tough (2013) advocates for students to experience hardships. It is in the process of overcoming these hardships that students develop perseverance. For students, being able to prove they can achieve their goals, encouraging them to create other goals to self-regulate, and using the process throughout life. This, in turn, creates hope and grit for future perseverance.

Research revealed the qualities of grit is not only seen in students, but is also modeled in leadership positions, such as administrators and teachers. The positive mindset of being goal-oriented, motivated and having self-control is a theme carried throughout the leadership of the teachers and administration. High expectation of schools, including goals, helps to motivate students to succeed (Steagal, 2012). How students

perceive their abilities often impacts their outcomes. The ability to focus on strengths changes the trajectory towards success (Pappano, 2013). Lopez (2013) suggested teaching students to persevere through their goals, even when difficult; it is not the only way to gain hope. It helps to develop a resilient mindset.

Mindset and grit. Snyder (1994) explained there are two different types of people: low-hope and high-hope. Each has different qualities, which define them. Students with low-hope tend to be depressed because they believe they are incapable of attaining their goals. Negative mindset increases when a goal is not clearly defined. High-hope individuals have clear goals, can move from one idea to another while pursuing their goals, and are continually interacting with others. The characteristics of low-hope and high-hope individuals are also seen in Dweck's Theory of Mindset.

There are two types of mindsets according to Dweck (2006). Dweck defined growth mindset, or high-hope, is when people believe their abilities can change through hard work and dedication. Fixed mindset, or low-hope, is defined as persons who hold the belief that their abilities are fixed and cannot be changed (Dweck). For example, the belief that intelligence and talent creates success, hard work does not. When those with a fixed mindset encounter obstacles, they assume it will never get better, and their deficiencies will cause a less positive lifestyle (Lopez, 2013). The research of Dweck and Lopez revealed that mindset or the level of hope could help determine whether someone succeeds in achieving goals. Students struggling with mindset or hope believe they cannot succeed, which relates to poor self-efficacy.

Self-efficacy is the belief in one's own capabilities to manage a situation (Parajes, 1996). Much like a growth mindset, students with self-efficacy have the ability to



overcome and face adverse situations. The greater the effort, the greater the persistence and resiliency students had. Students with lower self-efficacy have similar characteristics to a fixed mindset. When projects become harder it creates stress and depression (Parajes, 1996). There is a direct correlation between grit and hope. High self-efficacy and a growth mindset create perseverance and resiliency in students resulting in academic success.

A growth mindset and high-hope tend to promote academic success. Dweck (2006) looked at grades of students transitioning into high school. Students with a fixed mindset had a lower grade point averages (GPAs), than those with a growth mindset. When students with a growth mindset began to fail, they used their resources and continued to work. Students in a similar situation with a fixed mindset instead complained about their teachers and did not take responsibility for their grades. Like those with low-hope, a fixed mindset can be detrimental to goals and achievement because it makes one feel incapable of success.

Students with a growth mindset can achieve academically. Academic mindset is how students frame themselves as learners in their environment, and in their relationship with the learning environment. Students with a growth mindset framed adversity as a bump in the road and not as personal failing. Through the use of waypower, an alternate course of action was determined. Teaching goal setting and looking at possible difficulties help when navigating the learning process and teaching students to persevere. Hardships make students more successful at achieving in school (Dweck, 2006). The research illustrates resiliency and mindset impact the success of students.

### Summary

Chapter 2 reviewed how hope relates to academic success. When students have higher levels of hope, they are more successful academically. The combination of hope, goal setting and grit are the foundations of self-regulation, which helps students plan their goals and brainstorm ways to attain goals. The process of goal setting teaches students to self-reflect on the process and learn how to overcome adversity. Lastly, grit creates the needed drive and mindset for students to move forward towards success. Once students have learned the process, they begin to plan their own goals.

### Chapter 3 Preview

Chapter 3 will discuss both quantitative and qualitative research methods used in the section. Through the use of surveys and interviews, an analysis of how students self-regulate after gaining hope and motivation was studied. The research took place in an upper Midwest magnet middle school with 36 eighth grade students.

## CHAPTER 3

### Methods

#### Introduction

In chapter 1 the question: “*How do students begin to self-regulate after gaining hope and motivation through goal setting?*” was discussed in relation to middle and high school students in both high and low-income localities. Hope is something everyone struggles with despite backgrounds. The literature review, in Chapter 2, explored the theories behind hope and its relation to goal setting. When students are able to bring goals to fruition, they developed hope and grit. When students worked through the process of goal setting, they learned how to plan for their goals and begin to think about possible adversity and challenges. Once goals are accomplished, motivation to succeed helps students begin to self-regulate in their future endeavors.

#### Research

The research was conducted at a magnet middle school located in the Midwest that emphasized Communication Arts, Journalism, Broadcasting and Design. Research was conducted in two eighth grade Journalism classes, with 36 students. The research question asked: *How do students begin to self-regulate after gaining hope and motivation through goal setting?* Mixed methods of research were used to help understand how students gain hope and grit, begin to self-regulate, and become motivated after their goals are achieved. Mixed methods research used both qualitative and quantitative data for a more complete understanding of the research (Creswell, 2014).

Research methods. My research focused on the exploratory sequential design, which used both qualitative and quantitative data to support my findings. The collected

qualitative data used two surveys, one, which measured grit and the other, which measured hope. I also used a series of open-ended questions to learn how students viewed hope, motivation and self-regulation. The questions also identified roadblocks or challenges and strategies students used to overcome adversity. Interviews illustrated the data and gave voice to the thinking process of the students. Students also used a graphic organizer, which helped students plan their goals. Chapter 3 included a description of the methodology used along with the setting, participants, surveys, questions, and data.

### Setting

The setting of the study was at a magnet middle school, grades 5-8, in the Midwest. The magnet focused on Arts and Technology. The school is the largest middle school in the district and state with over 1,100 students. There were 464 minority students with 32.2% of the students with free and reduced lunch. The middle school was known for its high expectations for both teachers and students. Daily classroom goals were posted and used to support students through the process of meeting the goals. When there were clear objectives and a focus on academic achievement, student success is supported and expected, (Reeves, 2009). The level of achievement of both students and teachers has led the school to be nationally and internationally ranked as one of the best middle schools.

Classroom. The study took place in an eighth grade Journalism classroom. The setting was selected because students struggled to meet deadlines when writing articles for the school newspaper. It is hoped that goal setting encouraged hope and self-regulation in the classroom. There were two sets of classes, one hour and twenty minute classes, which followed block scheduling. The Journalism classes wrote articles for the

school's newspaper and learned different aspects of news writing, such as feature and review writing, and studied the writing process including choosing topics, interviewing, editing, and writing. Moreover, students learned how the writing process carries over into other subjects and state testing.

Participants. Two eighth journalism classes participated, totaled 36 students. Eighth grade classes were selected to encourage self-regulation prior to high school. When students attend high school with high-hope, the ability to set goals, and the ability to self-regulate, they have higher success rates (Lopez, 2013).

The students were of varying levels of motivation and hope. Some struggled with meeting deadlines and setting daily goals. The process of self-regulation was used in the classroom to help focus students on creating goals about academic improvement, with a focus on the news writing process.

Students received a goal setting graphic organizer. The goal graphic organizer was modeled through a think aloud. The think aloud let students hear my thought process was used to complete the goal graphic organizer. After the think aloud, students completed the graphic organizer individually, focusing on goals for their first quarter newspaper article. The topic chosen was to track self-regulation of students using mini deadlines. Deadlines included; solidifying a topic, completing interviews, writing a rough draft, editing, and finishing a final copy. Examples of student goals included; meeting deadlines, staying focused, and completing the article prior to deadlines. Students elaborated on their goals using a graphic organizer.

The goal graphic organizer asked students to list roadblocks or challenges. Possible challenges were identified to prevent students giving up when faced with

hardship. The roadblocks or challenges coincided with Snyder's (1994) research stated that when people are able to navigate their goals when there is hardship, there is higher achievement, thus, higher-hope. After students brainstormed roadblocks and ways to overcome obstacles were discussed.

#### Survey, Goal Setting and Interviews:

The data collection included surveys, questionnaires, and interviews. First, students took both a Hope and Grit survey. The Hope Survey is based on Snyder's (1994) studies of hope, which measured hope. The Grit Survey (Hoerr, 2013), provided a way for teachers to measure students' grit to help students gain more grit. Both surveys used a questionnaire format with a Likert Scale used a rating system of one through four.

1. One is strongly disagreeing, meaning the student disagrees with the statement.
2. Two is disagree.
3. Three is agree
4. Four is strongly agree.

Duckworth's (2007) 12 item Grit Scale was used after Hoer's (2013) grit survey, resulted in students having negative grit scores while Duckworth's (2007) survey resulted in an averaging grit score of 3.

Hope Survey. The Hope Survey measured whether students' hoped changed after learning the goal setting process. In turn, the data showed how successful students are academically based on levels of hope.

Graphic organizer. A graphic organizer adapted from Snyder & McDermott (1999) helped students to clarify their goals. The organizer used a series of questions to

clarify the steps required to achieve the goal along with possible roadblocks faced. Students referenced goal sheets as needed. The graphic organizer helped students self-reflect on the process to self-regulate as they learned how to organize goals. To assist students to think about levels of grit and hope through goal setting, students completed a goal setting graphic organizer (Appendix C). The graphic organizer guided students to identify goals; the steps need to achieve the goal, possible roadblocks, and how to navigate adversity.

Grit Survey. The Grit Survey is found in Appendix B by Duckworth (2013). The survey determined whether a student has the ability to succeed when facing adversity through a series of 12 questions using a Likert Scale, with a rating system of one to five. The Grit Survey included; one strongly = disagree, two = disagree, three = agree, and four strongly = agree. Students used the scale to see if they agreed or disagreed with the statement. Students added up the ending points based on a provided formula. Five is the highest score. This survey was used at the beginning and ending of the study to determine changes in students' grit.

Interviews. Personal interviews determined how students viewed hope and motivation. The open-ended questions allowed students to reflect on the goal writing process and roadblocks and barriers. The questions included:

1. How do you define hope?
2. How do you define grit?
3. Describe a time when you felt hopeful.
4. Do you feel hopeful in your schoolwork and why?
5. How has your perspective on grit and hope changed throughout the survey?

6. What was the biggest roadblock or challenge you faced? How did you overcome it?
7. After taking both the grit and hope surveys, did the scores change? Is it what you expected and why?
8. What makes you proud of the work you've done?

### Data Analysis

The data compiled from both surveys was analyzed to find the mean and the amount of hope and grit students had at the beginning and end of the process. The information illustrated how the degree of hope and grit changed for the students. The initial analyzation of the surveys examined how students first viewed their hope and grit. The final survey was compared to the first to determine the amount of change in hope and grit.

The graphic organizer served as an illustration of how students sought to accomplish goals. It was a way to understand students' thought processes and the exact steps taken in order to achieve goals.

Lastly, interviews gave voice to the students' feelings about the process and personal levels of hope and self-regulation. The interview questions were important to self-reflection, and if self-reflection led to motivation and self-regulation for future goal setting

### Safety of Participants

The safety of the participants followed both Hamline's guidelines and school district guidelines. Specific measures were set-up to ensure the safety and autonomy of the students. Participation required a parental consent form for each student. The consent form included an explanation of the research, how the research would be conducted, and a waiver for the questionnaire and interview.



In the letter, students and parents were informed that the results were published and stored at Hamline University's library. The letter explained the anonymity of the students. Each student received a series of numbers and letters used for identification and confidentiality. For safety, all information was locked at school. Moreover, all surveys, graphic organizers and interviews were destroyed after the completion of the thesis.

### Summary

The methods section outlined the steps needed to conduct the research for the study. The research comprised of qualitative and quantitative methods on hope, motivation, and self-regulation in a middle school classroom. The study began with hope and grit surveys. The initial administration of the surveys identified students' levels of hope and grit. After the surveys, students learned how to set goals using a graphic organizer and for possible adversity, which helped students be successful. After the process, students took the hope and grit survey again to see if the outcomes changed. Throughout the process, students' completion of assigned work by class deadlines, as noted, was used to determine self-regulation.

### Chapter 4 Preview:

Chapter 4 discusses the results of the study in relation to the research question. The chapter includes three student examples of goals, roadblocks and success with self-regulation. Class statistics are included on hope, grit, and the levels of change based on the pre and post surveys of hope and grit. Finally, the chapter concludes with student interviews and an explanation of students' gain in self-regulation.

## CHAPTER 4

### Findings

#### Introduction

The question of the study asked: *How do students begin to self-regulate after gaining hope and motivation through goal setting?* The purpose of the study was to help students gain self-regulation in order to meet class deadlines. Research was conducted on 36 eighth grade students using mixed-methods research. Students who participated in the study first used a goal-setting graphic organizer, followed by pre and post-surveys measuring their hope and grit. Lastly, student reflections and interviews were used to assess the outcomes of gaining self-regulation through goal setting.

#### Newspaper Article

The class where students learned to set goals was a Journalism Production course. Students chose an article topic, conducted interviews, and wrote articles for the school newspaper. The students had smaller class sub-goals, which were the daily objectives, and larger goals, which were specific deadlines to meet for each part of the writing process. Students' goals were based on the newspaper articles and writing process. In previous years, students had difficulty meeting deadlines and staying motivated. Having students choose their goals, and take a hope and grit survey, allowed me to gauge how students stayed motivated and whether they accomplished self-regulation by meeting the final newspaper article deadline. Students had a month and a half to write their articles to publishable quality. The writing process was scaffolded through sub-goals, which included finding a topic, writing an article proposal, interviewing, writing a lead, writing the article, editing, and making final article edits.

After each deadline, student work was reviewed written feedback was given. Feedback included ways to improve writing, editing and clarifying the content. The use of written feedback and editing helped students develop perseverance. Marzano & Heflebower (2011) found that giving students the ability to make changes created mastery and perseverance. In this case, the purpose of the revision process was to improve students' personal and class goals. Students stayed motivated throughout the writing process because of timely and critical feedback. The frequent assessments also provided opportunities for improvement. When students are able to see grades improve they gained motivation. When students are supported with proper feedback and support from teachers, students are intrinsically motivated to make changes and improve (Reeves, 2009).

### Goal Setting

The goal-setting graphic organizer was based on McDermott & Snyder (1999) Six Steps of Effective Goal Setting. Adjustments were made to the graphic organizer to better accommodate middle school students. Students first wrote goals for the quarter. The goals focused on a first quarter newspaper article. Secondly, students charted their course by brainstorming steps needed to be successful. Students expanded on each step and wrote them in sequential order. Step lengths varied based on student goals. Eighth graders then wrote possible challenges they might encounter during the goal process. Lastly, methods to overcome their roadblocks were identified.

The goal setting graphic organizer helped to create willpower and waypower. Snyder (1994) explained willpower as the visualization of a goal, which can be clearly understood and represented. In the case of this study, the visualization and understanding

of the goal was written in a goal setting graphic organizer. When students have motivation they can overcome roadblocks. To chart their courses, students not only wrote the process on how to achieve their goal, but also what to do when faced with challenges or roadblocks. Snyder (1994) suggested those with willpower have higher hope because they can overcome obstacles and see the end goal. Waypower is the ability to plan the process to achieve the goal (Snyder). According to Snyder (1994), when a goal is thoughtfully planned, the goal setter is more successful. When choosing a graphic organizer it was crucial to use one that included both willpower and waypower.

During the quarter, students periodically reflected upon whether their goals were achieved. Self-observation gave students the ability to think about and plan needed changes for their goal. Bandura (1991) suggested self-reflection leads to motivation because students respond in an evaluative way to their progress. The goal setting and reflection process lead to self-regulation. Schunk (1991) found goals to enhance self-regulation because of motivation. Students are able to generate a pathway towards their end goal. During the goal process, students need to self-regulate to complete their goals. After reflection, written feedback was given. Students were asked about the goal setting process and achievement. This helped them to think critically about the process.

#### Student Goal Examples

KA5. Students' goals varied from better grammar to staying on task during class. Student KA5's goal were to stay on topic or focused during class. Each student charted their course by becoming interested in the topic, working independently, and sitting away from friends. KA5 expanded on the course and became more specific by writing down the steps needed to complete the goal. The student wrote:

1. Find an interesting topic
2. Invest a lot of time in it
3. Work independently
4. Sit away from friends.

After the course was charted, and identified possible roadblocks, KA5 included the following roadblocks: looking out the window, talking to friends, having a wandering mind, and choosing a boring topic. The student determined three ways to overcome the roadblocks which included: ask Ms. Winter to sit away from the window, sit away from friends, and research/spend time on the topic.

During goal check-ins, KA5 reflected and began to sit away from friends and work at home to avoid distractions. Roadblocks the student faced were; people coming up to talk and looking out the window. To overcome challenges, the student asked another peer for help to ensure KA5 stayed focused. The small writing prompts allowed the student to reflect on progress and begin to think about what needed to change in order to succeed.

GA16. Student GA16 wanted to write an article that was meaningful and sounded and read well. This student was more specific when charting a course of action. The student; brainstormed topics, wrote and rewrote the article, had it edited and re-edited many times, interviewed many different people and included multiple views, rewrote my work many times, and asked for opinions. GA16 narrowed the plan and wrote:

1. Brainstorm ideas to a final three
2. Ask peers what they are interested in
3. Write and self-edit

4. Rewrite
5. Edit
6. Peer edit
7. Rewrite
8. Edit
9. Peer edit
10. Include interviews from all grade levels and genders

The student's roadblocks focused mainly on the editing and the writing process. Possible challenges for the student were: not being patient enough to work and rewrite the article multiple times, not spelling very well, not enough time to work on the article, and forgetting/spacing off while editing. The student wrote three main ways to overcome adversity, which included: taking breaks to alleviate frustration, correcting spelling using a dictionary, and working on the article during class.

The main roadblock the student wrote about during the reflection process was having problems with the fluency of the article. GA16 overcame the challenge through teacher and peer input. To help with the editing process, GA16 began to edit and rewrite the article during the writing process instead of leaving all the editing until the end.

KH9. Student KH9 set quarter goals based on spelling and grammar. The student's main steps were: edit, have Ms. Winter edit, focus, and spelling. KH9 became more specific about the goal when putting the steps in order.

1. Pick an article
2. Write the article using language arts skills
3. Check any word spelling I am unsure about

4. Edit
5. Peer edit
6. Have Ms. Winter edit
7. Final edits

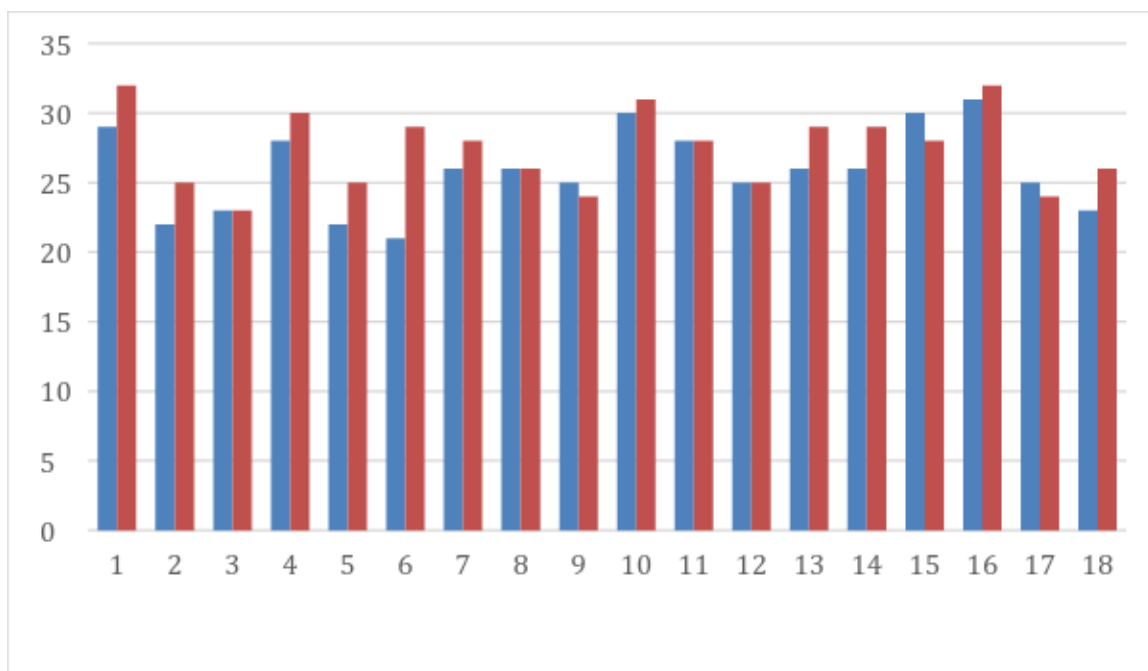
KH9 brainstormed possible roadblocks and mapped out different ways to overcome them. The student wrote about being frustrated, being unable to find the right words, choosing a new one, and fear of losing self-confidence if the writing was not adequate. The student chose to overcome the challenges by writing the words they needed, and not changing them, and “reminding myself, my work is great.” The student recognized, when frustrated, one could lose confidence in work and think it is not good enough. The student realized the possibility of having a fixed mindset. Through generating possible solutions for the roadblocks, KH9 determined a growth mindset was needed to succeed in the writing process and meet the goal. The student worked independently and was aware of spell checking while writing the article.

#### Pre and Post-Surveys

Hope. After setting goals, students took their pre and post Hope and Grit Surveys. The survey measured the growth of hope based on the success of achieving the goal. The Hope Survey used a Likert Scale, which was based on a one through four responses. One is being highly disagreed and four being highly agreed.

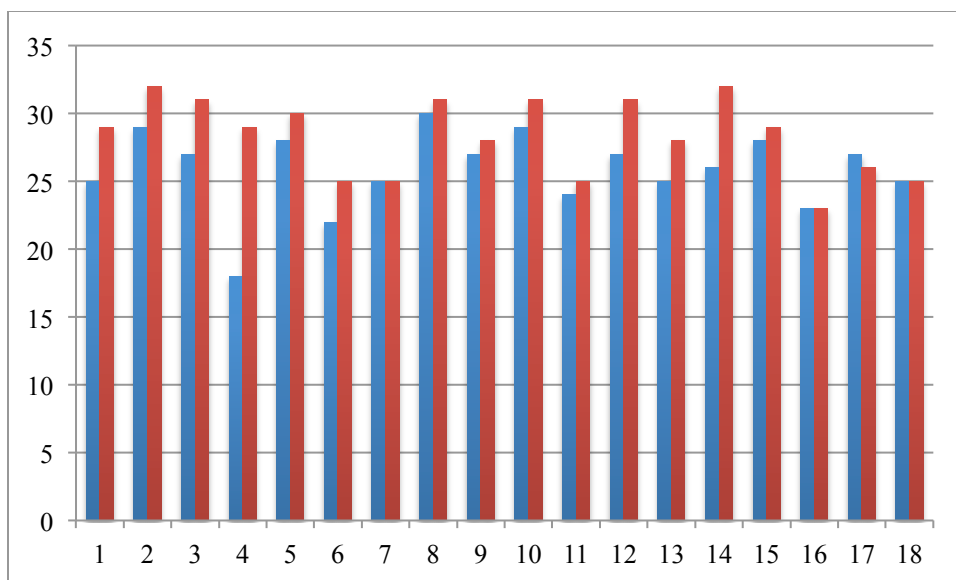
The Hope Survey had eight questions. The students added up the numbers to find their amount of hope; the best score was 32. Class A had an average hope score of 24.53; class B had an average hope score of 23.16. The students then took the Hope Survey after the deadline was met and personal goals were accomplished. Class A had an average

26.53, a two-point growth. Class B averaged 25.06, a 1.9 increase in growth in hope. Students who were on the cusp (below 24) of hope showed growth. The biggest individual growth in both classes was student JB5 who began with a pre-survey Hope Score of 18 and increased to a post-survey of 29 points, an 11-point difference. The growth in hope seemed quite large for such a short period of time and was larger than expected.



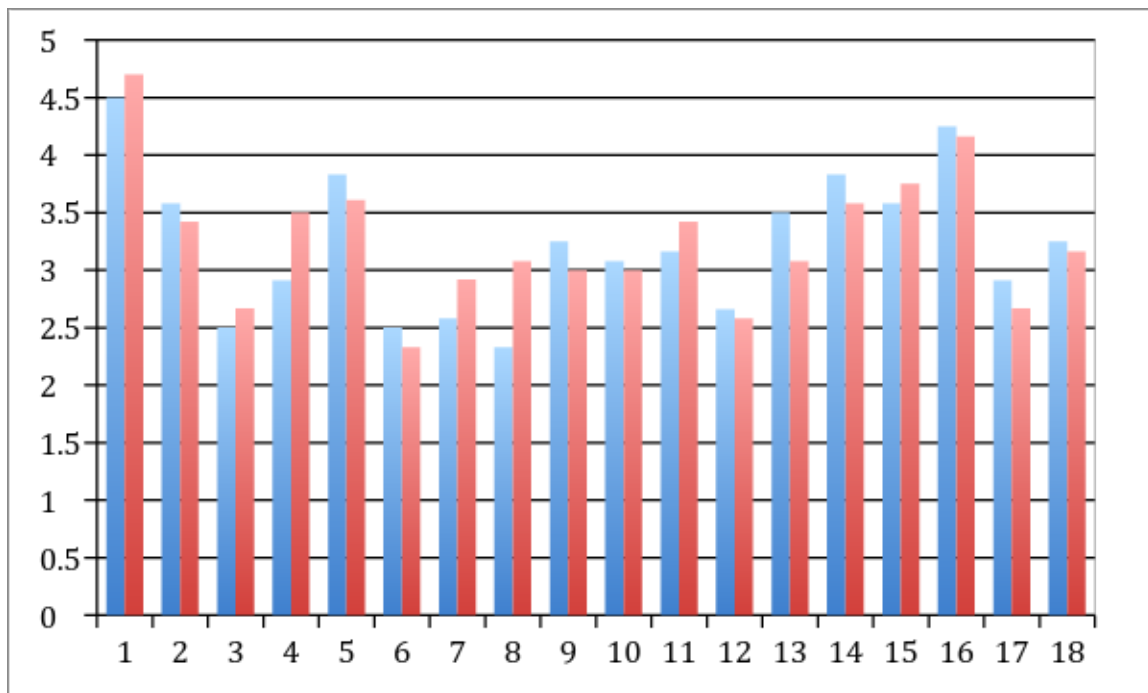
*Figure 1.* Is a representation of the Hope Survey in Class A. The first Hope Survey conducted is in blue, and the survey conducted at the end is in the red. The figure represents the growth attained between the two surveys.



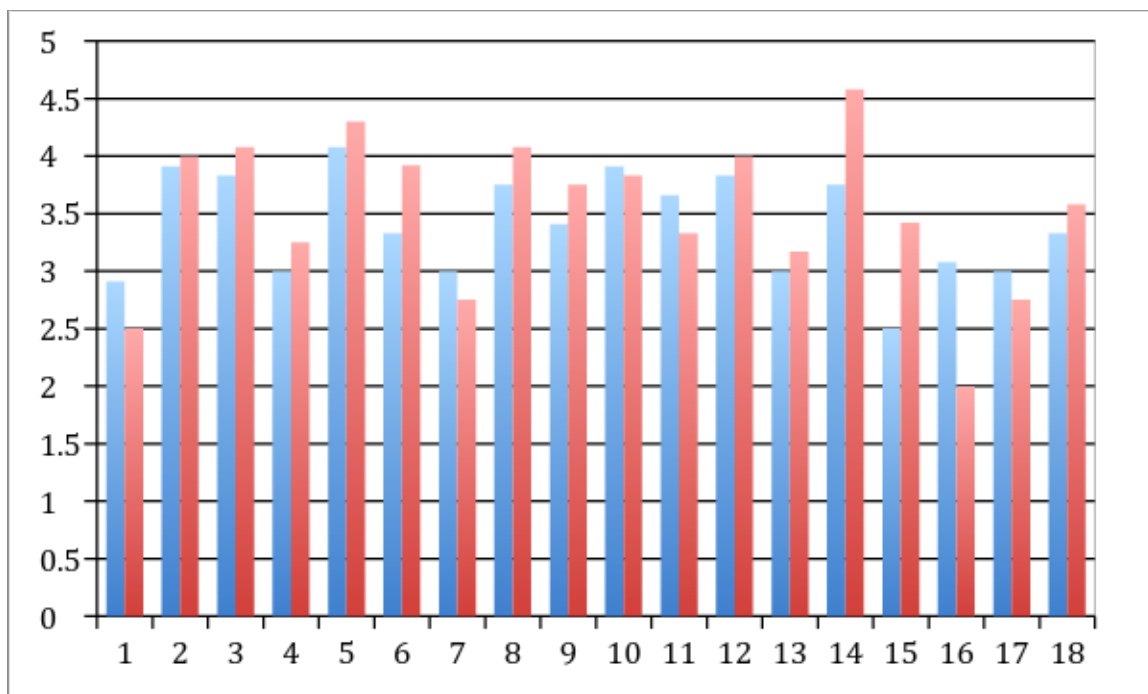


*Figure 2.* Is a representation of the Hope Survey in Class B. The first Hope Survey conducted is in blue, and the second hope survey conducted is in red. The figure represents the growth in hope attained between the first and second surveys.

Grit. The Grit Survey was not what was expected. Initially Hoerr's (2013) survey was used, but there were errors in the calculation, and all students recorded scores for negative grit. Instead Duckworth's 12-Item Grit Scale (2013) was used. Duckworth also used a Likert Scale, from one (strongly disagree) and five (strongly agree). The highest score a student could attain was five points. Class A averaged 3.06 and Class B averaged 3.07. The grit growth was not what was expected. Class A had a growth increased to 3.09, a .03 growth. Class B's average growth was 3.16, a .09 difference. Student grit did not grow as anticipated. In fact, individual scores dropped minimally. Even though, some Grit Scores did fall, others' grew. Student GB14 had the biggest change in grit score from 3.75 to 4.58, an .83-point difference.



*Figure 3.* is a representation of grit in Class A. The first survey conducted is in blue. The second survey conducted is in red. The figure represents some student growth in grit, but others lost grit.



*Figure 4.* is representation of grit in Class B. The first survey conducted is in blue. The second survey conducted is in red. The figure represents some student growth in grit, but others lost grit.

### Student Interviews

KA5. Students were asked to reflect upon the changes in hope and grit numbers, followed by comparing and contrasting the two. Student, KA5, noted on the difference and said, “My perspective on hope and grit has definitely changed. I thought that hope was something you were born with. You either were hopeful or you weren't. Now I think that hope is a quality that everyone has and can grow.” The student’s response directly correlated with Dweck’s theory on mindset. KA5 had a growth mindset, where one believes abilities can change with hard work and gained perseverance. The student was able to overcome the obstacles of talking and having a wondering mind to achieve the goal of staying focused on the task. The ability to have a growth mindset and high-hope gave the student skills to self-regulate and complete needed tasks. KA5 self-regulated by ignoring peers, asking for help and working on the article at home, when needed. The change in the student’s mindset was evident. KA5 viewed hope and grit differently than before. The student first thought hope and grit were something someone was born with, but, through goal setting, the student learned hope and grit could be acquired.

GA16. GA16 also reflected upon the changes in the Hope and Grit Scores. The student not only noticed academic changes, but also overall changes in school. The student gained courage through the process. GA16 said, “I think my hope and grit has improved a little bit. I know I am extremely hopeful, and have been, and since some recent going-on with clubs and competitions. I have also been more determined to do well at school.”

KH9. KH9's Hope and Grit Score did not change significantly. The first Hope Score and was 30 and grew to 31. The original Grit Score was 3.75 and grew to 4.08. The student said, "One roadblock I had was frustration. This roadblock was caused by loss of self-confidence." The lack of self-confidence was caused by the amount of mistakes seen in the rough drafts. The student continued, "In fact, everyone I edited had mistakes in their rough draft. I also was able to correct my own mistakes, which raised my self-confidence." The student overcame a lack of self-confidence by realizing everyone makes mistakes and is part of the learning process. The end result of meeting a personal goal and writing a news article made the student proud. KH9 said, "I did not expect it to turn out as great as it did. When I started interviewing and writing, I started to think I had over planned. But I was wrong. It turned out great. Reading my final draft made me so proud." Being able to work past the roadblocks gave the student confidence and pride. Overall, students were able to achieve their goals and create something they were proud of.

### Self-Regulation

All students in both classes had growth in hope, and all, but one of the 36 students, met deadlines for the article. Schunk (1991) explained letting students take control of their goals enhances motivation and self-regulation. The ability to meet deadlines in a timely manner demonstrated students were self-regulated. By setting goals, reflecting on the process, and making changes to meet their goals, students stayed motivated because they were personally invested. Moreover, students overcame their roadblocks and re-evaluate their steps to ensure their goals were met.

Lopez (2013) explained hope is a better measure of success than test scores. Looking at students' grades, all but three did not meet mastery level. Using Marzano's standards based-grading, Marzano & Heflebower (2011) explained when students are able to revise work and continually improve, students gain intrinsic motivation and self-regulation. In the case of this study, students had multiple opportunities to revise their work through formal and informal assessments including, peer and teacher editing.

KA5 met self-regulation through continually re-evaluating goals through self-reflection. The student reflected on roadblocks and what was needed to overcome them, KA5 self-regulated through maintaining hope and motivation through the writing and editing process. Like KA5, GB16 and KH9 were also able to re-evaluate their goals and roadblocks to create success. The ability to self-regulate through setting goals and seeing high hope scores gave students the needed skills to meet expectations.

### Summary

The fourth chapter explained the goal setting process students used for their first quarter first newspaper articles. The chapter gave student examples on how they set and mapped their goals. The pre and post-survey scores explained all students participating gained hope. Some students ended with lower grit scores, but students still meet deadlines. Lastly, through student examples, self-regulation was met using goal setting and hope.

### Chapter 5 Preview

Chapter 5 is the conclusion of the capstone, which looked at major findings, study limitations along with the recommendations; suggestions for future research in hope and

self-regulation are also included. Finally, reflection on the capstone writing process and its relationship to my work as an educator were included.

## CHAPTER 5

### Conclusion

#### Introduction

The study presented was designed to answer the questions: *How do students begin to self-regulate after gaining hope and motivation through goal setting?* The thesis began with self-reflection on the best way to formulate the question. Looking at my learning, my teaching skills, my volunteering experiences, and my emerging curiosity I researched the theories of hope, grit, goal setting and self-regulation. The research demonstrated they were all interrelated to create student success. I learned when all aspects of hope, grit, and goal setting were combined students reached self-regulation. After the literature review, I conducted research in the classroom to gauge student self-regulation through goal setting and meeting class deadlines for writing a newspaper article. The data collected was analyzed and presented in chapter demonstrating how goal setting led students to meet class deadlines.

#### Reflection of Capstone Process

Writing the capstone came with many variables of success and struggle, which helped me better relate to my students. I am goal-setter myself and was better able to set my own goals; thus, I was able to learn with my students. The process of goal setting and charting the process helped me to narrow my personal goal setting process and include possible roadblocks. In this case, by writing goals for my capstone and setting small deadlines I prevented myself from becoming overwhelmed. I was able to share the process with my students. Moreover, when I was met with struggles, the writing process

kept me occupied. Communicating this experience with my students, that no matter how much pre-planning, there are times when the unexpected happens, but by perseverance success can still be achieved. Being able to think about possible obstacles and reflecting upon how to overcome them can prepare and help one navigate through waypower. Sharing my experiences helped to connect with students to give them real examples of obstacles.

Watching students grow during this time was rewarding. Although, students did not necessarily enjoy self-reflecting, it was evident they thought through the goal setting process and began to see how they could improve. More importantly, they were proud of their work. Students were able to watch writing skills change and become better. Students in both classes wanted to continue to set goals and reflection throughout future projects.

#### Literature Review and Major Findings

Through the literature review, major findings in the study were the relationship between hope and goal setting. Using primarily Snyder's (1994) Theory of Hope, high-hope was explained as the ability to attain goals. The attainability of goals and high hope was evident when students met their goals and also in the changes in pre and post hope survey scores.

During the writing process, standards-based grading using Marzano & Heflebower (2011) was used. After each assignment, critical written feedback was provided so that students knew what needed to improve. Based on completed articles, most students persevered until mastery level work was demonstrated (Marzano & Heflebower, 2011).



After researching different survey tools, both the Hope and Grit Surveys, and an adaption of goal setting organizer from McDermott & Snyder (1999), were selected and conducted research in my classroom. Through a combination of goal setting and the Hope and Grit Surveys, students gained self-regulation and succeed in meeting their deadlines while gaining mastery level of the content.

### Limitations

The greatest limitation of the study was initial student engagement. Difficulties with setting goals and prediction for the future were evident early in the process. After meeting with students one-on-one their goals and possible roadblocks became more detailed. Another limitation was poorly written self-reflections. Even though, students were given writing prompts and time to respond, answers were often just one-sentence. Prompting the student for more information both verbally and with written feedback helped students to write more.

### Future Research

After completing the study, future changes would include conducting a longer study, perhaps a year long study to see how students progressed through the duration of the year. The long-term effects of goal setting would be more revealing of self-regulation in a year long study. Hope Theory is fascinating and more research on hope's predictor on academic success would be beneficial to my teaching. Added research on hope and a longer period of time to study self-regulation would likely impact students in a positive way and prepare them for future goal setting growth.

## Summary

In chapter five, the process of goal setting and the affects it had on educating and learning was described. I revisited the literature review was revisited and connected the study variables based on research. The limitations of the study and the difficulties of student engagement were discussed. Overall, writing the capstone gave a better understanding about goal setting, and also created more questions about hope and the connection it had academic and non-academic success. The research conducted and the presentation of the results answered the question: *How do students begin to self-regulate after gaining hope and motivation through goal setting?*

## Appendix A

## Hoerr's Grit Survey

Answering these questions can you understand how much grit plays a role in your learning? Place a 1 (strongly disagree), 2 (not sure), 3 (agree), or 4 (strongly agree) after each item.

1. No matter how difficult a task it, I keep trying \_\_\_\_\_
2. I would rather practice something I do well than try to learn something new \_\_\_\_\_
3. I am often distracted when things are hard \_\_\_\_\_
4. Learning in school should be easy \_\_\_\_\_
5. I usually work harder than my classmates \_\_\_\_\_
6. It is important to me that I don't make mistakes \_\_\_\_\_
7. I would rather get a B in a new area of learning than an A on something I already know \_\_\_\_\_
8. Learning must be fun \_\_\_\_\_
9. It's OK if I make a mistake or two while learning \_\_\_\_\_
10. If something is difficult, I am sure to devote extra time to it \_\_\_\_\_

### Scoring:

- Total points for questions: 1, 5, 7, 9, 10 = A
- Total points for questions: 2, 3, 4, 6, 8 = B
- Subtract B from A to get your grit score

A score of 18 or more means you've got it! A score of 14-17 means you need to work more directly on grit. A score of less than 14 means you need to try harder at trying harder. If your score is under 12, then you and your teacher should have a conversation about grit.

## Appendix B

### Duckworth's 12- Item Grit Scale

Directions for taking the Grit Scale: Here are a number of statements that may or may not apply to you. For the most accurate score, when responding, think of how you compare to most people -- not just the people you know well, but most people in the world. There are no right or wrong answers, so just answer honestly!

1. I have overcome setbacks to conquer an important challenge.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

2. New ideas and projects sometimes distract me from previous ones.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

3. My interests change from year to year.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

4. Setbacks don't discourage me.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

6. I am a hard worker.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

7. I often set a goal but later choose to pursue a different one.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

9. I finish whatever I begin.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

10. I have achieved a goal that took years of work.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

11. I become interested in new pursuits every few months.

Very much like me



Mostly like me

Somewhat like me

Not much like me

Not like me at all

12. I am diligent.

Very much like me

Mostly like me

Somewhat like me

Not much like me

Not like me at all

Scoring:

1. For questions 1, 4, 6, 9, 10 and 12 assign the following points:

5 = Very much like me

4 = Mostly like me

3 = Somewhat like me

2 = Not much like me

1 = Not like me at all

2. For questions 2, 3, 5, 7, 8 and 11 assign the following points:

1 = Very much like me

2 = Mostly like me

3 = Somewhat like me

4 = Not much like me

5 = Not like me at all

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

## Appendix C

### Snyder's Hope Scale

Directions: Read each item carefully. Using the scale below, please select the number that best describes you and put that number in the blank.

1 = Highly Disagree 2 = Mostly Disagree 3 = Agree 4 = Highly Agree

1. I energetically pursue my goals \_\_\_\_\_
2. I can think of many ways to get out of a jam \_\_\_\_\_
3. My past experiences have prepared me for my future \_\_\_\_\_
4. There are lots of ways around any problem \_\_\_\_\_
5. I've been pretty successful in life \_\_\_\_\_
6. I can think of many ways to get the things in life that are most important to me \_\_\_\_\_
7. I meet the goals I set for myself \_\_\_\_\_
8. Even when others get discouraged, I know I can find a way to solve the problem \_\_\_\_\_

#### Scoring:

- Add the number you wrote in the blanks
- A score of more than 24 indicates you are hopeful.
- A score of less than 24 means you lack hope.

## Appendix D

## Student Goal Graphic Organizer

My goal is:

Charting my course: The main steps I will take to achieve my goal are:

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Here are specific steps in order from first to last I will take:

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Here is list of possible roadblocks I may face:

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I will overcome my roadblocks by:

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## Appendix E

Student Interview Questions:

1. Describe a time when you felt hopeful.
2. Do you feel hope in your schoolwork and why?
3. How has your perspective on grit and hope changed throughout the year?
4. What was the biggest roadblock you faced? How did you overcome it?
5. After taking both the grit and hope surveys, how have the scores changed? Is it what you expected and why?
6. What makes you proud of the work you've done?



## Appendix F

**Teacher Name:** Ms. Winter

**Course/Grade:** 8<sup>th</sup> Grade      **Date:** 8-14 – A Day      **Block:** 7/8

8-17 – B Day

**Unit Title:** Goal Writing      **Materials & Resources:**      **Accommodations for**

Pen or Pencil, Goal      **Students with IEPs or 504s:**

Graphic Organizer

**Anticipatory Set:** (5-7 min.)

Metacognitive Writing Prompt: List 2 academic goals for 1<sup>st</sup> Quarter

**Objective/Learning Goals**

After the lesson, students will be able to write down their 1<sup>st</sup> quarter goals and share their goals with their accountability partner.

**Content Standard:** 8.01.01: Understand individual and staff responsibilities of coverage appropriate for the publication audience. 8.01.4: Understand all aspects of the assigned school publication, the means by which that publication is created, and produced the publication

**Procedures (GRL) (modeled, shared and guided approximately 15-20 min.)**

<p><b>Modeled:(direct instruction of skill/strategy)</b></p> <p>Goals Sheet – Write down 1 academic goal for 1<sup>st</sup> quarter article. Model the process by doing a think-aloud about what challenges one may face such as distractions, meeting deadlines and how the challenges can be overcome such as having an accountability partner, setting aside a specific time to write.</p> <p>Modeled Goal Writing – Approx. 4 minutes</p> <p>Hand-Up-Stand-Up-Pair-Up – have students stand-up with their hand-up. Tell students to pair-up and clasp hands with their partner. Approx. 2 minutes</p>	<p><b>Shared: (students and teacher building on knowledge)</b></p> <p>Goal Sheet - Come up with classroom goal for the 1<sup>st</sup> quarter article. Go through the possible challenges we may have and we can overcome possible challenges.</p> <p>Time students for three minutes to complete the goal sheet.</p> <p>Hand-Up-Stand-Up-Pair-Up – Choose an accountability partner to help you keep your goals. Share your goals with your partner. You may add to your goal and how you are going to accomplish it at this time. Have students stand-up with their hand-up. Tell students to pair-up and clasp hands with their partner.</p> <p>Time students for 2 minutes. Give each student 30 seconds each to talk.</p>
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**Guided: (students working together with teacher help)**

Goal sheet - Students write down their goal and brainstorm ideas on what could stand in their way and they can overcome challenges.

**Coursework:**

Continue to write interview questions and begin interviewing for your 4<sup>th</sup> quarter article.

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