

ABSTRACT

PREDICTING ACADEMIC ACHIEVEMENT OF RURAL HISPANIC HIGH SCHOOL STUDENTS: PSYCHOSOCIAL CHARACTERISTICS, EXTERNAL ENVIRONMENTAL FACTORS, STUDENT PERCEPTIONS OF SCHOOL FACTORS, AND STUDENT PERCEPTIONS OF SCHOOL PERSONNEL FACTORS

This research reports the psychosocial characteristics, the external environmental factors, student perceptions of school factors, and student perceptions of school personnel factors that predict academic achievement in rural Hispanic high school students. For a sample of 142 students, GPA is examined with a series of stepwise multiple linear regression equations. Significant predictors include student locus of control, student motivation and ambition, student ethnic identity, student perceptions of school curriculum, school atmosphere, and student perceptions of school administration. Implications for researchers and practitioners are discussed.

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