Fostering Achievement and Self-efficacy Among Newcomer Immigrant Youth:

A Program Evaluation of Soccer Without Borders
PURPOSE OF STUDY

• This study is an initial program evaluation of Soccer Without Borders using community-based participatory research principles

• Help illustrate if SWB was associated with outcomes important to newcomer immigrant youth

• Provide suggestions for how SWB could improve their data collection process to better assess their outcomes
NEWCOMER IMMIGRANT YOUTH

- Immigrant is an umbrella term including refugee, asylees, and unaccompanied minors
- Between 14 and 18
- Arrived their new country within the last 5 years
- At risk for physical and psychological health problems
- Self-efficacy and academic abilities may be underdeveloped

Shakya, Khanlou, & Gonsalves, 2010; Suárez-Orozco, Pimentel, & Martin, 2009; Fazel & Stein, 2002
IMMIGRANT POPULATIONS

• Percentage of immigrant youth in the United States has been steadily increasing over the past 50 years
• In 2013
  • 70,000 refugees admitted
    • Over 1/3 children
  • 25,000 asylees admitted
    • 1/6 children

Fazel & Stein, 2002; Passel, 2011; Congressional Research Service, 2014
IMMIGRANT POPULATIONS

Figure 2. Total Foreign-Born as Share of Total Population and Immigrant Children as Share of All Children, 1900–2050

CHALLENGES OF IMMIGRATION

• Pre-migration stressors
  • War
  • Violence
  • Injury/death of family/friends
  • Interrupted education

• Post-migration stressors
  • Racism
  • Poverty
  • Discrimination/violence
  • Difficulty finding new peer group

• At risk for
  • Post-traumatic stress disorder
  • Anxiety disorders
  • Depression
  • Conduct Disorder
  • Academic difficulties
  • Identity development difficulty

Suárez-Orozco, Pimentel, & Martin, 2009; Fazel & Stein, 2002
SELF-EFFICACY

• Reaching desired goals through abilities
  • Having success raises self-efficacy
  • Failing lowers self-efficacy
• Formed by actual experiences
  • Self-efficacy gained or lost by other methods can be counteracted or confirmed by actual experience

Catalano et al., 2004; Bandura, 1989; Bandura & Adams, 1977; Sherer et al., 1982; Oettingen, 1995
SELF-EFFICACY DEVELOPMENT

• Stems from a youth’s sense of identity
  • Newcomer immigrant youth may be delayed
• Attachment with primary caregiver creates a strong sense of identity in young children
• Role models especially important for adolescents
• Youth begin to measure their abilities by comparing themselves to others starting at age 7
• Conflicting research regarding changes in self-efficacy with age
  • Some studies show it declines, other show it increases

Erikson, 1980; Roffman, Suárez-Orozco, & Rhodes, 2003; Harter, 1983; Schuck & Meece, 2006; Bandura, 2006; Biskup & Pfister, 1999
SOCIAL SELF-EFFICACY

- Reaching desired social goals through abilities
- Significantly related to first semester grades in college students
  - Other expectancy beliefs were not
- May help improve academic self-efficacy

Anderson & Betz, 2001; Ferrari & Parker, 1992
CULTURAL DIFFERENCES IN SELF-EFFICACY

- Research also conflicts regarding ethnic and cultural differences in self-efficacy
- Stereotypes affect self-efficacy
- General self-efficacy was found to be a universal construct
  - More general types of self-efficacy may be applicable to minority populations regardless of ethnicity or culture
- Little research on social self-efficacy in diverse populations

Schunk & Meece, 2006; Meece & Scantlebury, 2006; Scholz et al., 2002
SELF-EFFICACY IN NEWCOMER IMMIGRANT YOUTH

• Stressful life transitions, including school transitions, can lead to decreases in self-efficacy in youth
  • Immigrant youth are more vulnerable to transitions due to
    • The unique stressors they face before, during, and after the transition
    • The degree of their transition
  • The difficulties of transitioning may require specific interventions designed to help immigrant youth regain some of the self-efficacy they have lost

Jerusalem & Mittag, 1995; Schunk & Pajares, 2002; Schunk & Meece, 2006; Suárez-Orozco, Pimentel, & Martin, 2009
Figure 1. Grade point average performance trajectories.
EXTRACURRICULAR ACTIVITIES

• Social relationships can be developed through extracurricular activities
  • Immigrant youth may not have access to activities
• Many different activities were favorably related to social and academic outcomes
  • May help improve their self-efficacy and academic outcomes
• The amount of participation is also associated with positive academic outcomes

Feldman Farb & Matjasko, 2012; Stearns & Glennie, 2010
SPORTS

• Sports produces the most positive outcomes
  • May be because regular physical activity can help prevent and reduce mental and physical health problems

Marsh, 1992; Broh, 2002; US Dept. of Health and Human Services, 2008
• Soccer is seen as the ideal sport to engage immigrant youth
  • Is popular among immigrant youth
  • Does not require a set court, requires little equipment, and allows for large variation in team size
  • Is played in over 200 countries worldwide
• Playing soccer enables them to idolize and attempt to imitate the soccer stars they love
  • Consistent with self-identity development stage youth go through where they begin to look up to and strive to be like famous athletes and celebrities.
SOCCER WITHOUT BORDERS
SOCCER WITHOUT BORDERS

• A sports-based extracurricular activity
  • Seeks to help newcomer immigrant youth become better integrated into their new communities by “harnessing the power of soccer as a universal language”
• Focus on social skills, emotional development, and leadership skills more than athletic success.
• Targets at-risk and hard to reach social group

Cushman, 2014
SOCCER WITHOUT BORDERS

• SWB believes their program benefits immigrant youth
  • Do not have the means to evaluate themselves to determine if their beliefs are accurate

• Curriculum based on principles of Positive Youth Development (PYD)
  • Theory that tries to integrate
    • Human development
    • Community organization and development
    • Social and community change
SWB GOALS

• Empirical evidence of program benefits to newcomer immigrant youth
• Demonstrate SWB improves
  • Academic performance
  • Relationship with peers
• Improve data collection process to better assess outcomes
CBPR

• Community-based participatory research principles were used to conduct the program evaluation
  • Creating an equitable partnership
  • Ensuring that everyone gains knowledge
  • Pledging support for a long-term commitment

Israel, Eng, Schulz, & Parker, 2005
PROGRAM EVALUATION

• Structured procedure that gathers information about programs to help stakeholders answer questions about the effectiveness of their programs

• Proposed study is:
  • Impact evaluation
    • Answer questions about a program's intended effects
      • Who it helped
      • Why it may have helped
  • Process evaluation
    • Helps improve the process of data collection

McDavid & Hawthorn, 2006; Harrell et al., 1996
1.) Engage stakeholders

2.) Describe the program

3.) Design appropriate evaluation

4.) Gather credible evidence

5.) Justify conclusions

6.) Share what was learned

Koplan, Milstein, & Wetternhall, 1999
HYPOTHESIS 1

- A majority of participants will report that being involved in SWB increased their social self-efficacy.
HYPOTHESIS 2

- Participants’ GPA will increase over time
HYPOTHESIS 3

• Greater participation in Soccer Without Borders will predict higher academic achievement
HYPOTHESIS 4

- Students that participate in Soccer Without Borders will have higher academic achievement than the school as a whole.
METHODS
SAMPLE AND SETTINGS

- Archival data
  - Immigrant adolescents
  - Males
  - Ages 13-19
  - Enrolled in high school
- N = 102
- Unique setting
  - International High School
PROCEDURE

• Research questions were created collaboratively based on
• What each party wanted
• What data was available
  • Were informed by research literature

• Initial program evaluation
  • With suggestions regarding a more in-depth secondary evaluation
PROCEDURE

• Impact model of program evaluation
  • Results used to illustrate if SWB was associated with outcomes important to newcomer immigrant youth
    • Social self-efficacy
    • Academic achievement
    • School attendance

• Process model of program evaluation
  • Results used to provide suggestions for how SWB could improve their data collection process to better assess their outcomes
MEASURES

• Demographics
• End-of-Year Questionnaire
• SWB Participation
• Grade Point Average
Because of coming to Soccer Without Borders...

<table>
<thead>
<tr>
<th></th>
<th>Not Really</th>
<th>Kind of</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>...I am better at working with other kids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...I have made new friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...I am more comfortable expressing myself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...I am better at listening to other people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...I have the chance to be a leader</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GRADE POINT AVERAGE

• SWB Participants
  • 2014 Fall
  • 2015 Spring
  • 2014-15 Cumulative
  • 2015 Fall
  • 2016 Spring
  • 2015-16 Cumulative

• School-wide average:
  • 2014-15 Cumulative
  • 2015-16 Cumulative
DATA ANALYSIS: HYPOTHESIS 1

• A majority of participants will report that being involved in SWB increased their social self-efficacy

• Looks at the percentage of students who endorsed that participation in Soccer Without Borders increased their social self-efficacy
  • Measured by answering ‘yes’ or ‘kind of’ to the five questions that comprise the social self-efficacy measure on the EOY Questionnaire
DATA ANALYSIS: HYPOTHESIS 2

- Participants’ GPA will increase over time

- Paired-samples t-test
  - Change in mean scores of continuous variable (Academic achievement) across 2 time points
    - 2014 Fall GPA → 2015 Spring GPA
    - 2015 Fall GPA → 2016 Spring GPA
DATA ANALYSIS: HYPOTHESIS 3

• Greater participation in Soccer Without Borders will predict higher academic achievement

• Linear regression
  • Continuous IV (Amount of participation)
  • Continuous DV (Academic achievement)
DATA ANALYSIS: HYPOTHESIS 4

- Students who participate in Soccer Without Borders will have higher academic achievement than the school as a whole.

- One-sample t-test
  - Mean GPA of sample (SWB)
  - Mean GPA of population (School as a whole)
RESULTS
## DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Levels</th>
<th>2014/2015</th>
<th>2015/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># of participants</td>
<td>% of participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=66)</td>
<td></td>
</tr>
<tr>
<td>Country of Origin</td>
<td>Afghanistan</td>
<td>5</td>
<td>7.6</td>
</tr>
<tr>
<td></td>
<td>Chin State</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Columbia</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>El Salvador</td>
<td>16</td>
<td>24.2</td>
</tr>
<tr>
<td></td>
<td>Eritrea</td>
<td>4</td>
<td>6.1</td>
</tr>
<tr>
<td></td>
<td>Ethiopia</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Guatemala</td>
<td>8</td>
<td>12.1</td>
</tr>
<tr>
<td></td>
<td>Honduras</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Karen State</td>
<td>10</td>
<td>15.2</td>
</tr>
<tr>
<td></td>
<td>Mexico</td>
<td>5</td>
<td>7.6</td>
</tr>
<tr>
<td></td>
<td>Mongolia</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Nepal</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Rwanda</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Somalia</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Yemen</td>
<td>6</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>Brazil</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Syria</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>India</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
## DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Levels</th>
<th>2014/2015</th>
<th>2015/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># of participants</td>
<td>% of participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=66)</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>13.6</td>
<td>13</td>
</tr>
<tr>
<td>16</td>
<td>13</td>
<td>19.7</td>
<td>22</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>27.3</td>
<td>28</td>
</tr>
<tr>
<td>18</td>
<td>14</td>
<td>21.2</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>8</td>
<td>12.1</td>
<td>5</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-2.00</td>
<td>1</td>
<td>1.5</td>
<td>7</td>
</tr>
<tr>
<td>2.01-2.50</td>
<td>8</td>
<td>12.1</td>
<td>4</td>
</tr>
<tr>
<td>2.51-3.00</td>
<td>10</td>
<td>15.2</td>
<td>15</td>
</tr>
<tr>
<td>3.01-3.50</td>
<td>18</td>
<td>27.3</td>
<td>30</td>
</tr>
<tr>
<td>3.51-4.00</td>
<td>29</td>
<td>43.9</td>
<td>34</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-10</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>11-20</td>
<td>11</td>
<td>16.7</td>
<td>8</td>
</tr>
<tr>
<td>21-30</td>
<td>4</td>
<td>6.0</td>
<td>13</td>
</tr>
<tr>
<td>31-40</td>
<td>9</td>
<td>13.7</td>
<td>8</td>
</tr>
<tr>
<td>41-50</td>
<td>4</td>
<td>6.0</td>
<td>9</td>
</tr>
<tr>
<td>51-60</td>
<td>7</td>
<td>10.6</td>
<td>5</td>
</tr>
<tr>
<td>61-70</td>
<td>9</td>
<td>13.7</td>
<td>16</td>
</tr>
<tr>
<td>71-80</td>
<td>7</td>
<td>10.6</td>
<td>12</td>
</tr>
<tr>
<td>81-90</td>
<td>7</td>
<td>10.6</td>
<td>10</td>
</tr>
<tr>
<td>91-100</td>
<td>5</td>
<td>7.6</td>
<td>5</td>
</tr>
<tr>
<td>100+</td>
<td>3</td>
<td>4.5</td>
<td>1</td>
</tr>
</tbody>
</table>
## RESULTS – HYPOTHESIS 1

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>98.4% endorsed</td>
<td>100% endorsed</td>
</tr>
<tr>
<td>Question 2</td>
<td>95.4% endorsed</td>
<td>98.5% endorsed</td>
</tr>
<tr>
<td>Question 3</td>
<td>98.5% endorsed</td>
<td>95.6% endorsed</td>
</tr>
<tr>
<td>Question 4</td>
<td>96.9% endorsed</td>
<td>100% endorsed</td>
</tr>
<tr>
<td>Question 5</td>
<td>98.4% endorsed</td>
<td>98.5% endorsed</td>
</tr>
</tbody>
</table>
RESULTS - HYPOTHESIS 1

- Hypothesis 1: Participants would predominately endorse that SWB increased their social self-efficacy

- Null hypothesis rejected

- For each of the five questions, more than 95 percent of respondents endorsed participating in SWB increased their social self-efficacy
RESULTS - HYPOTHESIS 2

- Hypothesis 2: Participating in SWB will increase students’ academic achievement

- Null hypothesis could not be rejected
  - No significant change was found in GPA between Fall and Spring GPA for either school year
RESULTS – HYPOTHESIS 3

• Hypothesis 3: The amount of participation in SWB will predict academic achievement

• Null hypothesis could not be rejected

• The amount of participation was not shown to predict academic achievement for either school year
RESULTS – HYPOTHESIS 4

• Hypothesis 4: SWB participants will have higher academic achievement than the school as a whole

• Null hypothesis rejected

• 2014-15
  • SWB participants ($M = 3.33$) GPA was significantly higher than the school-wide ($M = 3.02$) GPA ($t[65] = 4.12, p = .000$)

• 2015-16
  • SWB participants ($M = 3.25$) GPA was significantly higher than the school-wide ($M = 3.11$) GPA ($t[90] = 2.01, p = .048$)
ANCILLARY ANALYSES

• Ancillary analyses were conducted to determine
  • At what time points the GPAs of SWB participants was higher than the school average
    • One sample t-test
  
  • If participating students had fewer absences than the school as a whole
    • One sample t-test
  
  • If the five-item subset chosen to represent social self-efficacy measured the same construct
    • Exploratory factor analysis
ANCILLARY ANALYSES - GPA

- Fall 2014 ($M = 3.34$) GPA and Spring 2015 ($M = 3.28$) GPA of SWB participants was higher than 2014/2015 school-wide GPA ($M = 3.02$); ($t[65] = 4.02$, $p = .000$; $t[65] = 3.40$, $p = .001$)

- Fall 2015 ($M = 3.28$) GPA of SWB participants was higher than 2015/2016 school-wide ($M = 3.11$) GPA ($t[90] = 2.19$, $p = .031$)
  - Spring 2016 GPA was not significantly different than the school-wide GPA
ANCILLARY ANALYSES - ABSENCES

• 2014-15
  • Average absences ($M = 4.35$) of SWB participants was significantly lower than school-wide ($M = 9.90$) average absences ($t[65] = -10.36, p = .000$)

• 2015-16
  • Average absences ($M = 5.68$) of SWB participants was significantly lower than school-wide ($M = 7.56$) average absences ($t[90] = -3.11, p = .003$)
ANCILLARY ANALYSIS – FACTOR ANALYSIS

• 2014-15
  • A two-factor solution was found
    • “Because of SWB, I am better at working with other kids” was its own factor
    • The other four items were a separate factor
    • $\alpha = .71$

• 2015-16
  • A one-factor solution was found
    • All items matching onto a single construct
    • $\alpha = .66$
## ANCILLARY ANALYSIS – FACTOR ANALYSIS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Factor 1</td>
<td>Factor 2</td>
</tr>
<tr>
<td>Because of coming to Soccer Without Borders I am better at working with other kids</td>
<td>.983</td>
<td>.648</td>
</tr>
<tr>
<td>Because of coming to Soccer Without Borders I have made new friends</td>
<td>.912</td>
<td>.647</td>
</tr>
<tr>
<td>Because of coming to Soccer Without Borders I am more comfortable expressing myself</td>
<td>.577</td>
<td>.570</td>
</tr>
<tr>
<td>Because of coming to Soccer Without Borders I am better at listening to other people</td>
<td>.543</td>
<td>.484</td>
</tr>
<tr>
<td>Because of coming to Soccer Without Borders I have the chance be a leader</td>
<td>.299</td>
<td>.299</td>
</tr>
</tbody>
</table>
DISCUSSION
DISCUSSION

• SWB likely has a positive influence on the social self-efficacy of newcomer immigrant youth

• SWB participation may not be strongly related to changes in academic performance
  • May be due to the differences in comparing GPA across two different semesters
  • May have been a ceiling on participants’ GPAs
  • Social self-efficacy is generally stable over time by the time a person reaches college

Tsai et al., 2016
DISCUSSION

• SWB participation was not significantly related to academic achievement
  • This finding is counter to much of the previous research, though the unique population may help explain this
  • It is consistent with one study that investigated number of sporting events attended per week
DISCUSSION

• For both school years, the average GPA of SWB participants was significantly higher than the school-wide student body.
  • Suggests there may be some quality associated with SWB participation that leads to higher academic achievement
  • Alternative explanation: extracurricular activities (such as SWB) initially attract high achieving students
    • “Better academic adjustment evinced by students who participate in school-based extracurricular activities are not the spurious result of the selection of better adjusted students into extracurricular activities”
    • Instead, extracurricular participation aligns the students’ values to the schools’ values
DISCUSSION

• SWB participants had significantly fewer absences than the school as a whole

• Consistent with previous research showing:
  • Male athletes have lower rates of misconduct than non-athlete males
    • Skipping school or cutting classes
  • Sports participation may decrease the likelihood that disadvantaged males will drop out of high school

Miller et al., 2005; Eitle, 2005
LIMITATIONS

• Lack of empirically validated outcome measure or true control group
  • Difficult to make concrete claims about the effectiveness of the program
  • Reliability coefficients are above or near the acceptable threshold of .70
LIMITATIONS

• Use of self-report measure creates potential confounds
  • Highly subjective and is unable to be verified
    • Exacerbated by limited English proficiency of sample
  • At least one portion of the EOY Questionnaire overlaps with nationally normed social self-efficacy and PYD measures

Nunnally, 1978; Sherer et al., 1982; Connolly, 1989; Arnold, Nott, & Meinhold, 2012; Lerner et al., 2005
LIMITATIONS

• Small and specific sample
  • Findings are likely not generalizable to the general population, nor to the entire SWB program
    • Tells us a lot about immigrant male population
    • Diversity of the participants in terms of country of origin does increase the generalizability to immigrant populations
LIMITATIONS

• Use of archival data
  • Little opportunity to explore other areas of research interest that SWB may not have included in their past outcome measurements

• Archival data has its perks
  • Not influenced by presence of researchers
  • Minimizes organizational strain

Berg, 2004; Wong, 2012
FUTURE DIRECTIONS

- Focus on how school engagement/bonding may affect the relationship between extracurricular activity participation and academic achievement

- Use the qualitative section at the end of the EOY Questionnaire or conduct interviews with participants to assess what participants gain from the program in their own words
FUTURE DIRECTIONS

• Explore themes among the girls and boys SWB teams at multiple SWB sites

• Perform a multi-year study
  • Assess the utility of any new measures SWB chooses to add to their data collection procedure
  • Track a group of participants to measure graduation rate
PROGRAM FEEDBACK AND SUGGESTIONS

• Add a pre-test that already has standardized norms for adolescents and use the same measure as a post-test

• Add data input from other sources such as teachers, parents/guardians, or SWB staff

• Add a measure that assesses Positive Youth Development
Ben,

Thank you so much for all your help, support, and patience throughout this process. Watching you work and interact with students always brought a smile to my face and drove home how much you care about all aspects of their development.

I look forward to working with you more in the future,

Sincerely,

Wil
SELECTED REFERENCES


SELECTED REFERENCES


• Stearns, E., & Glennie, E. J. (2010). Opportunities to participate: Extracurricular activities' distribution across and academic correlates in high school. Social Science Research, 39, 296-309. doi:10.1016/j.ssresearch.2009.08.001