Teacher and Counselor Perceptions of Dual Enrollment in Georgia

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Abstract

This mixed-methods study examined the statistical difference between the perceptions of teachers and counselors on dual enrollment based on years of educational experience. The study investigated characteristics of high school teachers and counselors in South Georgia and examined overall teacher efficacy levels. Additionally, teacher and counselor concerns were identified regarding the implementation of successful dual enrollment programs.

Data for this study were collected in two phases. The first phase involved collecting quantitative data with teachers and counselors completing the modified Dual Enrollment Perception Survey from Gatlin (2009) to gather perceptions and demographics. The second phase of the study involved interviewing participants that had completed the electronic Dual Enrollment Perception Survey and administering the Teacher Sense of Efficacy Scale (TSES) from Tschannen-Moran and Hoy (2001).

Results of the study indicated that teachers and counselors in the participating districts had medium overall levels of teacher efficacy. There was no statistically significant difference between the teachers' and counselors' perceptions of dual enrollment based on years of experience. The lack of difference was unanticipated by this researcher due to past trends in efficacy levels. Recommendations from this study included using teacher and counselor perceptions for continuous improvement of dual enrollment program implementation. This would lead to increased student achievement as a result of well-trained staff for dual enrollment.

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Chapter I

Introduction

President Joe Biden planned to "rebuild the backbone of America." (Democratic National Committee, 2020, para. 1). Within that plan to rebuild America, twelve years of education is no longer sufficient for American workers to earn a middle-class salary. Six in ten jobs require some education beyond high school, and with the constant change in technology, Americans will need either an industry-recognized credential, an associate's degree, a bachelor's degree, or a Ph.D. to receive higher wages in the 21st century economy (GaDOE, 2021). Often, earning a degree after high school is not practical or affordable for some of them (Democratic National Committee, 2020). Education costs can present Americans with so much debt that homes or transportation means become unaffordable, to the point where parents are left to support their struggling children. Biden's plan is to make post-secondary education affordable for American citizens through such ideas as offering grant programs, providing teacher loan forgiveness, and encouraging dual enrollment opportunities for high school students. America relies on teachers and counselors to educate our students for these opportunities in order to allow students to receive degrees faster (Democratic National Committee, 2020).

Teachers and counselors are already overworked and underpaid (GaDOE, 2021). Under Biden's plan, more work will be placed on the educators of America, but society must prepare the nation's students for the future (Democratic National Committee, 2020; Hoy, 2019). One of the nation's main goals in terms of education is to "create seamless pathways between high school, job training, community college, and four-year programs to help students get their degree credentials faster" (Democratic National Committee, 2020, para. 27). According to Bailey, Hughes, and Karp (2003), dual enrollment programs were developed in the 1970s to

simultaneously offer high school students the opportunity to earn high school credits and college credits. Hoffman, Vargas, and Santos (2009) stated dual enrollment was viewed as a strategy to improve student graduation rates, thus reducing the amount of time to degree completion. Boswell (2001) noted that local school districts and post-secondary institutions must partner to offer this type of program. Dual enrollment is designed to give students dual enrollment credits and, assist students with high school to college or career transitions (Hoffman et al., 2009). In addition to reducing student loan debt and degree completion time, dual enrollment programs provide a real-world experience to high school students which generally spikes students interest in post-secondary education (Boswell, 2001).

The transition from high school to college is not as easy for some students as it is for others (Hoffman et al., 2009). Students have different emotions and motivations in terms of attending college, and they often rely on advice from high school teachers and counselors. Callan and Finley (2003) assured that education policymakers were taking measures to increase accountability for teachers and counselors to ensure students are prepared for the real-world. According to Bailey et al. (2003), dual enrollment began to give high school students more challenging school-work. However, dual enrollment courses are no longer traditionally described as courses for higher achieving students as students of all academic levels are encouraged to participate (Hughes & Coplan, 2010). With this shift in focus, the perceptions of teachers and counselors may prove more beneficial in the recruitment process for dual enrollment.

All states have different dual enrollment policies and procedures. According to the Georgia Department of Education (GaDOE), there are 181 school districts of all sizes in Georgia. There are over 2,200 high schools, and 115,000 teachers, that, in some capacity, offer dual enrollment programs in cooperation with Georgia high school programs. According to Karp,

Bailey, Hughes, and Fermin (2005), dual enrollment is often referred to as dual credit and is perceived as an accelerated learning plan for high schools. Dual Enrollment programs are designed to fill gaps for college enrollment and to serve as a pathway to increase the number of college graduates (Kuntz et al., 2011). Kuntz et al. (2011) further emphasizes that dual enrollment was originally designed to assist students in transitioning from high school to college and increase college graduation rates.

Often, dual enrollment participants continue their post-secondary options within the same institution where they completed dual enrollment courses (Boswell, 2001). Many students enter post-secondary education after high school as a sophomore due to the dual enrollment credits the students received in high school (Krueger, 2006). Hoffman et al. (2009) confirmed that students attending dual enrollment courses with a community college and high school partnership have options to earn college credit or obtain life skills much needed for the workforce. Not all students want to pursue a college education; therefore, they may not need college readiness skills, but, they are more likely to need career readiness skills.

In terms of college to career readiness, Adelman (2008) noted that dual enrollment can bridge the gap between issues relating to education on the secondary and post-secondary levels. One way it does this is by preparing high school students for college and careers after high school. Some of the issues relating to dual enrollment include uneducated individuals entering the workforce, untrained individuals without work, and student loan debt increasing. Adelman (2008) also points out dual enrollment focuses on post-secondary education, while there are other programs at high schools that prioritize career readiness. However, research studies suggest the focus should be on dual enrollment (Franks, 2016).

Statement of the Problem

Dual enrollment is an excellent option and allows for students to gain college coursework credits while in high school, thereby limiting their post-secondary debt (Franks, 2016). However, with the positive effects of dual enrollment comes challenges such as dual enrollment options, student accessibility, and dual enrollment quality (Dougherty & Reid, 2007). The standard policies, procedures, and admission requirements vary across the nation. State to state and even different districts located within the same state often differ in the characteristics of each dual enrollment program (Cassel, 2003; Franks, 2016). The differences raise questions about the worthiness of the program. A study in Alabama in 2016 analyzed teacher perceptions of dual enrollment efficacy on college readiness to understand challenges from teachers. The study mirrored this study as the focus is similar (Franks, 2016). This study added the factor of the overall sense of teacher efficacy. This study is important because there is limited research, and scholars are unclear about how dual enrollment efficacy may influence college readiness. The national and local interest in dual enrollment is steadily increasing (Democratic National Committee, 2020). However, education stakeholders often raise questions about program accessibility, exposure and benefits of dual enrollment to all students (Karp & Hughes, 2008).

Educational stakeholders are constantly searching for innovative ways to offer dual enrollment courses and to attract students to the program to allow them to have a real-world college experience (Adelman, 2006). An increase in the awareness of dual enrollment programs in high schools could provide the nation with much-needed educational reform, especially for students in lower achieving areas. According to NACAC (2018), numerous schools promote advance placement courses over dual enrollment as schools believe advance placement courses prepare students more for college. In 2014, Georgia launched a campaign to streamline the dual

enrollment process to make it easier for schools to incorporate these programs as opportunities for students. Without teachers and counselors valuing dual enrollment, the success of the programs becomes questionable.

Theoretical Framework

This study was driven by Vincent Tinto's theory of student departure, Tinto's student persistence theory, Bandura's social cognitive theory, and Astin's theory of involvement. Tinto's (1987) theory of student departure emphasized the importance of guidance from teachers and counselors in high schools on college transition. In terms of post-secondary school dropout, Tinto noted that academic and social issues coincide as the leading causes for student departure from school. Tinto's (1987) theory emphasized the importance of guidance counselors when it comes to student involvement with dual enrollment and college transition. Appropriate guidance from teachers and counselors is as crucial as academic skills in the preparation of students' ability to continue their education beyond high school. Tinto's theory implies that students who are more academically and socially involved in their schooling have a greater chance of success beyond high school.

Tinto's (1987) model of student persistence theory states that academic and social components of post-secondary education coincide in and out of the classroom and have a direct impact on students' academic abilities. Dual enrollment is similar in nature to Tinto's theory because it is based on the high expectations of students (Tinto, 1987).

Furthermore, Bandura states that social cognitive theory has been used extensively in educational research (Middleton et al., 2019). Studies in education use social cognitive theory as a framework often focusing on students' learning. This study mirrored the focus behind Bandura's theory because it focuses on the idea that teacher efficacy may play a role in

motivating students who may not have pursued post-secondary education. The teachers' sources of self-efficacy beliefs contributed to the field of research on social cognitive theory. Children learn behaviors through interactions with others in their home environment and in schools (Bandura, 1977). Their role models include but are not limited to their peers, family members, and school personnel.

It is important to note that high school involvement in co-curricular activities while being dual enrolled is a prediction of success according to Astin's theory of involvement (2012). Although post-secondary students are offered opportunities to participate in co-curricular activities, students usually work during college, and decide to not participate as much as they could. In some cases, high school students who are participating in dual enrollment courses may be more likely to participate in co-curricular activities thus achieving higher levels of success (Astin, 2012). Astin (2012) created five basic assumptions in regards to involvement. He argued that involvement requires an investment of physical and psychosocial energy. Involvement should be continuous, and the amount of energy invested varies from student to student (Astin, 2021). Aspects of involvement may be quantitative or qualitative. What a student gains from being involved is a direct relationship to time involved, and academic achievement is a direct correlation to involvement (Astin, 2012).

Dual enrollment presents students with a unique division, sometimes a school within a school, and provides students with a more engaging and accelerated learning experience (Karp & Hughes, 2008). Engagement is conducive to self-efficacy, which promotes a positive value of the student's ability (Zusman, 2005). Dual enrollment involves school personnel that some students will not encounter during high school without the dual enrollment experience (Harnish and Lynch, 2005). Dual enrollment students require guidance from high school counselors, which

results in students receiving the additional assistance needed for other related obstacles (Bailey et al., 2003). According to Harnish and Lynch (2005), having extra guidance from school personnel assists students in overcoming obstacles such as the additional work required by dual enrollment classes.

By working with guidance counselors in preparation for dual enrollment, students have the opportunity to receive additional guidance on other topics, relating back to Astin's theory of involvement (Bailey et al., 2003). Mentoring involves a variety of components, but one of the most important ones deal with the idea of an older individual bonding with a younger individual (Keating et al., 2002). Astin (2012) stated that students' tenacity is fueled by involvement and a sense of belonging. Typically, when a person possesses a sense of belonging they yield a larger value in achievement.

Purpose of the Study

The purpose of this study was to examine perceptions of dual enrollment on college readiness as perceived by high school teachers and counselors. This study determined whether there were significant differences between teacher and counselor perceptions regarding dual enrollment on college readiness based on years of experience, examined the characteristics of high school teachers and counselors, determined overall teacher efficacy levels amongst the teachers and counselors involved in the study, and identified concerns and suggestions for the implementation of a successful dual enrollment program in Georgia. The plan to achieve the information for this research study was narrowed to focus on Bacon, Brantley, Charlton, and Ware counties in South Georgia within the public high schools. The information can be used in expanding and improving dual enrollment programs.

According to Conley (2007), dual enrollment was developed as an effort to prepare high school students for college-level work and the work-force. Other studies have compared dual enrollment programs and the characteristics of each; however, studies in Georgia were almost non-existent. Effective dual enrollment programs have the potential to provide clear, useful opportunities for students in the area of college readiness in Georgia. However, the perceptions of the teachers and counselors who are educating students on these programs are important.

Stakeholders in education constantly search for causes and solutions for current issues, including secondary and post-secondary enrollment statistics. Focusing on teacher and counselor perceptions are extremely important because sometimes teachers spend more time with children than the parents and/or administrators. Perception is based on former experiences and classroom feelings, and it is sometimes defined as the generation of existence (Karp & Hughes, 2007).

Analyzing the differences in perceptions of high school teachers and counselors on dual enrollment based on years of experience, in addition to analyzing teacher efficacy levels, may assist stakeholders in being more aware of the benefits of dual enrollment. Higher dual enrollment participation could lead to an increase in the number of students who are more prepared academically and socially for post-secondary education. According to Wise (2010), dual enrollment can assist in decreasing time to degree completion, which in turn will reduce the cost of the post-secondary education. Over the last ten years, student loan debt has increased dramatically, accounting for more than ten percent of the nation's debt. This increase could harm the United States economy by forcing people to postpone or eliminate major purchases such as homes, cars, savings, etc. (Denhart, 2013). Wise (2010) believes dual enrollment participation prepares students for college and career readiness. Better prepared students can assist in

strengthening the nation's work force, and shorten time to complete degrees, resulting in less student loan debt.

With the positive benefits to high schools, post-secondary institutions, and students, dual enrollment rates should be at an all-time high (GaDOE, 2021). There is a need for research on dual enrollment and the positive effects associated with it (Franks, 2016). Proponents agree that educational stakeholders often do not have the appropriate data to request additional funding for the program, as literature published on dual enrollment is minimal compared to other educational reforms (Kleiner & Lewis, 2005). Existing research is not clear as to the efficacy of the dual enrollment opportunities for students and how the program persuades a student to complete a postsecondary education degree (Karp & Hughes, 2007).

Stakeholders who argue against dual enrollment or prefer other options such as advance placement courses generally believe that low-funded districts may not have the same advantages as higher-funded districts in regards to offering the academic rigor and college-level material to high school students. Others argue that high school teachers who are also employed as college professors are not giving students a complete college experience (Andrews, 2004). In some areas of the nation, dual enrollment is not highly favored as other areas, thus resulting in low participation rates. Although the nation is encouraging students and schools to pursue dual enrollment options, ultimately, school districts often stay with their current practices (Democratic National Committee, 2020). In states where dual enrollment is highly encouraged, participation rates are ultimately higher, thus giving students the opportunity to enhance their futures (Karp et al, 2004). There are many advantages and disadvantages of the benefits and relevance of dual enrollment on educational reform in America (Democratic National Committee, 2020; Gordon, 2021).

Gordon (2021) states that some of the advantages of dual enrollment participation include cost-effective options, credits transfer to most state schools, increases in confidence, more attainable college goals, more exploration, more likelihood for early graduation, and a higher likelihood to continue education. Gordon (2021) states that some disadvantages of dual enrollment are credits transfer difficulties, less opportunities for internships and study abroad programs, less flexibility in student development, and interference athletic eligibility due to overwhelming demands concerning grade point average.

Stakeholders could use the findings of this study to encourage more support and participation of dual enrollment. Little research exists on teacher and counselor perceptions of dual enrollment. By adding teacher efficacy into the equation, this has been expanded, identifying sources of teacher efficacy as part of social cognitive theory. High school dual enrollment teachers and counselors work with students on multiple issues and are able to provide valuable advice to students regarding the benefits of the dual enrollment program. This study provided teachers and counselors the opportunity to voice their feedback on exactly how and why they seek to implement successful dual enrollment programs by participating in surveys and interviews. This mixed method study was relevant because it analyzed perceptions of dual enrollment on college readiness as perceived by high school dual enrollment teachers and counselors in Georgia.

Research Questions

This study analyzed whether there was a statistically significant difference between high school teacher and counselor perceptions of dual enrollment on college readiness based on years of experience in South Georgia.

1. What are the characteristics of high school teachers and counselors?

2. Is there a statistically significant difference between the perceptions of high school teachers and counselors on dual enrollment based on years of experience?
3. What are the teacher and counselor perceptions of dual enrollment?
4. What are the concerns and suggestions of high school teachers' and counselors' regarding the implementation of a successful dual enrollment program?

Significance of the Study

According to Bailey et. al (2003), dual enrollment originally began to give high school students a challenge in high school. However, dual enrollment courses are often described as courses for higher achieving students; but new trends state students of all academic levels are being encouraged to participate (Hughes & Coplan, 2010). With this shift in focus, the perceptions of teachers and counselors may prove more beneficial in the recruitment process for dual enrollment because students will rely on teachers and counselors to educate them on the dual enrollment options during registration sessions. Teacher efficacy is at an all-time low due to the massive changes brought about in education during the past year (GaDOE, 2021). By looking at teacher efficacy, one may find the need to educate the district in regards to additional opportunities for students. There is limited research on the perceptions of teachers' and counselors on the efficacy for college and career readiness of dual enrollment in high schools (Yoo, 2016).

Summary of Methodology

A mixed-methods research design was employed to determine if there was a statistically significant difference between the perceptions of high school teachers and school counselors on dual enrollment based on years of experience. Levels of teacher efficacy were also considered to be more specific. Overall teacher and counselor perceptions of dual enrollment were gathered as

well as concerns and suggestions for the successful implementation of a dual enrollment program. Quantitative data was collected first following with qualitative data.

An explanatory sequential mixed-methods research design was used in South Georgia high schools. Quantitative data were collected first following with qualitative data. Creswell and Plano Clark (2011) noted an example of the explanatory sequential design when dealing with the mixed methods approach. It required the individual researcher to initiate the study with a quantitative data collection instrument using surveys. Phase one began with 300 eligible teachers and counselors from four counties in Georgia where 205 teachers and counselors completed the electronic Dual Enrollment Perception Survey from this study. Phase two began with interviews that provided the qualitative data and followed with the five interview participants completing the TSES to obtain overall teacher efficacy scores. In 2011, Creswell and Plano Clark recommended that the following considerations be used with the explanatory sequential design method:

- The researcher and the research problem need relatively more quantitative than qualitative emphasis.
- The researcher understands the variables and has access to quantitative data.
- The researcher will have access to all participants for a second round.

The quantitative data took priority in this study (Creswell, 2008). Creswell suggested that data should be connected by refining the quantitative data with qualitative data. Therefore, for this study, the Dual Enrollment Perception Survey was used in the first stage for the quantitative data, followed by personal interviews to achieve the qualitative data. Interview participants also completed the TSES to gather overall teacher efficacy levels in regards to characteristics of the teachers and counselors in this study. This study was conducted in four counties in South

Georgia in all public high schools. The target population was comprised of high school teachers and counselors who were employed at schools that offered dual enrollment opportunities in order to gain their perceptions on the effects of dual enrollment on college and career readiness.

Delimitations

The study is delimited by the following situations: (a) the selection of the institutions, (b) selection of high school teachers and counselors, (c) the analysis of the high school teachers' and counselors' perceptions, and (d) TSES was only completed by interview participants for overall teacher efficacy levels. This study is delimited by using self-reported data and perceptions of high school teachers and counselors on the effects of dual enrollment on college and/or career readiness in high schools in South Georgia.

Perceptions were gathered from teachers and counselors with two survey instruments and personal interview questions. Interviews of teachers and counselors assisted in the validation of the quantitative research findings according to Creswell (2014). Interviews were recorded for review.

Definition of Terms

The terms in the research questions and some of the related research and findings are defined below.

Career Readiness

According to the National Association of Colleges and Employers (2021), "Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management. Career readiness is the foundation upon which a successful career is launched. Career readiness is, quite simply, the new career currency. For higher education, career readiness provides a

framework for addressing career-related goals and outcomes of curricular and extracurricular activities, regardless of the student's field of study. For employers, career readiness plays an important role in sourcing talent, providing a means of identifying key skills and abilities across all job functions; similarly, career readiness offers employers a framework for developing talent through internship and other experiential education programs" (para. 1-3).

College Readiness

College readiness is the skills, knowledge, and mindset needed for a high school student to be considered ready to attend post-secondary education, defined as education in addition or after high school (Wignall & Driscoll, 2020).

Career, Technical, and Agricultural Education (CTAE)

According to the Georgia Department of Education, CTAE refers to Career, Technical, and Agricultural Education programs and/or pathways in the education system in the state of Georgia (2021).

CTAE Pathway

CTAE pathways are defined as career clusters where students are allowed to choose an area of their choice to complete a sequence of courses in that area, according to the Georgia Department of Education (2021).

Dual Enrollment

A college-level course that high school students, and in some cases, middle school students, are eligible to take for high school and college credit during the same period of time. It is also referred to as dual credit or concurrent enrollment (Andrews, 2004).

End of Pathway Assessment (EOPA)

According to the Georgia Department of Education, End of Pathway Assessments are end of course tests designed for end of pathway exams for credential in CTAE pathways. End of Pathway Assessments are changing to the term, Credentials of Value, in the upcoming year (2021).

Social Cognitive Theory

The premise of the theory is that an individual can control his or her actions; however, a reciprocal relationship exists between the individual's behavior, the environment, and one's cognition (Bandura, 1997).

Teacher Self-Efficacy

For this study, teacher sense of efficacy or self-efficacy is a teacher's belief in his or her individual ability to perform a task (Yoo, 2016). Tschannen-Moran and Hoy (2001) state that a teacher's sense of efficacy "belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (p. 783).

Technical College System of Georgia (TCSG)

The Technical College System of Georgia consists of 22 colleges and 88 locations across the state of Georgia that provide degree and certificate programs for students of all ages (TCSG, 2021).

University System of Georgia (USG)

The University System of Georgia is a collection of Georgia's public colleges and universities, along with Georgia Archives and the Georgia Public Library Service (University System of Georgia, 1996, 2023a, 2023b).

Summary

According to Kuntz, Gildersleve, and Pasque (2011), dual enrollment is perceived as the accelerated learning plan for high school. Dual enrollment programs are designed to fill gaps for college enrollment and to serve as a pathway to increase the number of college graduates. Kuntz et. al (2011) also emphasizes dual enrollment was originally designed to assist students with transitioning from high school to college and to increase college graduation rates.

Although research comes from various sources for dual enrollment regarding positive effects on college readiness, what are the characteristics of high school teachers and counselors? What do high school teachers and counselors perceive about dual enrollment? Do the number of years of experience effect their perceptions on dual enrollment? What do the dual enrollment teachers and counselors feel is needed to effectively have a successful dual enrollment program at their school or in general?

The problem being addressed related to if teachers and/or counselors felt students benefitted more from being in a traditional high school class or a dual enrollment class in terms of being prepared for college. Programs exist as opportunities for students, but without teachers and counselors valuing and supporting the programs, success is limited as students and parents receive little or no information.

Existing research is unclear as to whether dual enrollment actually prepares or merely demonstrates a student's determination for post-secondary readiness (Karp and Hughes, 2007). Karp and Hughes (2007) also claim that motivated students are more academically competent than other groups of students. However, Adelman (2006) argues in his works that dual enrollment can actually persuade lower achieving groups of students for post-secondary success. Existing studies do not provide clear evidence of this nor provide perceptions of those who are

charged with persuading these high school students to participate in dual enrollment, such as the teachers and/or counselors at the local high schools.

Although dual enrollment offers many advantages, some persuade others to think alternatively. Nonetheless, more research is needed on the perceptions of teachers and/or counselors in regards to dual enrollment efficacy on college readiness in order to be able to provide information to schools on what type of recruitment practices may be needed to encourage dual enrollment. This study is presented in five chapters. Chapter I contains the background of the problem, theoretical framework, and problem statement. In addition, a statement of the purpose, research questions, and significance of the study, and definitions are introduced and discussed. Chapter II consists of a review of the related literature. The procedures of the study are described in Chapter III. Chapter III also contains a description of the subjects, instruments, and methodology used to address the research questions. A description of the data collected, an explanation of how the hypotheses were tested, and the findings of the analyses are presented in Chapter IV. Chapter V contains the conclusion, implications, and recommendations for further research.

Chapter II

Review of the Literature

This study analyzed the perceptions of high school teachers and counselors in Georgia regarding dual enrollment based on years of experience. Dual Enrollment, formerly Transition Career Partnerships (TCP), is designed to prepare students for college and career opportunities leading students to postsecondary institutions for an industry recognized certification or licensure, an associate or higher college degree, and successful employment (GaDOE, 2021). In order to better understand the benefits and needs for dual enrollment programs, this chapter has examined the programs and the research that shaped the program's development. This chapter is focused on Career, Technical, and Agricultural Education (CTAE) programs and their involvement with dual enrollment and college readiness skills.

This literature review consists of six components from leading researchers. The theoretical framework is defined in section one. The development, intentions, and effects of dual enrollment are introduced in section two. Section three addresses differences and issues in dual enrollment. Section four presents the college and career readiness information. Section five presents CTAE program information and relevance to dual enrollment and college readiness, and, section six addresses teacher efficacy.

Theoretical Framework

Dual enrollment presents students with a unique division, sometimes a school within a school, and provides students with a more engaging and accelerated learning experience (Karp, 2008). Engagement is conducive to self-efficacy which promotes a positive value of the student's

ability (Zusman, 2005). Dual enrollment involves school personnel that some students will not encounter during high school (Harnish & Lynch, 2005). Dual enrollment students require guidance from high school counselors, which results in students receiving the additional assistance needed in other related obstacles (Bailey et al., 2003). Students' lack of motivation, parental support, and monetary resources are obstacles some students have to overcome in order to continue their education. According to Harnish and Lynch (2005), having the extra guidance from school personnel assists the students in overcoming obstacles such as the additional work required by dual enrollment classes. Theoretically, this study was driven by Vincent Tinto's Theory of Student Departure, Tinto's Student Persistence Theory, Astin's Theory of Involvement, and Bandura's Social Cognitive Theory.

Theory of Student Departure

Tinto's (1987) theory of student departure emphasized the importance of guidance from teachers and counselors in high schools on college transition. In terms of post-secondary school dropout, Tinto noted that academic and social issues coincide as the leading causes for student departure from school. Tinto's (1987) theory emphasized the importance of guidance counselors when it comes to student involvement with dual enrollment and/or college transition. Appropriate guidance from teachers and counselors is as crucial as academic skills in the preparation of students' abilities to continue their education beyond high school. Tinto's theory implies that students who are involved more academically and socially have a greater chance of success beyond high school.

Tinto described the first stage of separation for college students as separation from communities in the past, such as high school, family, and local areas of residence (Tinto, 1987). Students' previous environments differ from college in terms of values, norms, and intellectual

styles. He notes that a successful transition into college culture involves some rejection and transformation.

Tinto (1993) explains the student departure theory as a process of integrating into a new college environment through academic and social environments and requires the ability to navigate separation from former surroundings. This description helped provide understanding to Tinto's perspective of students' feelings of belonging. Tinto's perspective also describes their new college environment both academically and socially.

Tinto (1993) he stated,

> "There appears to be an important link between learning and persistence that arises from the interplay of involvement and the quality of student effort. Involvement with one's peers and with the faculty, both inside and outside the classroom is itself positively related to the quality of student effort and in turn to both learning and persistence" (Tinto, 1993). Further, "learning is linked to persistence given that the more students learn, the more likely they are to persist" (Tinto, 1993).

This theory demonstrates the significance of students' social integration with college experiences and is considered to be a determining influencer with student persistence Tinto, 1993). Students' interaction with their university experience through academic and social connections supports the evaluation of retention issues. In result, Tinto stated that student attrition occurs mostly because students' lack of sense of belonging within their college environment.

Student Persistence Theory

Tinto's (1987) model of student persistence theory states that academic and social components of post-secondary education coincide in and out of the classroom and have a direct

impact on students' academic abilities. Several factors support student achievement: (a) high expectations; (b) academic, emotional, and social support; (c) mentoring; and (d) peer interaction (Tinto, 1987). Dual enrollment mirrors Tinto's theory based on the high expectations of dual enrollment programs for the students (Tinto, 1987).

Tinto's writings in Durkeim's (1953) theory on suicide and Van Gennep's (1960) work on cultural rites of passage. Tinto's addition of these items in the discussion of student departure led to the development of a two-dimensional longitudinal model (Tinto, 1987). He proposed that individuals come to campus with "pre-entry attributes" such as prior schooling, skills and abilities, and family background combined with intentions, goals, and commitments. Tinto defined student intentions by referencing the student's intended career path and believed commitments were exhibited through religious, political, or social leanings. The interaction of the individual student's unique attributes, intentions, goals, and commitments with the educational and social systems of the institution that led to a departure from or persistence at their institution (Tinto, 1987).

Tinto's (1987) model examined the persistence of first-year college students in a community college setting. The model was paired with a prior research study by Halpin (2015). Persistence was defined as a second-year college student in the study. Halpin (2015) found that dual enrollment instructors contributed greatly to the tenacity of the students. Dual enrollment students who took college courses off the high school campus had more contact with faculty than when taking classes on the high school campus, despite the fact that courses on the high school campus meet more frequently (Halpin, 2015).

Harnish and Lynch's (2005) study "The Evaluation of Dual Enrollment Programs in Georgia" identified strong relationships between high schools and technical colleges. It noted

that student motivation was based on the opportunity to earn college credit and improve job skills. The study revealed that when students gained an interest in post-secondary education while enrolled in dual enrollment, the students' motivation assisted them in persevering through their college program and graduation requirements (Harnish & Lynch, 2005).

Theory of Involvement

High school students being involved in co-curricular activities in high school while participating in dual enrollment is a prediction of success according to Astin's theory of involvement (2012). Although post-secondary students are offered opportunities to participate in co-curricular activities, students often work during college, and do not participate in as many. Therefore, in some cases, high school students who are participating in dual enrollment courses may be more likely to participate in co-curricular activities thus achieving higher levels of success (Astin, 2012).

Student involvement is the amount of physical and psychological energy that a student devotes to education (Astin, 2012). A highly involved student includes one who spends a considerable amount of time studying, spends a large amount of time on campus, has frequent interaction with faculty members, and actively participates in student organizations. Astin's student involvement theory explains how desired outcomes for post-secondary education are viewed in terms of how students change and grow due to co-curricular involvement (Astin, 2012). Astin (2012) states that there are three concepts surrounding the theory: a student's inputs (e.g., demographics, background, previous experiences); a student's environment; and a student's outcomes (e.g., attitudes, beliefs and values after college).

Astin (2012) created five basic assumptions in regards to involvement. He argued within his assumptions that involvement requires an investment of physical and psychosocial energy.

Involvement should be continuous, and the amount of energy invested varies from student to student (Astin, 2012). He went on to say that aspects of involvement may be quantitative or qualitative. What a student gains from being involved is strongly related to time involved. In other words, academic achievement has a direct, positive correlation to involvement (Astin, 2012).

Astin's (2012) work was groundbreaking because it defined what it meant for a student to be involved for higher education leaders and researchers. While Astin (2012) did note that involvement is the responsibility of the institution and the student. He linked involvement to motivation. Astin's student involvement theory was innovative because it did not focus on courses or methods of instruction, but rather on involvement levels.

Social Cognitive Theory

Bandura states that social cognitive theory has been used extensively in education research (Middleton et al., 2019). Studies in education use social cognitive theory as a framework often focusing on students' learning. This study is unique because it is centered around the idea that teacher efficacy might play a role in motivating students who would typically be uninterested in pursuing a college degree. The teachers' sources of self-efficacy beliefs contributed to the field of research on social cognitive theory. Furthermore, the study described the influence of the dual enrollment high school teachers' experiences and what they need to succeed in implementing the program.

Getting middle and high school level students involved in their education is a task that challenges school personnel. Students at middle and high school grade levels are at an age where their opinions and beliefs can be easily changed due to their surroundings (Keating et al., 2002). Not only is it important to educate these students and persuade them to successfully graduate

from high school, it is very beneficial that these students be persuaded to continue their education after high school.

The faculty and staff that are involved with such programs must be able to provide professional mentoring to the students. Mentoring involves different components, but one of the most important ones deals with the idea of an experienced individual bonding with an unexperienced individual (Keating et al., 2002). Mentoring sometimes is the biggest part of any social interaction that these students may receive. Mentoring sometimes replaces the parental figure, especially in terms of at-risk students, as a lot of them are in single parent homes.

Dual Enrollment Development, Intentions and Effects

Dual enrollment was developed as early as the 1970s to allow high school students to earn high school credits and college credits at the same time (Bailey et.al., 2003). The first dual enrollment program began at Syracuse University with Project Advance in 1972. Since, other colleges have replicated. Other successful programs include Get Ready, Get Credit in Minnesota; Running Start in Washington; Youth Options in Wisconsin; and many others (Plucker et. al., 2004).

States handle dual enrollment differently, but for purposes of this study, dual enrollment policies, procedures, and information for Georgia will be the primary focus. Dual enrollment has existed in Georgia in various forms since around the 1990s (Lee, 2019). The program was reshaped in 2016, then known as “Move on When Ready.” Currently, the program is officially known as Dual Enrollment. The program continues to grow, thus needing an increase in funding.

According to Lee (2019), dual enrollment courses allow students to take courses that give high school credit and college credit at the same time. Students can take courses year-round, which includes the summer term, a new concept for the program since its creation. Dual

enrollment is supported by the Georgia Student Finance Commission directly, funding tuition payments and enrollment-based funding for public high schools and colleges. The enrollment-based funding allows high schools not to lose funding for students enrolled in dual enrollment courses.

Dual enrollment has affected the Georgia educational system in a variety of ways, and the program continues to grow (Lee, 2019). In Fall 2018, about 12,000 high school students were enrolled in courses from the University System of Georgia. Approximately 25,000 were enrolled in courses from the Technical College System of Georgia, and about 5,000 students were enrolled in private colleges. Even with those high numbers, Georgia predicts that the program will continue to grow. For example, the 2020 state budget is at $108 million, which is significantly higher than the $49 million in 2016 (Lee, 2019).

The expanding options of dual enrollment provides opportunities for students to achieve dual credit while enrolled in high school. These opportunities result in success after high school. According to Witkowski and Clayton (2020), dual enrollment participation indicates success on academic achievement measures such as enrollment, achievement, attainment, and persistence in post-secondary education. Andrews (2004) found that many benefits are available for high school students who participate in dual enrollment. High school dual enrollment students have the opportunity to pursue college-level course work while still in high school and gain marketable technical skills not offered specifically by the secondary schools. Student motivation tends to decrease during senior year in high school. Seniors tend to take unneeded courses. Most students have completed their required courses and know by their junior year if and where they will attend college. Students do not usually take extra challenging courses unless they see a dramatic benefit (Andrews, 2004).

Andrews (2004) found research recommending that students should graduate at 16 instead of 18, and following graduation, students should enter college or the military. Dual enrollment allows the students to begin college at the age of 16, and these students tend to perform as well as freshmen in college.

A study completed on *Student Participation in Dual Enrollment and College Success* found that dual enrollment participation does have a significant role in higher grade point averages in college for first-year students who participate full-time (Jones, 2014). The research design was causal-comparative. Multivariate analysis of variances was used to address the specific research question of whether dual enrollment participation and course completion impacts the cumulative college grade point average and first completed year persistence rates of first-year full-time college students. The study investigated the impact of dual enrollment participation on the academic preparation of first-year full-time college students at a community college and a research university. The main research question of the study sought to determine whether dual enrollment participation and course completion impacts the cumulative college grade point average and first completed year persistence rates of first-year full-time college students. The results of the study revealed that dual enrollment participation does have a statistically significant role in higher cumulative college GPA for first-year full-time college students. Students that attended the community college did not have significant persistence rates, but students at the research university who were prior dual enrollment students did have statistically significant higher persistence rates than those students who did not (Jones, 2014).

A study completed in North Carolina found that dual enrollment showed positive effects on grade point averages and higher graduation rates for first-year college students (Ganzert, 2014). In addition, these dual enrollment effects were evident in technical, medical, and all

college transfer programs. Ganzert's study also showed a positive correlation between the number of courses, grade point average, and graduation rate. The overall findings of the study fully support continuing and expanding all dual enrollment opportunities in order to increase college readiness.

According to Dougherty and Reid (2007), the effects of dual enrollment are noticed in first-year college students in terms of how prepared they were for the academic rigor of courses in dual enrollment. The level of preparedness dual enrollment students possess limits the need for remedial courses thus reducing the time-to-degree completion. Adelman (2008) notes that high schools that provided dual enrollment opportunities had an increased number of students who expressed interest in continuing their education into post-secondary education.

Differences and Issues in Dual Enrollment

Policymakers and budget developers analyze the need and perceptions of the program. According to Wise (2010), some policymakers noted that there is little evidence of dual enrollment participation on college readiness. Karp et. al. (2005) found that 40 states have created policies on dual enrollment, but 17 states have mandated dual enrollment opportunities be provided for high school students. Most state policies do not dictate the type of dual enrollment program offered, but they do imply students earn credit for the course. Instructional requirements and budget concerns vary from state to state, but more funding is definitely needed for the dual enrollment program to expand (Karp et. al., 2005).

College and Career Readiness

A central question regarding the benefits of participation in dual enrollment is whether participation increases college readiness. ACT (2014) sets forth a broader definition of college readiness using behavioral and skill set indicators, such as critical thinking, adaptability, lack of

absenteeism, dependability, cooperation skills, career comparison knowledge, and self-awareness, as additions to traditional academic performance measures accepted as some indicators of college readiness. ACT asserts that larger colleges reinforce that college readiness begins well before secondary level education. Life circumstances and experiences validate in some respects the call from ACT for a broader definition and approach to college readiness (ACT, 2014).

Existing research is unclear as to the effects for students who choose to enroll in dual enrollment programs; whether dual enrollment programs prepare students for higher education or merely demonstrate a student's determination to complete a degree program is still debatable (Karp & Hughes, 2007; Tschannen-Moran, Hoy, & Hoy, 1998). There is limited research in terms of dual enrollment, especially regarding teacher and counselor perceptions in South Georgia. All states have different policies and procedures for dual enrollment; therefore, states may have varying opinions on the program.

Myers and Tucker (2005) noted the need for intrapersonal awareness and interpersonal communication skills in regard to college and career readiness. Feedback from executives, business educators, employers, and alumni were received and demonstrated the increasing need and emphasis on "people skills" through improving emotional intelligence. CTAE and high school educators can assist with this need by educating students on the soft skills of communication. Myers and Tucker (2005) also define the difference between technical competency and emotional intelligence: "Whereas the ability to gather, interpret, analyze, and respond to data may be a function of technical competency, the ability to receive, interpret, analyze and respond to messages, both external and internal, is regulated by one's emotional

intelligence (EI)" (p.44). The importance of educators is emphasized when incorporating academic theories into practical application, the backbone of a college curriculum.

Awang et al. (2003) noted that students should have skills such as reading, following instructions, communicating skills, collaborating teamwork, knowing of software and hardware, utilizing internet services, assuring quality, and other skills that are highly desirable by employers. The following conclusions were made in the study: (a) non-technical and soft-skills remain essential in the work-place; (b) software, internet, and other technical functions should be integrated into classrooms; and (c) on-the-job training is the most popular approach for developing these skills. Ackerman et al. (2003) explained how teachers feel students should be prepared in the classroom. The study also compared the views of instructors, students, and employers. CTAE and high school teachers are using these teaching styles in the classroom more frequently. Discussion-centered instruction is replaced with traditional lecturing in the classroom, which aids in critical thinking. Real-world situations in classrooms increase the student's critical thinking ability. Students preparing for career readiness in today's global society must possess problem-solving skills to appreciate the value of customers. Students noted the critical thinking exercises were time consuming while instructors thought the assignments were worthy (Ackerman et al, 2003). This issue that must be addressed by educators are preparing students for college and career readiness.

Franks' (2016) study

This study was based on a study developed in Alabama by Shulanda Stallworth Franks, entitled "Dual Enrollment Efficacy on College Readiness as Perceived by High School Dual Enrollment Teachers and Counselors in South Alabama." It was conducted in 2016 in order to gather perceptions about college readiness (Franks, 2016). A survey instrument gathered the

perceptions of teachers and counselors, resulting in a quantitative study. This study found that dual enrollment does have positive effects on college readiness amongst the participants. A significant difference was found in perceptions based on multiple subject areas. In summary, the perceptions of dual enrollment teachers and counselors were supportive of the positive effects of dual enrollment efficacy on college readiness in South Alabama. This study suggested that future research is needed in regards to teacher efficacy on this topic (Franks, 2016).

Career, Technical, and Agricultural Education (CTAE)

President George W. Bush's developed the *No Child Left Behind Act,* passed on January 8, 2002, which forced districts throughout the United States to improve education policies and accountability in college and career readiness (Klein, 2015). On May 4, 2005, Congress voted 416 to 9, whereby, the House passed H.R. 366. This was also known as the Vocational and Technical Education for the Future Act. The purpose of H.R. 366, was to strengthen and improve programs under the Carl D. Perkins Vocational and Technical Act to further support Career, Technical and Agricultural Education (CTAE) (Recent Action in Congress, 2005). Carl Perkins Career and Technical Education Act was established to educate students with academic and technical skills needed to succeed in a fast-paced economy. The federal contribution equaled an estimated $1.3 billion a year to support CTAE programs that meet all specified guidelines (Klein, 2015). The Perkins Act provided funds for innovation and program improvement for CTAE. Perkins III was reauthorized in 2006 and developed into Perkins IV. Perkins places emphasis on creating student concentrators, such as a secondary student who has earned three or more credits in a CTAE program (CTE pamphlet, 2008). Perkins also increased the emphasis placed on linking secondary and postsecondary education through programs such as dual enrollment. Governmental support will help maintain CTAE programs for years to come.

CTAE programs are primarily funded by federal Carl Perkins IV funds (GaDOE, 2021). In order for school districts to receive and maintain this source of funding, they must adhere to several guidelines such as: (a) teachers must be certified in the program area, (b) state-approved curriculum must be used, (c) programs must have an advisory committees, (d) programs must have active career-technical student organizations, (e) programs must have active dual enrollment agreements with post-secondary institutions, (f) programs must be supported by current labor market data, (g) programs are of appropriate size and allow for students to earn a minimum of three credits in a sequenced program of study, and (h) each CTAE teacher must submit data on students relating to student demographics and class performance. Surveys are conducted on all CTAE concentrators the year following high school graduation to determine transition rates and student success in college (CTE pamphlet, 2008).

CTAE departments in high schools focus on career readiness and college preparation (Technical College System of Georgia, 2021). Guidance Counselors are often assigned this department at high schools. CTAE integrates core academic knowledge with technical and occupational skills to prepare students for post-secondary education and the workforce. The state of Georgia has identified 17 Career Clusters that are structured to prepare students for Georgia's workforce. Each cluster will include multiple career pathways. CTAE programs partner consistently with the technical college systems to offer students dual enrollment opportunities to earn credentials in skills courses while in high school, such as Certified Nursing Assistant (CNA) Certification (TCSG, 2021). Students must complete at least one pathway in order to be considered for high school graduation in Georgia; however, students have extra time in their schedule to complete other courses, leading to dual enrollment opportunities.

There are numerous clusters from which students are allowed to choose throughout their high school career. If a student completes the sequence of courses outlined for each program and passes the End of Pathway Assessment (EOPA), the student is considered to have completed the pathway, and earns a chord of recognition to wear at graduation (TCSG, 2021).

For example, Georgia's CTAE Career Clusters allow students to choose an area of interest in high school from the 17 clusters (GaDOE, 2021). Students take classes tailored to their cluster, which helps them navigate their way to greater success – no matter what they choose to do after high school graduation. Each cluster will include multiple career pathways. The aim of the program is to introduce students to the relevance of what they are learning in the classroom and help them decide whether they want to attend a two-year college, a four-year university, or a strictly work-based path apart from college. Students should have learned about potential careers in elementary and middle school so that they are ready to choose a pathway once they reach high school. Georgia's initiative is based on the National Career Clusters® Model (TCSG, 2021). The National Career Clusters® Framework serves as an organizing tool for Career Technical Education (CTE) programs, curriculum design, and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study, bridging secondary and postsecondary systems while creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and it empowers them to choose the educational pathway that can lead to success in high school, college, and career (TCSG, 2021).

Georgia Department of Education CTAE Programs offers numerous pathway options: Agriculture, Food, & Natural Resources; Architecture and Construction; Arts, A/V Technology; Communications; Business Management & Administration; Education and Training; Energy; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, & Security; Manufacturing; Marketing; Science, Technology, Engineering, Mathematics; Transportation, Distribution & Logistics; and Industry Survey Summaries (TCSG, 2021). Students must complete one of the pathways mentioned above, allowing students numerous extra hours to pursue opportunities such as dual enrollment.

Teachers and counselors educate the students on the most appropriate pathway. Often, parents and students rely solely on teacher and counselor advice as they may not be knowledgeable about what programs and/or opportunities exist. Thus, the teacher or counselor can be the deciding factor for the students. Research indicates dual enrollment can impact a student positively (Hoy, 2019).

Karp et. al. (2007) conducted a research study in Florida and New York to determine if dual enrollment had positive impacts on students in different categories, including their CTE students. CTE is also referred to as CTAE in some states. In Florida, the researchers found positive aspects in relation to dual enrollment. Dual enrollment was positively related to students' likelihood of earning a high school diploma. Dual enrolled students were 4.3 percent more likely than their peers to earn a diploma. Participation in dual enrollment was positively related to enrollment in college for CTE students. Dual enrollment also increased the likelihood of enrolling in a four-year institution (Karp et al., 2007). Furthermore, Karp et al. (2007) found that dual enrollment students were statistically more likely to persist in college to a second

semester. They had higher grade point averages one year after high school graduation, and dual enrollment participation was positively associated with the likelihood of remaining enrolled two years after graduating from high school. Finally, Karp et al. (2007) found that dual enrollment participants were more likely than their peers to pursue a bachelor's degree. Unlike Florida in New York, a positive relationship was found between 20 students taking more than one dual enrollment course and higher grade point average (Karp et al., 2007).

Teacher Efficacy

Teacher efficacy is teachers' self-judgments of their own capabilities to achieve desired outcomes of student engagement, even to students who may not want to learn (Tschannen-Moran & Hoy, 2001). The notion of teacher efficacy originated in the 1970s from studies by the RAND Corporation (Hoy, 2019). The RAND Corporation added two questions to an already existing survey to study teacher efficacy, and the term was born (Tschannen-Moran et al., 1998). With the assistance of Rotter (1966) as a theoretical base, teacher efficacy was first explained as the ability of teachers to control the reinforcement of their actions. Then, came the work of Bandura in 1977 where he identified teacher efficacy as a type of self-efficacy. Teacher efficacy continues to evolve and is a major topic in current education, resulting in 111 articles published from 1985 to 2013 in one journal, *Teaching and Teacher Education* alone (Kleinsasser, 2014). Articles range in focus on different levels of education.

Yeo et al. (2015) explored the emotional realities of teaching educationally disadvantaged students in Singapore. Data was collected via semi-structured, face-to-face interviews with nine primary school teachers and analyzed using inductive, grounded theory approach and thematic analysis. Findings show that educationally disadvantaged students are far from a homogeneous group. There is great diversity in the sources of disadvantage and obstacles to learning,

contributing to the emotional weight borne by teachers of educationally disadvantaged students. Jensen (2022) noted that research is lacking regarding how teachers' perceptions of a performance goal structure, relate to teacher and student outcomes. Jensen's (2022) study examined associations among performance goal structure, teacher burnout, and bullying among students. It also determined whether pupil-teacher ratio moderated the relation between teacher burnout and bullying. Class teachers from 150 schools participated in the project. Structural equation modeling was used. Results revealed significant associations among performance goal structure, teacher burnout, and bullying. Results also demonstrate an additional teacher in the classroom did not moderate the association between burnout and bullying (Jensen, 2022).

TSES

Anita Woolfolk Hoy, a professor at Ohio State University, developed the Teachers' Sense of Efficacy Scale, to measure teachers' sense of efficacy related to educational achievement (Stelar Education, 2021). Hoy developed this instrument after her early research was not satisfied with the two-factor instrument, the Teacher Efficacy Scale (Hoy, 2019).

Hoy (2019) summarizes practical implications of these findings by stating that teachers who set high goals, who persist, and who try another strategy when one approach is found, are more likely to have students who learn. Hoy (2019) also states that teachers who typically behave that way are teachers who have higher senses of efficacy. The determination of a teacher's sense of efficacy is not experience, nor is it what Bandura (1977), a leader in the development of self-efficacy theory, calls performance accomplishments. It is whether he or she has been able to make a difference in student learning. Hoy (2019) believes the first years of teaching could be critical to the long-term development of teacher efficacy.

Although much of teachers' and counselors' sense of self efficacy can be linked to their past levels of success or failure in teaching children, researchers point out that this factor is not the entire story. Goddard and Skrla (2006) looked at school characteristics reported by almost 2,000 teachers and correlated them with teachers' reported levels of efficacy. Less than half the difference in efficacy could be accounted for by factors such as the school's socioeconomic status level, students' achievement level, and faculty experience. Based on this, they suggest principals' may be able to influence teacher efficacy based on school operations and opportunities.

Hipp's (1996) study of the influence of principal leadership behaviors identified behaviors as related to efficacy. The findings of the study explored the relationships among principals' leadership behaviors and teacher efficacy in Wisconsin middle schools. The theoretical framework was an adaptation of Bandura's social cognitive learning theory of self-efficacy (Hoy & Woolfolk, 1993). Phase one of the research surveyed 10 principals and 280 teachers from 10 middle schools. Principals and teachers completed The Nature of Leadership Survey (Leithwood, 1993). Teachers completed a version of S. Gibson and M. Dembo's Teacher Efficacy Scale (1984). Data for phase two were collected from interviews with 10 principals and 34 teachers. The data indicated that three of Leithwood's transformational leadership behaviors (i.e., modeling behavior, inspiring group purpose, and providing contingent rewards), were significantly related to teaching efficacy. A significant difference was found between general teaching efficacy and personal teaching efficacy. Principals of teachers with higher levels of self-efficacy modeled behaviors such as risk-taking and cooperation. Those leaders contributed to the development of a shared vision which centered on creating a student-centered environment (Hipp, 1996).

Hoy (2019) noted the concept of teacher efficacy was and still is critically important. Teachers who believe they can teach all children in ways that enable them to succeed are more likely to exhibit teaching behaviors that support this goal of success (Hoy, 2019). Therefore, principals must assist teachers in developing a sense of efficacy. Goddard, Hoy, and Woolfolk Hoy (2004) remind us that the brightest teachers need hiring and retaining, but, they must also believe they can successfully meet the challenges faced.

Teacher efficacy does play an important role in manifestation within the dual enrollment process. Bandura (1999) defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainment," (p. 3). These beliefs are obtained and not fixed character traits, allowing individuals to exercise an influence in their lives (Bandura, 2006). Teacher efficacy is learned throughout one's teaching career. Bandura (1997) states that teacher efficacy, based on social cognitive theory, was investigated in the study as it relates to the experiences of high school teachers teaching dual enrollment courses.

Teacher efficacy is a paradigm that any teacher must have to be an effective teacher (Zakeri et al., 2016). Bandura (1997) emphasized that teacher's self-efficacy is the ability to implement instructional and learning processes. It affects the amount of effort that teachers invest in teaching. Blonder and Rap (2017) noted that teachers with a strong sense of efficacy tend to be more organized and better prepared than their counterparts who have a low sense of efficacy. Teachers with a high sense of efficacy also "…tend to be more open to new ideas and innovations, and more willing to experiment with new teaching methods (e.g., using technological innovations)," (p. 702). Santi et al. (2020) notes that experimenting with new methods while using resources and digital competencies efficiently became necessary for high school teachers to teach dual enrollment during the coronavirus pandemic.

A study on teachers' self-efficacy indicates that the level of perceived self-efficacy regarding their competencies in utilizing digital devices for instructional purposes is relatively high (Santi et al., 2020). Teachers with high self-efficacy focus on essential instructional strategies instead of spending time on classroom discipline (Phan & Locke, 2015). Zee and Koomen (2016) noted that teachers with high self-efficacy are essential for high school students taking dual enrollment courses. Dual enrollment teachers at the high school level, must have confidence in their ability to teach students. It leads to positive changes for improving student outcomes as the teachers do what is essential for all students, (Astuti et al., 2020). This is especially crucial in improving instructional practices (McKeown et al., 2016). Finally, teacher self-efficacy is considered up to six times more influential on student learning than teacher effectiveness (Hattie, 2003). This is vital as high school dual enrollment teachers provide quality instruction and the same experience as traditional college students (Piontek et al., 2016; Priebe, 2016). In the provision of quality college instruction for dual enrollment students at the high school level, questions and concerns are raised. The concerns involve minimal oversight by the partner institution and lack of time for college faculty and high school faculty to collaborate, which “makes the quality of instruction difficult to guarantee” (Priebe, 2016, p. 445).

Chapter III

Methodology

The purpose of this study examined the statistical difference between the perceptions of high school teachers and counselors on dual enrollment based on years of experience. The study gathered the characteristics of high school teachers and counselors including the overall teacher efficacy levels of the interview participants. Teacher and counselor concerns were identified regarding implementing successful dual enrollment programs. Surveys were used for quantitative data as well as personal interviews to gather qualitative data, resulting in a mixed-methods approach. This chapter provides research design, participants, data collection, instrumentation, and data analysis procedures. The research focused on public high schools in four counties in South Georgia at four high schools: Bacon County High School, Brantley County High School, Charlton County High School, and Ware County High School.

Research Questions

This study analyzed whether there was a statistically significant difference between high school teacher and counselor perceptions of dual enrollment on college readiness based on years of experience in South Georgia. The research questions for this study were the following:

1. What are the characteristics of high school teachers and counselors?
2. Is there a statistically significant difference between the perceptions of high school teachers and counselors on dual enrollment based on years of experience?
3. What are the teacher and counselor perceptions of dual enrollment?

4. What are the concerns and suggestions of high school teachers' and counselors' regarding the implementation of a successful dual enrollment program?

Research Design

An explanatory sequential a mixed-methods research design was employed in order to answer the research questions. The explanatory sequential design required the individual researcher to initiate the study with quantitative surveys (Boswell, 2001). Phase one involved participants completing the Dual Enrollment Perception Survey electronically via Qualtrics. Phase two began with interviews that provided the qualitative data. Creswell and Plano Clark (2011) recommend that the following considerations be used with the explanatory sequential design method:

- The researcher and the research problem are relatively more quantitative than qualitative.
- The researcher understands the variables and has access to quantitative data.
- The researcher will have access to all participants for a second round.

The quantitative data held priority in this study (Creswell, 2008). Creswell (2008) suggested that data should be connected by refining the quantitative data with qualitative data. Therefore, surveys for this study were used in the beginning for the quantitative data followed by interviews to achieve the qualitative data. Surveys and interviews were conducted with teachers and counselors in public high schools in South Georgia. Data from the surveys were analyzed to determine perceptions between teachers and counselors on the efficacy of dual enrollment on college readiness based on years of experience and teacher efficacy levels.

Participants

This study was conducted in four counties in South Georgia in several public high schools. A total of 300 public high school teacher and counselor surveys were distributed, and there were 205 surveys (68%) completed and returned from the selected high schools during the month of October 2022. The survey became available on October 18, 2022, and was available until October 28, 2022, via the Qualtrics survey platform.

The target population was comprised of 300 high school teachers and counselors who were employed at schools that offered dual enrollment opportunities in order to gain their perceptions on the effects of dual enrollment on college and career readiness. Grade levels for the teachers and counselors involved ranged from grades nine to twelve. This study involved high school teachers that may have also taught dual enrollment courses, which required teachers to meet additional criteria beyond those required to teach high school (Dougherty & Reid, 2007). The teachers must have met qualifications as set forth by the partnering higher institution. The guidelines included, but were not limited to, a master's degree with 18 graduate hours in the field of study.

The study focused on the following South Georgia counties: Bacon, Brantley, Charlton, and Ware. Each of the counties contained one public high school with multiple teachers and counselors. The schools involved were: Bacon County High School, Alma, GA; Brantley County High School, Nahunta, GA; Charlton County High School, Folkston, GA; and Ware County High School, Waycross, GA. The counties were chosen by originally looking at the Okefenokee RESA Region of schools in Georgia; but, that population was too large. Therefore, the counties chosen for this study were narrowed to surrounding counties of the researcher's residence. High school counselors and high school teachers were requested to be surveyed electronically via the

local board of education office located in each county. The researcher of this study requested involvement and provided details to the local boards of education and high school administration. The researcher received all data electronically, and personally completed the interviews.

Interviews were completed individually with five participants who were chosen from the participants who completed the Dual Enrollment Perception survey and volunteered to be interviewed. Participants were allowed to leave name and contact information on a short answer question at the end of the survey, if interested. Survey participants were contacted, in no particular order, the day following the closing of the survey, October 29, 2022. Twelve participants left contact information, and upon the researcher contacting the individuals to schedule the interviews, five were available. All five interview participants were asked the same interview questions and all were requested to complete the TSES. The first five available for interviewing were chosen in order of availability to have a random selection and were interviewed the following week. All interviews were conducted in person by the researcher, with the exception of one, and that interview was completed via Google Meet. Interviews were recorded, and the researcher transcribed the information to Microsoft Word for analysis. Hand-coding was used by the researcher to develop themes from the interview results. Survey results remain confidential in terms of names given for interviews.

Instrumentation

Dual enrollment perception survey. This instrument used for this study was from Gatlin's (2009) study, "The Perceptions of Regular High School and Dual Enrollment Teachers and Dual Enrollment Students Toward College Preparedness and Dual Enrollment Courses in Two Tennessee Public School Systems*,"* found in Appendix A. This instrument was selected

because Gatlin's (2009) study paralleled the present study. The original instrument consisted of 24 Likert-scaled questions, the short form of the survey, and one open-ended question, followed by 13 interview questions. Gatlin used a panel of experts in the field to establish the validity of the instrument. A five-member panel included representatives from both secondary and post-secondary levels of education in order to provide appropriate feedback. The researcher adopted the Dual Enrollment Perception Survey, as shown in Appendix A, and it was modified with Gatlin's permission. Modifications to the document included changing some questions to be student-focused instead of teacher-focused to allow the teachers and counselors to declare perceptions about dual enrollment students. Directions were added to Section A, and Section B was omitted from the survey as it was not relevant to the study. Appendix B and Appendix C were combined into one document and submitted as one survey to participants located.

Interview questions. Survey results remain confidential in terms of names given for interviews as participants were allowed to leave name and contact information on a short answer question at the end of the survey, if interested.

Question 14 stated, "STANDARDIZED OPEN-ENDED INTERVIEW PARTICIPATION SOLICITATION: You have an opportunity to participate in a one-on-one interview that will allow you to explain your perspectives in more detail. If you are willing to participate in an interview regarding your answers to the statements above, kindly leave the following information: NAME, PHONE, SCHOOL NAME, EMAIL ADDRESS. Measures will be taken to protect your identity." Question 11 was omitted as privacy concerns existed with participants and answers which may identify locations and replaced with the TSES. TSES results were compiled using the TSES Scoring Guide (See Appendix D). Interviews occurred in

public settings during the first week of November 2022. Appendix E outlines the consent information and interview questions for the qualitative interviews.

The interview questions were inspired from Gatlin's (2009) survey. The interview questions for this study were included to gain perceptions of teachers and counselors as well to capture efficacy views and concerns and suggestions for dual enrollment. The interview questions were previewed by an expert in the field of education prior to completion of interviews for validity. At the end of each interview session interview participants were asked to complete a written form of the Teacher Sense of Efficacy Scale in order to rate their teacher efficacy level. Teacher Sense of Efficacy Scoring information was added to analyze overall teacher efficacy levels for the teachers and counselors surveyed and interviewed. The researcher compiled the Teacher Efficacy scores using the Teacher Sense of Efficacy Scoring Guide. Teacher efficacy scores were written on the interview notes as well as recorded in the notes at the end of each interview for data purposes. The interview questions are listed (See Table 1).

Table 1

Interview Question Data Detail (N=5)

Question #	Question
1	What route did you take to become a teacher?
2	What do you think would be helpful to you in order to be able to educate your students on dual enrollment?

Question #	Question
3	How would you describe knowledge level of dual enrollment versus advanced placement classes?
4	On a scale of one to five, with five being the most, how efficacious did you feel in your ability to manage questions from your students regarding dual enrollment? Why?
5	On what level do you believe you communicate possibilities to your students that relate to dual enrollment in terms of career readiness on a scale of one to three? Why or why not?
6	What type student do you believe could benefit from dual enrollment in terms of college and/or career readiness?
7	What is different about the climate of a dual enrollment classroom?
8	On a scale of one to five, with five being the most, how efficacious do you feel in your ability to manage questions in regards to students signing up for dual enrollment opportunities at your school?

Question #	Question
9	What barriers or challenges do you face with dual enrollment opportunities? Why do you think these are barriers or challenges?
10	When it comes to methods for dual enrollment training and implementation in high schools, what suggestions for improvement do you have to increase teacher efficacy in regards to college and career readiness?
11	TSES – Paper version

TSES

Tschannen-Moran and Hoy's (2001), Teachers' Sense of Efficacy Scale (TSES), provided the 24 Likert-scaled questions used as one source of quantitative data (see Appendix B). Appendix D contains the scoring instructions for the document. No changes were made to the document. A long form and short form of this document is available. To keep disparity to a minimum, the long form was used for all participants. The TSES was only administered to the interview participants in this study.

Validity and Reliability

Tschannen-Moran and Hoy (2001) suggest that the use of existing efficacy instruments in numerous studies verify the validity of the TSES. Results of the studies they completed indicated

that the instrument used in this study, which is the same instrument, used by Tschannen-Moran and Hoy (2001), is valid and reliable. The reliability of the TSES is high, where Cronbach's Alpha is = .90 (Tschannen-Moran & Hoy, 2001).

The researcher addressed threats to validity and reliability in the following ways:

- The researcher acknowledged that possible bias may occur because the researcher is very familiar with dual enrollment and South Georgia.,
- Reflexivity was avoided as the researcher did not use leading questions during the interview.

Gatlin's (2009) study, The Perceptions of Regular High School and Dual Enrollment Teachers and Dual Enrollment Students Toward College Preparedness and Dual Enrollment Courses laid the foundation for the Dual Enrollment Perception Survey. The original instrument consisted of 24 Likert-scaled questions, the short form of the survey, and one open-ended question, followed by 13 interview questions. Gatlin used a panel of experts in the field to establish the validity of the instrument. A five-member panel included representatives from both secondary and post-secondary levels of education in order to provide appropriate feedback. The ten interview questions chosen for this study were inspired from Gatlin's study. The interview questions were previewed by an expert in the field of education prior to completion of interviews for validity.

Data Collection Procedures

Data collected for this survey were compiled from the electronic survey, the Dual Enrollment Perception Survey, as well as the personal interviews and scores from the TSES from the interview participants. High school teachers and high school counselors were invited to participate in this study from all public high schools located in South Georgia from the following

counties: Bacon, Brantley, Charlton, and Ware. Qualtrics software was used for the teachers and counselors to complete the electronic Dual Enrollment Perception Survey and for the researcher to receive the data.

The researcher contacted local boards of education to request permission to conduct the study with teachers and counselors. Once all permission was obtained, the researcher sent the invitation email to all of the boards of education of each county for dispersal to the 300 eligible teachers and counselors to request their participation in the study. An email informed the teachers and counselors of the purpose of the study, and benefits of the research, school affiliation for the study, and personal information for the researcher. The participants were advised of the time length (10-15 minutes) to complete the Dual Enrollment Perception Survey and how to access the survey, electronically. The consent statement outlined the details (See Appendix F). The survey link was available for 14 days. The data was transferred from Microsoft Excel to SPSS to be analyzed. The data were analyzed using IBM SPSS Statistics (Version 27).

Five interview participants from the electronic surveys were chosen and requested to be interviewed based on their availability. The teachers and counselors who completed the Dual Enrollment Perception Survey were asked to leave contact information if they were willing to complete a personal interview. An email was sent to teachers and counselors who left information to complete the interview (See Appendix G). Twelve teachers and counselors left contact information volunteering to be interviewed; however, when interviews were scheduled, only five were available. Of the five interviews completed, four interview participants were teachers and one was a school counselor. Two of the four teachers also taught dual enrollment courses.

Interviews were recorded with permission for accuracy of notes collected. Once completed, the surveys were then compiled for analysis. The researcher was present during the completion of the above-mentioned surveys. The researcher did not include any identifying data on the surveys other than professional role as teacher or counselor, including identifying if dual enrollment teacher experience was achieved, therefore all confidentiality was assured. This limits ethical concerns and protects the participants involved with this process. The results of the interviews and TSES results are presented later in the findings.

Data Analysis

The statistical difference between the perceptions of teachers and counselors on dual enrollment based on years of experience was analyzed. Data were collected and analyzed from the survey instruments (Dual Enrollment Perception Survey and TSES) and personal interviews. The first section of the Dual Enrollment Perception Survey instrument was composed of demographic questions on high school teachers and counselors. Survey questions were demographic questions relevant to the respondents' roles and experiences with dual enrollment programs (See Appendix C). These questions were relative because the questions identified their role and years of experience regarding the impact the perceptions may have had on the program. Research statements 13-16 identified perceptions of dual enrollment teachers and counselors toward dual enrollment. The third section of the document inquired about what teachers and counselors needed in order to implement successful dual enrollment programs. The open-ended question at the end of the Dual Enrollment Perception Survey allowed teachers and counselors to discuss concerns and suggestions for dual enrollment. The interview questions also gave teachers and counselors the opportunity to voice concerns, suggestions, perceptions, and discuss teacher efficacy. At the conclusion of each interview, the interview participants completed the TSES

which provided overall teacher efficacy scores to add to the characteristics of teachers and counselors, and provide some relevant information.

For all statistical analyses, IBM SPSS Statistics (Version 27) was used. This is a comprehensive statistical analysis software platform (Mallery, 2006). The SPSS univariate procedure was used to calculate summary statistics for the variables. The answers to the questions were listed in Likert scale with ordinal nature, so the scores were assumed to be continuous nature.

The independent t-test was chosen to answer research question two to compare teachers' and counselors' years of experience categories (0-5 years) (6 plus years) as the independent variables. The dependent variables were the answers from survey question 11 listed in Likert scale ordinal nature and were assumed to be in continuous nature. All statistical tests were evaluated at a two-tailed significance level of .05. For one source of qualitative data, the researcher compiled the open-ended survey question from the electronic Dual Enrollment Perception Survey given to the 205 teacher and counselor survey participants. This allowed the researcher to distinguish any patterns and common responses to further answer the research questions presented in this research using thematic analysis as well as interview questions that enhanced the qualitative data for various research questions. The researcher recorded the interviews with permission, then transcribed the interviews into Microsoft Word to analyze the data. Interview questions ranged in topic from characteristics of teachers and counselors to teacher efficacy to concerns and suggestions. Interview questions were used for data in various research questions. The overall teacher efficacy scores were calculated using the TSES and the TSES Scoring Rubric. The efficacy scores from the TSES were recorded with the interview data received from the five interview participants.

Glaser and Strauss (1967) Constant Comparative Approach was used with a three-step process of open coding, categorizing, and synthesizing themes to interpret the qualitative data from the interviews. The constant comparative process involved envisioning how the comments were interrelated. Intertwined within the three-step process, coherent and salient themes and patterns are identified throughout the data. The researcher used hand-coding to develop themes when analyzing the qualitative data. Creswell and Plano Clark (2011) recommend to read the qualitative data, assign a code to each response next to the text, and group the codes in themes to gather the broader perspectives of the interview participants.

Chapter IV

Findings

The purpose of this study was to examine the statistical difference between the perceptions of teachers and counselors on dual enrollment based on years of experience, to research the characteristics of teachers and counselors, to examine the overall teacher efficacy levels from teachers and counselors who completed the personal interviews, and to examine perceptions, concerns, and suggestions regarding dual enrollment programs. In this chapter, results of the statistical analysis of data (quantitative data) and the personal responses of the public high school teachers and counselors interview data (qualitative data) are provided. Prior to data collection, the researcher sought and received approval from the Institutional Review Board (IRB) (See Appendix H). First, the researcher analyzed quantitative data from the Dual Enrollment Perception Survey responses from the 205 teachers and/or counselors; and the TSES results from the five interview participants; then, the researcher completed a comparative analysis on the qualitative data from the open-ended question on the Dual Enrollment Perception Survey completed by 205 teachers and/or counselors, as well as the interview data from the five interview participants. Quantitative data were analyzed using an independent t-test. Inferential and descriptive statistics were used to report results. Glaser and Strauss (1967) Constant Comparative Approach was used with a three-step process of open coding, categorizing, and synthesizing themes to interpret the qualitative data.

Alongside demographic information, the Dual Enrollment Perception Survey included three sections with 37 questions. The survey responses were analyzed using descriptive

statistics, such as mean and standard deviation. The first section of 24 questions rated the perceptions of dual enrollment on college readiness among survey participants using a nine-point Likert scale to quantify the responses with the options ranging from: 1 = None at all to 9 = A great deal. Perceptions of college readiness of dual enrollment students concerning different issues, from high school dual enrollment teachers and counselors, were quantified using a 4-point Likert scale in the second section of the survey with the responses quantified from the following: 1 = Not well, 2 = Somewhat well, 3 = Very well, and 4 = Extremely well. The third section of the survey focused on perceptions of high school teachers and counselors on college readiness. Five values were used to quantify the responses: 1 = Strongly disagree, 2 = Somewhat disagree, 3 = Neither agree nor disagree, 4 = Somewhat agree, and 5 = Strongly agree. The last question on the survey was open-ended. It gave the respondents opportunities to voice their opinions in regards to what schools and districts need to help increase the favorable perceptions of teachers and counselors concerning dual enrollment programs.

The guiding research questions for this data were as follows:

1. What are the characteristics of high school teachers and counselors?
2. Is there a statistically significant difference between the perceptions of high school teachers and counselors on dual enrollment based on years of experience?
3. What is the overall level of teacher efficacy surrounding teacher and counselor perceptions of dual enrollment?
4. What are the concerns and suggestions of high school teachers and counselors regarding the implementation of a successful dual enrollment program?

RQ 1. What are the characteristics of high school teachers and counselors?

An electronic survey, the Dual Enrollment Perception Survey, was distributed to an estimated 300 public high school teachers and counselors employed in the following counties: Bacon, Brantley, Charlton, and Ware, at the one public high school located in each county. The Dual Enrollment Perception Survey was completed electronically by 205 (68%) participants. The survey was administered and completed during the month of October 2022. The survey became available on October 18, 2022 and was available until October 28, 2022 via the Qualtrics survey platform. School districts sent invitation emails to all of the schools where teachers and counselors were asked to participate with a link to the survey. The survey was completed on a voluntary basis from the targeted population. The sample email is found in Appendix I. The Consent Statement (Appendix F), as well as a clear statement of the voluntary nature of the survey, was included in the invitation and survey. No incentive was provided for survey participation nor the interview participation.

The participants who completed the electronic Dual Enrollment Perception Survey were asked to provide basic demographic data to obtain information about their gender and years of career-based teaching and/or counseling experience at the beginning of the survey. Demographic survey data is shown in Tables 2 and 3.

Table 2

Teacher and Counselor Demographics (N=205)

Items	*N*	%
Gender		
Male	59	28.8

Items	*N*	%
Female	140	68.3
Other	6	2.9
Years of Experience		
0-5 years	118	57.6
6 plus years	87	42.4

The teacher demographic data revealed 205 teachers surveyed with 28.8% males, 68.3% females, 1.5% non-binary/third gender, and 1.5% who preferred not to say. Teacher and counselor years of experience were distributed among two categories.

In Table 3, the majority of the survey responses came from teachers and counselors ranging from age 20 to 49 who were non-Hispanic. Although this data was not a strong presence in the analyzing of data, it elaborated on the representation of the group of survey participants for this study, the teachers and counselors in four counties in South Georgia. This was a reliable and representative variation of teachers and counselors in terms of years of experience.

Table 3

Additional Teacher and Counselor Demographics (N=205)

Survey Questions	*N(%)*
Age Group	68 (33.17%)

Survey Questions	*N(%)*
20-29	
30-39	52 (25.37%)
40-49	55 (26.83%)
50-59	21 (10.24%)
60 plus	9 (4.39%)
Ethnicity	
Hispanic	16 (7.8%)
Non-Hispanic	189 (92.2%)
Race	
Asian	2 (1.0%)
Black	45 (22.0%)
Pacific Islander	6 (2.9%)
White	140 (68.3%)
Multi-Racial	12 (5.9%)
Highest Degree Received	
Bachelor/Master's	158 (77.1%)
Specialist/Doctorate	45 (21.9%)

In addition to the 205 participants who completed the electronic survey, five of those participants (teachers and counselors) were interviewed. The five teacher and/or counselor interview participants were given the hand-written long form of Teacher Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001) (See Appendix B) following the personal interview completed by the researcher which consisted of ten interview questions. Interview participants did not complete the TSES electronically. The survey uses a Likert scale from one (not at all) to nine (a great deal). This scale allows the teachers and counselors to rate their overall level of a sense of efficacy in their ability to affect students' learning and the learning environment.

Table 4

Teacher and Counselor Teacher Efficacy Scores from TSES from Interviews (N=5)

(1 = None at all, 3 = Very little, 5 = Some degree, 7 = Quite a bit, and 9 = A great deal)

Question 9	Mean	SD
1. How much can you do to get through to the most difficult students?	6.42	1.60
2. How much can you do to help your students think critically?	6.56	1.39
3. How much can you do to control disruptive behavior in the classroom?	6.59	1.58
4. How much can you do to motivate students who show low interest in school work?	6.25	1.59
5. To what extent can you make your expectations clear about student behavior?	6.79	1.52
6. How much can you do to get students to believe they can do well in school work?	7.10	1.32
7. How well can you respond to difficult questions from your students?	6.70	1.33
8. How well can you establish routines to keep activities running smoothly?	6.98	1.44
9. How much can you do to help your students value learning?	7.14	1.28
10. How much can you gauge student comprehension of what you have taught?	6.58	1.31
11.To what extent can you craft good questions for your students?	6.89	1.41
12. How much can you do to foster student creativity?	6.99	1.26

Question 9	Mean	SD
13. How much can you do to get children to follow classroom rules?	6.77	1.28
14. How much can you do to improve the understanding of a student who is failing?	6.54	1.38
15. How much can you do to claim a student who is disruptive or noisy?	6.51	1.42
16. How well can you establish a classroom management system with each group of students?	6.93	1.33
17. How much can you do to adjust your lessons to the proper level for individual students?	6.83	1.38
18. How much can you use a variety of assessment strategies?	6.94	1.30
19. How well can you keep a few problem students from ruining an entire lesson?	6.57	1.26
20. To what extend can you provide an alternative explanation or example when students are confused?	6.95	1.28
21. How well can you respond to defiant students?	6.61	1.36
22. How much can you assist families in helping their children do well in school?	6.47	1.46
23. How well can you implement alternative strategies in your classroom?	6.88	1.28
24. How well can hyou provide appropriate challenges for very capable students?	7.02	1.24

Results of the TSES, as evidenced in Table 4, demonstrates how teachers and counselors rated their levels of sense of efficacy. For the purpose of this study, the teachers' and counselors' ratings of one, two, or three will represent a low sense of efficacy. Ratings of four, five, or six will represent medium sense of efficacy. A high sense of efficacy will be represented by ratings of seven, eight, or nine. With the overall mean of 6.75, the overall level of teacher efficacy surrounding teacher and counselor perceptions of dual enrollment efficacy is a medium sense of efficacy. Bandura's (1977) theory reiterates this data as it focuses on the idea that teacher efficacy may play a role in motivating students who may have not pursued post-secondary

education. The teachers' sources of self-efficacy beliefs also contributed to the field of research on social cognitive theory.

The overall teacher efficacy levels are listed in Table 5. In scoring the Teachers' Sense of Efficacy Scale, three divisions are available for scoring: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. Because all three areas define success in college readiness, an average of the mean scores and standard deviations for all 24 Likert-scale items was used for data comparison noted in Table 5.

Table 5

Teacher and Counselor Overall Teacher Efficacy Scores From Interviews (N=5)

(1 = None at all, 3 = Very little, 5 = Some degree, 7 = Quite a bit, and 9 = A great deal)

Interview Participant	*M*	*SD*
Participant One (Teacher)	6.42	1.60
Participant Two (Teacher)	6.59	1.58
Participant Three (Teacher) (DE)	6.70	1.32
Participant Four (Teacher)	7.10	1.52
Participant Five (School Counselor)	7.14	1.44

The summary notes which contained teacher efficacy levels for all interview participants, indicated no significant differences in teacher efficacy level in the five interview participants. The highest rated mean value was 7.14 (Interview Participant Five). The lowest rated mean value was 6.42 (Interview Participant One). Interview Participant One had the

highest standard deviation (1.60) as shown in Table 5. Overall, the interview participants had limited negative remarks for the program. In summary, above average teacher efficacy scores (i.e., means above 5.0) correlate with positive remarks in this research study. The five interview participants consisted of four teachers and one school counselor, with two of the four teachers also teaching dual enrollment courses. According to the data listed in Table 5, the school counselor interview participant (Interview Participant Five) and the participant who was a teacher as well as a dual enrollment teacher (Interview Participant Three), had the highest means for efficacy scores. This correlation implies that teachers and or school counselors who are directly involved with the dual enrollment program have efficacy levels.

This was a good variation of teachers and counselors in terms of years of experience, so data should be relatively reliable. As Keating et al. (2002) states, mentoring is a large part of dual enrollment, but one of the most important parts deals with the idea of an older individual bonding with a younger individual. As stated by Lee and Rawles (2010), dual enrollment programs should all adhere to the same standards and guidelines for eligibility, course content, and delivery regardless of the demographics. So, in conclusion, although I originally anticipated the population to be more adults over 50, I agree with Lee and Rawles that demographics should not be the most important factor. Bandura (1977) noted that children learn behaviors through interactions with others in their home environment and in schools. Their role models include but are not limited to their peers, family members, and school personnel.

This study mirrored the focus behind Bandura's (1977) theory because it focuses on the idea that teacher efficacy may play a role in motivating students who may have not pursued post-secondary education. The teachers' sources of self-efficacy beliefs contributed to the field of research on social cognitive theory. In addition to the summary notes which contained teacher

efficacy levels for all interview participants, no significant differences in overall teacher efficacy levels from the five interview participants were noted. In conclusion, no significant differences in the overall teacher efficacy levels in the five interview participants, one could assume that all five participants would have positive responses towards the dual enrollment program. For future research, possibly a few teachers should be added with overall lower teacher efficacy levels to balance out the research. However, with five interview participants and the overall scores in Table 5, the overall level of teacher efficacy surrounding teacher and counselor perceptions of dual enrollment was perceived as mid-range, with the average mean at 6.75 with the scoring scale ranging one to nine.

RQ 2. Is there a statistically significant difference between the perceptions of high school teachers and counselors on dual enrollment based on years of experience?

In order to analyze teacher and counselor perceptions on dual enrollment in regards to college readiness in South Georgia, 205 teachers and counselors responded to the Dual Enrollment Perception Survey question 11 (sections 1-9) that focused on academic preparedness. The survey was modified with Gatlin's permission (See Appendix J). The survey was completed and data was retried electronically via Qualtrics. Table 6 denotes the mean and standard deviation from the second section of the survey that measured teacher and counselor perceptions concerning different issues regarding student participation in dual enrollment and their level of college readiness. Data were quantified using a 4-point Likert scale in the second section of the survey with the responses quantified from the following: 1 = Not well, 2 = Somewhat well, 3 = Very well, and 4 = Extremely well.

Based on the analysis of survey question 11, "Please rate how well you perceive your students to be prepared for college courses in each of the following areas," survey question 11

had nine sections for survey participants to rate: Oral Communication Skills, Science, Mathematics, Writing Skills, Reading Comprehension, Critical Thinking/Problem Solving, Motivation to Work Hard, Research Skills, and Overall Readiness for College Level Work as shown in Table 6. Therefore, the lower the mean, the less teachers perceived the students to be prepared for college. All statistical tests were analyzed at a two-tailed significance level of .05.

Table 6

Dual Enrollment Perception Survey Question 11 Analysis (N=205)

(1 = Not Well, 2 = Somewhat Well, 3 = Very well, and 4 = Extremely well)

Survey #	Survey Questions	*M*	*SD*
11.1	Oral communication	2.82	0.75
11.2	Science	2.85	0.75
11.3	Mathematics	2.63	0.77
11.4	Writing Skills	2.49	0.87
11.5	Reading comprehension	2.54	0.79
11.6	Critical thinking/problem solving	2.54	0.77
11.7	Motivation to work hard	2.88	0.75
11.8	Research Skills	2.48	0.87
11.9	Overall readiness for college level work	2.52	0.78

Table 6 demonstrates the highest mean (M = 2.88, SD = 0.75) was in descriptive, motivation to work hard (survey question 11, section 7), stating most respondents felt dual enrollment students have the motivation to work hard. The lowest mean (M = 2.48, SD = 0.87) was in the descriptive item research skills (survey question 11, section 8) regarding how

teachers and counselors rated dual enrollment students on their college readiness level in the area of research skills. Survey question 11-4 (writing skills) and 11.8 (research skills) had the highest standard deviation (0.87) as in Table 6.

Table 7

Teacher and Counselor Perceptions Based on Years of Experience (N = 205)

(1 = Not Well, 2 = Somewhat Well, 3 = Very well, and 4 = Extremely well)

College Readiness Area	Survey Question #	0-5 yrs *M*	0-5 yrs *SD*	6+ yrs *M*	6+ yrs *SD*
Oral Communication	11.1	2.87	0.75	2.76	0.75
Science	11.2	2.86	0.75	2.84	0.75
Mathematics	11.3	2.60	0.86	2.66	0.68
Writing Skills	11.4	2.24	0.97	2.73	0.77
Reading comprehension	11.5	2.11	0.78	2.96	0.79
Critical thinking prob solving	11.6	2.11	0.77	2.97	0.77
Motivation to work hard	11.7	2.89	0.75	2.87	0.75
Research skills	11.8	2.24	0.96	2.72	0.77
Overall readiness for college	11.9	2.26	0.78	2.78	0.78

Table 7 represents the means for the perceptions of teachers and counselors displayed by the two years of experience categories. The overall mean Likert scale score of the teachers

and counselors' perceptions with five or less years of experience was $M = 2.46$, $SD = 0.82$ (See Table 7). The overall mean Likert-scale score of teachers and counselors' perceptions with six plus years of experience was $M = 2.81$, $SD = 0.76$ (See Table 7).

The overall readiness for college category indicated that the teachers with five or less years' experience had a lower mean score ($M = 2.26$, $SD = 0.78$) than the teachers and counselors with six plus years' experience ($M = 2.78$, $SD = 0.78$). These two categories indicate that teachers and counselors with six plus years of experience perceive dual enrollment efficacy on college readiness higher than teachers and counselors with five years or less experience.

An independent t-test was used to test if a statistical difference existed in the teachers' and counselors' perceptions of dual enrollment based on years of experience based on all college readiness areas. The independent t-test was chosen to compare the teacher and counselor years of experience categories as the independent variables. The dependent variables were the means and standard deviations from the perceptions from the teachers and counselors from the Dual Enrollment Perception Survey question 11 listed in Likert scale ordinal nature and were assumed to be in continuous nature. All statistical tests were analyzed at a two-tailed significance level of .05 (See Table 7).

Table 8

Teacher and Counselor Perceptions Based on Years of Experience Summary (N = 205)

(1 = Not Well, 2 = Somewhat Well, 3 = Very well, and 4 = Extremely well)

Variable	*n*	*M*	*SD*
0-5 years of experience	118	2.46	0.82
6 plus years of experience	87	2.81	0.76

Variable	*n*	*M*	*SD*

Overall, the results indicated that there was not a statistically significant difference in how high school teachers and high school counselors perceived dual enrollment on college readiness based on years of experience as determined by a two-sample t-test assuming unequal variances (See Table 9). The t-test revealed a t-statistic of -0.11, with $df = 2$ ($p > 0.05$) (See Table 9). Further, Cohen's effect size value ($d = 0.44$) suggested a low practical significance.

Table 9

Teacher and Counselor Perceptions Means T-Test Results (N = 205)

(1 = Not Well, 2 = Somewhat Well, 3 = Very well, and 4 = Extremely well)

Description	*0-5 years exp*	*6 plus years exp.*
Mean	1.64	1.785
Variance	1.3448	2.10125
Observations	2	2
Hypothesized Mean Diff.	0	0
df	2	
t Stat	-0.11	
P (T<=t) one-tail	0.46	
t Critical one-tail	2.91	
P (T, =t) two-tail	0.92	
t Critical two-tail	4.30	

Being in the field of education, I anticipated the more experienced teacher to have less self-efficacy resulting in lower rated perceptions of dual enrollment on college readiness. However, according to survey results, it demonstrates that this theory is not necessarily accurate. I also anticipated that counselor perceptions of dual enrollment may be lower due to the workload placed on them. However, opposite of the study from Kennesaw State University in 2015, the group of teachers and counselors in this survey, appear to be positive in terms of self-efficacy and dual enrollment (Epps et al., 2015). Bandura's (1977) theory supports this because it focuses on the idea that teacher efficacy may play a role in motivating students who may have not pursued post-secondary education. The teachers' sources of self-efficacy beliefs contributed to the field of research on social cognitive theory.

Epps, Epps, and Campbell (2015) researched the challenges of a dual enrollment program at Kennesaw State University in Kennesaw, Georgia with quantitative analysis and qualitative interviews. Although the study focused on the dual enrollment program's impact on college readiness, specific information surfaced regarding the role of guidance counselors. Additional work loads of paperwork and counseling for dual enrollment students may prevent high school counselors from encouraging student participation (Epps et al., 2015). In a Georgia survey, 31% of high school students reported high school counselors discouraged participation in dual enrollment courses (Epps et al., 2015). Tinto's (1987) theory of student departure emphasized the importance of guidance from teachers and counselors in high schools on college transition.

RQ 3: What are the teacher and counselor perceptions of dual enrollment?

The results of several interview questions from the personal interviews addressed the overall level of teacher efficacy surrounding teacher and counselor perceptions of dual enrollment efficacy. Interviews were completed individually with five participants who were chosen from the 205 teacher and counselor participants who completed the electronic Dual Enrollment Perception Survey and volunteered to be interviewed.

Interview questions captured perceptions indirectly related to teacher efficacy levels; however, the overall concept of teacher efficacy addresses whether teachers and counselors are content and feel adequate in their own performance. Therefore, these interview questions will enhance the data in regards to overall teacher efficacy as mentioned in research question one under the influence of Bandura's theory.

Question 3 addressed, "How would you describe knowledge level of dual enrollment versus advanced placement classes"? Participant one stated, "I don't really notice a huge knowledge level difference between dual enrollment students versus advanced placement students." Participant two stated, "I feel as if the knowledge level between the two groups of students is very similar. Participant three said, "I feel as if dual enrollment students seem a little more advanced than students taking advanced placement courses, as dual enrollment seems a bit less guided. Participant four stated, "Both groups of students are intelligent. I do feel as if the intelligence level of students is not always defining." Participant five said, "Dual enrollment students have always seemed to be some of the brightest students, in my opinion. The group of students just seems to stand out."

Question 4 asked, "On a scale of one to five, with five being the most, how efficacious did you feel in your ability to manage questions from your students regarding dual enrollment?

Why"? Participant One said, "I would say a 3. Things change so fast that I would like to think I can answer all of their questions, but it is impossible to stay updated with all the changes and loops." Participant Two said, "I would rate a 4, I would think. I have been doing this a long time, so I am fairly confident in my ability to lead them into making the right decisions. However, we can all learn every day." Participant Three noted, "I try to assist my students as much as possible. I would rate my ability a 3. I do feel as if more collaboration is needed from the high schools and colleges." Participant Four said, "My ability would be a 3. Fortunately, we have a dual enrollment coordinator at our school that really helps us with questions that we don't know." Participant Five noted, "I try to convince my students my ability is a 5. In reality, it is probably a 2. However, if I don't know the answer, I will find it out for them."

Question 5, "On what level do you believe you communicate possibilities to your students that relate to dual enrollment in terms of career readiness on a scale of one to three? Why or why not"? Participant One stated, "I believe that I communicate possibilities to my students in terms of how dual enrollment will prepare them for their future on an almost daily basis. So, I must give myself a score of three on this one." Participant Two stated, "I think dual enrollment and how it prepares students for the future is one of the most important concepts of the program, besides the academic content of course. So, I would choose 4." Participant Three said, "I would say, 4. In my sessions with the students, we constantly focus on assignments or lectures that deal with real-world scenarios and how this will prepare them for the future." Participant Four said, "4. Because no one is perfect. But, I try very hard in this area." Participant Five stated, "I believe I let my students know adequately how dual enrollment will prepare them for college readiness and I feel the teachers do too. So, I am going to say 4 in this area."

Question 6 asked, “What type student do you believe could benefit from dual enrollment in terms of college and/or career readiness”? Participant one and five stated, “Any student can benefit.” Participant two stated, “I feel as if any student could benefit if they really strive to succeed, but that student who beyond a shadow of a doubt plans to attend college after high school, gets the most benefit.” Participant three said, “I feel any student could benefit from dual enrollment because it gives them lessons in leadership and independence.” Participant four said, “Some students are just ready for college, regardless. Other students need that extra drive to succeed. Some students just may need a taste of college courses to gain interest.”

Question 7, “What is different about the climate of a dual enrollment classroom”? “A dual enrollment classroom is more difficult in the academic nature, but should be more laid back in the realm of things, “according to Participant One. Participant Two said, “A dual enrollment classroom should appear a bit more boring than a high school classroom, in the real world of things. However, due to teachers doing both roles, often times, they appear the same.” Participant Three said, “No one dual enrollment classroom will ever or should ever look like another classroom. All teachers are different which will result in all classrooms being different.” Participant Four said, “Dual enrollment classrooms look like miniature versions of lecture halls. Little decorations, lots of books.” Participant Five said, “Well, I have never really thought about what it should look like. I just put things on the walls and teach.”

Question 8 said, “On a scale of one to five, with five being the most, how efficacious do you feel in your ability to manage questions from your students regarding dual enrollment? Why”? Participant one said, “Things change so fast that I would like to think I can answer all of their questions, but it is impossible to stay updated with all the changes and loops. Survey participant two stated, “I have been doing this a long time, so I am fairly confident in my ability

to lead them into making the right decisions." Survey participant three said, "I would rate my ability a three. Survey participant four said, "We have a dual enrollment coordinator at our school that really helps us with questions that we do not know." Survey participant five stated, "I try to convince my students my ability is a 5. In reality, it is probably a 2. However, if I don't know the answer, I will find it out for them.

Glaser and Strauss (1967) Constant Comparative Approach was used with a three-step process of open coding, categorizing, and synthesizing themes to interpret the qualitative data from the interviews. The constant comparative process involved envisioning how the comments were interrelated. Intertwined within the three-step process, coherent and salient themes and patterns are identified throughout the data.

The researcher used hand-coding to develop themes when analyzing the qualitative data. Creswell and Plano Clark (2011) recommend reading of the qualitative data, assigning a code to each response next to the text, and grouping the codes in themes to gather the broader perspectives of the interview participants. The analysis of the answers identified two themes.

Theme 1. Teachers and counselors feel as if they are efficient in their ability to manage questions from their students regarding dual enrollment. Some excerpts that illustrate this theme are as follows:

- Things change so fast that I would like to think I can answer all of their questions, but it is impossible to stay updated with all the changes and loops (Interview Participant One).
- I have been doing this a long time, so I am fairly confident in my ability to lead them into making the right decisions (Interview Participant Two).

- I would rate my ability a 3. I do feel as if more collaboration is needed from the high schools and colleges (Interview Participant Three).
- I try to convince my students my ability is a 5. In reality, it is probably a 2. However, if I don't know the answer, I will find it out for them (Interview Participant Four).
- …we have a dual enrollment coordinator at our school that really helps us with questions that we don't know (Interview Participant Five).

Theme 2. Teachers and counselors believe they communicate possibilities to their students that relate to dual enrollment in terms of career readiness effectively. Some excerpts that illustrate this theme are as follows:

- I believe that I communicate possibilities to my students in terms of how dual enrollment will prepare them for their future on an almost daily basis (Interview Participant One).
- …dual enrollment and how it prepares students for the future is one of the most important concepts of the program, besides the academic content of course (Interview Participant Two).
- I would say, 4. In my sessions with the students, we constantly focus on assignments or lectures that deal with real-world scenarios and how this will prepare them for the future (Interview Participant Three).

Theme 3. Teacher and counselor perceptions vary on the suggested appearance of a dual enrollment classroom. Some excerpts that illustrate this theme are as follows:

- …should be more laid back in the realm of things (Participant One).

- …should appear a bit more boring than a high school classroom (Participant Two).
- No one dual enrollment classroom will ever or should ever look like another classroom. All teachers are different which will result in all classrooms being different (Participant Three).
- Little decorations, lots of books (Participant Four)

Theme 4. Teacher and counselor perceptions vary on dual enrollment versus AP courses, with the overall best option being dual enrollment in terms of preparing high school students for college readiness. Some excerpts that illustrate this theme are as follows:

- …the knowledge level between the two groups of students is very similar (Participant Two).
- dual enrollment students seem a little more advanced than students taking advanced placement courses, as dual enrollment seems a bit less guided (Participant Three).

Theme 5. Teachers and counselors perceive all students as being able to benefit from the dual enrollment experience. Some excerpts that illustrate this theme are as follows:

- Any student could benefit from dual enrollment because it gives them lessons in leadership and independence (Participant Three).
- Some students just may need a taste of college courses to gain interest (Participant Four).

Bandura's (1977) theory focuses on the idea that teacher efficacy may play a role in motivating students who may have not pursued post-secondary education. The results from the interview sessions indicated that teachers and/or counselors feel as if they are capable and

satisfied with their abilities to educate students on dual enrollment and to educate their students on the relationship between dual enrollment and college readiness, as evident from the teacher and counselor perceptions presented in theme one and two. In order for any program to be successful, support must be achieved from the appropriate stakeholders. Teachers and counselors are the pipeline for students when it comes to deciding on a traditional high school schedule, a dual enrollment program, or advanced placement courses. In the four counties where teachers and counselors were interviewed in South Georgia, support appears to be evident, and teachers and counselors seem to have moderate teacher efficacy levels. Overall, the interview participants had limited negative remarks for the program. In summary, above average teacher efficacy scores (means above 5.0) received from the five interview participants who completed the TSES, detailed in research question one, correlate with positive remarks in this research study. Teacher and counselor perceptions noted that dual enrollment classroom environments should vary, and overall, in this study, teachers and counselors perceived dual enrollment to prepare students more than AP courses in terms of college readiness, as noted in themes three and four. Teachers and counselors perceive dual enrollment as not just a program for a specific group of students, as shown in theme five. Themes three and four coincide with Tinto's (1987) theory in that students perform when related to a task, and that teaches and counselors are essential to the dual enrollment program. The five interview participants consisted of four teachers and one school counselor, with two of the four teachers also teaching dual enrollment courses, with the five themes demonstrating teacher and counselor perceptions of dual enrollment.

RQ 4: What are the concerns and suggestions of high school teachers and counselors regarding the implementation of a successful dual enrollment program?

The results of the open-ended question in the last section of the electronic Dual Enrollment Perception Survey administered to 205 teachers and counselors involved in this study, as well as several of the interview question data received from the five interview participants, addressed the teachers and counselors concerns and suggestions regarding implementing a successful dual enrollment program. Tinto's (1987) model of student persistence theory states that academic and social components of post-secondary education coincide in and out of the classroom and have a direct impact on students' academic abilities. Dual enrollment expectations are similar in nature to Tinto's theory based on the high expectations of the students with the dual enrollment program (Tinto, 1987).

Open-ended question from Dual Enrollment Perception Survey (205 Participants)

The teachers and counselors that completed the online Dual Enrollment Perception Survey were asked to respond to a comments section with a statement or remark for Question 13, "In your opinion, what do schools/districts need to help increase the perceptions of teachers and counselors on dual enrollment"? Not all participants who submitted a survey response chose to answer the open-ended question; however, 72 of the 205 participants completed the open-ended response question. The researcher used hand-coding to develop groups of suggestions when analyzing the qualitative data as several of the responses from the teachers and counselors were similar in nature. As noted by Creswell and Plano Clark (2011), the researcher should read the qualitative data, assign a code to each response next to the text, and group the codes to gather the broader perspectives of the interview participants. Common groups of suggestions emerged from the open-ended response such as importance/basic

information, academic rigor, and parent/student communication and involvement issues. Listed are three groups of similar suggestions with sample comments from the survey participants listed.

Suggestion 1: Importance and basic information for dual enrollment

- …parents and students need to have the differences of dual enrollment compared with taking AP classes explained more thoroughly and realistically by counselors and administration (Survey Participant One).
- More parents need to know that it is available (Survey Participant Two).
- …. advertisement. There is not enough information about the benefits of dual enrollment being circulated to the general public (Survey Participant Four).

Suggestion 2: Academic rigor

Start treating students like they do in college and baby them less. Make deadlines hard and stick to guidelines (Survey Participant One).

- Add appropriate rigor to the courses. They appear too easy and do not reflect the true rigor of colleges and universities (Survey Participant Three).
- Students need to be held accountable for standards applied to college students, including work ethic characteristics, such as punctuality and accountability (Survey Participant Four).

Suggestion 3: Parent/student communication and involvement

- Parent and student involved. End of story (Survey Participant One).
- …parent, student, and teacher involvement (Survey Participants Two and Four).

Statements from Suggestion One from the survey participants promote positive perceptions with a need to expand the benefits and importance of dual enrollment. Academic

rigor will always be a concern to some parents and school administrators. However, all teachers teach differently and can adhere to academic freedom. So, this issue may never be resolved in regards to dual enrollment. Parent/student communication and involvement issues were probably noted as the highest concern in terms of perceptions of college readiness. Parent involvement continues to be a growing concern in education at all levels (Adelman, 2006). A few participants commented relatively the same few words, "Parent, student, and teacher involvement." With the employment turnover rate, this could be one of the biggest issues in dual enrollment.

Interview Questions (5 Participants)

In addition to the open-ended question on the Dual Enrollment Perception Survey, several interview questions also addressed concerns and suggestions in regards to dual enrollment and the success of the program. The interview questions were given to five participants who had previously completed the Dual Enrollment Perception Survey. The following questions represent concerns and suggestions in regards to a successful dual enrollment program. The responses to several of the interview questions from the interview participants were summarized to include only interview questions relating to this research question.

Question 2 asked, "What do you think would be helpful for you to be able to educate your students with dual enrollment"? Participant One said, "I feel as if I am able to educate my students adequately." Participant Two said, "Often schedule changes and high school events prevent students from attending all of instructional time which can be challenging." Participant Three said, "I feel as if the maturity level of high school students would increase as in previous years, the educating of the students overall would be much easier." Participant Four said, "We

just need time and patience." Participant Five said, "As long as the administration of the school supports you, educating any group of students is achievable."

Question 9 said, "What barriers or challenges do you face with dual enrollment in terms of college and/or career readiness? Why do you think these are barriers or challenges"? Participant One said, "Dual enrollment courses are often not how they were originally intended to be. Academic rigor is sometimes lessened and the entire experience is often not as genuine as the program intends for it to be." Participant Two said, "I think the only challenge is that sometimes the courses that are located on the high school sites are not often quite the same as the courses that are located on the college campus." Participant Three said, "I feel that dual enrollment really prepares our students for college." Participant Four said, "Some students may just take the entire experience as serious as they should." Participant Five said, "I really cannot think of any barriers."

Question 10 asked, "When it comes to methods for dual enrollment training and implementation in high schools, what suggestions for improvement do you have to increase teacher efficacy in regards to college and career readiness? Participant One stated, "I feel as if we used to prepare our teachers better or more of the same teachers did the program, so the knowledge level of the staff just kept increasing." Participant Two stated, "I think our teachers and counselors really need more than a few meetings with the college personnel. You can't possible expect someone to learn the ropes of the program with just a few informative meetings." Participant Three said, "Without the group of teachers and counselors who are involved really having time to work together and train together, the teacher efficacy level will not improve." Participant Four said, "It is getting harder and harder to get any group of staff together more than the required amount because there is so much involved with day-to-day

activities, unfortunately." Participant Five stated, "I think some systems do better than others in this department and it shows in the systems, especially those of us who have worked with several."

Common groups of suggestions for improvement of dual enrollment emerged from the open-ended response from the Dual Enrollment Perception Survey such as importance/basic information, academic rigor, and parent/student communication and involvement issues. With any program, one of the main factors of success is to ensure enough relevant information is presented to the stakeholders. In turn, it is necessary to ensure communication is clear and evident among students and parents in terms of dual enrollment program information. This information may provide school districts with ideas to ensure these concerns and suggestions do not interfere with the success of their individual dual enrollment goals.

The responses from the interview questions, note the academic rigor topic as an issue, which coincides with data received from the Dual Enrollment Perception Survey. Parents want the best for their children, and some parents focus on the academic rigor of the courses, especially if the courses are dual enrollment. The post-secondary schools may use this data to ensure communication is given to schools and parents in regards to the academic rigor requirements. Communication and appropriate professional development for staff is another concern that was highlighted from the interview data from the teachers and counselors. Professional development is a topic that is sometimes overused in education; but, districts may use this data from this study to ensure dual enrollment topics occur in the professional development plans.

Summary of Findings

This chapter presented the descriptive and statistical data for high school teacher and counselor perceptions of dual enrollment on college readiness. Two-hundred five teachers and counselors from four school districts in South Georgia participated in the study. Collectively, the high school teachers and counselors perceived dual enrollment as effective on college readiness. The conclusions were tested using the data from the Dual Enrollment Perception Survey in Qualtrics and independent t-tests in SPSS. Characteristics were gathered regarding high school teachers and counselors. There was not a statistically significant difference between the teacher and high school counselor perceptions based on years of experience. Teacher efficacy levels were deemed above average. Data was examined from the open-ended question from the Dual Enrollment Perception Survey and several interview questions to include a few suggestions for improvement for dual enrollment from teachers and counselors and their overall perceptions. Teachers and counselors feel confident in their abilities to educate students on dual enrollment opportunities as well as relate the dual enrollment experience to college readiness. Teachers and counselors did not agree on a specific classroom environment, but felt all students could benefit from dual enrollment as it is perceived as a better option for college readiness versus AP students, in this study.

Chapter V

Overall Summary

The purpose of this research was to statistically examine the perceptions of public high school teachers and counselors regarding dual enrollment based on years of experience. This chapter provides a summary of the study and a discussion of the findings. Also, included in this chapter, are conclusions, limitations, implications for practice, and recommendations for future research.

Teacher self-efficacy is considered up to six times more influential on student learning than teacher effectiveness (Hattie, 2003). More specifically, further research is needed regarding counselor and teacher perceptions of the effects of teacher efficacy on college readiness, as well as issues that enhance the dual enrollment experience overall. This chapter presents an overview, a synopsis of findings, and an overall summary.

This study examined the statistical difference between the perceptions of dual enrollment teachers and counselors on dual enrollment based on years of experience. The study investigated the characteristics of high school teachers and counselors in South Georgia, surveyed the overall efficacy of teachers and counselors, and identified perceptions, concerns, and suggestions regarding the implementation of successful dual enrollment programs.

This study was driven by Vincent Tinto's theory of student departure, Tinto's student persistence theory, Astin's theory of involvement, and Bandura's social cognitive theory. Tinto's (1987) theory of student departure emphasized the importance of guidance from teachers

and counselors in high schools on college transition. Dual enrollment expectations mimic Tinto's student persistence theory which emphasizes high expectations of students (Tinto, 1987). Astin's theory of involvement (2012) states high school students' involvement in co-curricular activities in high school while participating in dual enrollment is a prediction of success. Teachers' sources of self-efficacy contributed to the field of research as indicated in Bandura's social cognitive theory (Middleton et al., 2019). All four theories relate to the theme of the study, including teacher and counselor perceptions and high expectations from students.

The following research questions guided the mixed methods research design:

1. What are the characteristics of high school teachers and counselors?
2. Is there a statistically significant difference between the perceptions of high school teachers and counselors on dual enrollment based on years of experience?
3. What are the teacher and counselor perceptions of dual enrollment?
4. What are the concerns and suggestions of high school teachers and counselors regarding the implementation of a successful dual enrollment program?

This study was conducted in four counties in South Georgia in several public high schools. A total of 300 public high school teacher and counselor surveys were distributed and 205 surveys (68%) were completed and returned from the selected high schools during the month of October 2022. The survey became available on October 18, 2022 and was available until October 28, 2022 via the Qualtrics survey platform.

The target population was comprised of 300 high school teachers and counselors who were employed at schools that offered dual enrollment opportunities in order to gain their perceptions on the effects of dual enrollment on college and career readiness. Grade levels for teachers and counselors involved ranged from grades nine to twelve. This study involved high

school teachers that may have also taught dual enrollment courses which requires teachers to meet additional criteria beyond those required to teach high school (Dougherty & Reid, 2007).

The study focused on the following South Georgia counties: Bacon, Brantley, Charlton, and Ware. Each of the counties contained one public high school with multiple teachers and counselors. The schools involved were: Bacon County High School, Alma, GA; Brantley County High School, Nahunta, GA; Charlton County High School, Folkston, GA; and Ware County High School, Waycross, GA. The counties were chosen by originally looking at the Okefenokee RESA Region of schools in Georgia; but, that population was too large. Therefore, the counties chosen for this study were narrowed to surrounding counties of the researcher's residence.

High school counselors and high school teachers were requested to be surveyed electronically via the local board of education office located in each county. The researcher of this study requested involvement and provided details to the local boards of education and high school administration. The researcher received all data electronically, and personally completed the interviews.

Interviews were completed individually with five participants who were chosen from the participants who completed the Dual Enrollment Perception survey and volunteered to be interviewed. Participants were allowed to leave name and contact information on a short answer question at the end of the Dual Enrollment Perception Survey, if interested. Survey participants were contacted, in no particular order, the day following the closing of the survey, October 29, 2022. Twelve participants left contact information, and upon the researcher contacting the individuals to schedule the interviews, five were available. All five interview participants were asked the same interview questions located in Appendix E with the exception of Question 11 which was replaced with the TSES. The first five available for interviewing were chosen in

order of availability to have a random selection and were interviewed the following week. All interviews were conducted in person by the researcher, with the exception of one, and that interview was completed via Google Meet. Interviews were recorded, and the researcher transcribed the information to Microsoft Word for analysis. Hand-coding was used by the researcher to develop themes and groups of suggestions from the interview results. Survey results remain confidential in terms of names given for interviews.

The mixed methods study involved collecting data in two phases. The first phase involved collecting quantitative data with teachers and counselors completing the modified Dual Enrollment Efficacy Perception Survey from Gatlin (2009) to gather perceptions and demographics. The second phase of the study involved interviewing counselors and teachers that had completed the survey to investigate the correlation between perceptions and years of experience in regards to dual enrollment as well as the interview participants completed the Teacher Sense of Efficacy Scale (TSES) from Tschannen-Moran and Hoy (2001).

Findings

The findings of this study coincide with the findings of Gatlin's (2009) study. The purpose of Gatlin's study was to examine the perceptions of public high school teachers, dual enrollment teachers, and dual enrollment high school students towards student preparedness for college and dual enrollment. Gatlin's (2009) study found that the overall dual enrollment experience was perceived as beneficial in regards to college readiness in Tennessee.

Research Question One

Research question one sought to define the characteristics of dual enrollment teachers and counselors (See Appendix C). Survey data from 205 teachers consisted of four categories: 28.8% males, 68.3% females, 1.5% non-binary/third gender, and approximately 1.5% who

preferred not to say. Teachers with zero to five years of experience accounted for 57.6%, while teachers with six plus years' experience accounted for 42.4%. The majority of the survey responses came from teachers and counselors ranging in age from 20 to 49 who were non-Hispanic. Over 75% of responses came from teachers and counselors who held a Bachelor's or Master's degree. This data demonstrates a relatively balanced population, and as expected, teachers with less than five years of experience account for the smallest population, most likely due to the extra requirements needed to be a dual enrollment instructor and/or counselor. Bandura (1977) notes that students learn behaviors and characteristics from mentors in the school setting, such as teachers and counselors, so demographics of such personnel may be of use to future research in this field, to allow a more accurate description. In addition, Tinto's (1987) theory of student departure emphasized the importance of guidance from teachers and counselors in high schools.

In addition to the 205 participants who completed the electronic survey, five of those participants (teachers and counselors) were interviewed. The five teacher and/or counselor interview participants were given the hand-written long form of Teacher Sense of Efficacy Survey (Tschannen-Moran & Hoy, 2001) (See Appendix B) following the personal interview completed by the researcher which consisted of ten interview questions. Interview participants did not complete the TSES electronically. The survey uses a Likert scale from one (not at all) to nine (a great deal) to allow the teachers and counselors to rate their overall level of a sense of efficacy in their ability to affect students' learning and the learning environment.

Results of the TSES demonstrated how teachers and counselors rated their levels of sense of efficacy. For the purpose of this study, the teachers' and counselors' ratings of one, two, or three will represent a low sense of efficacy. Ratings of four, five, or six will represent medium

sense of efficacy. A high sense of efficacy will be represented by ratings of seven, eight, or nine. With the overall mean of 6.75, the overall level of teacher efficacy surrounding teacher and counselor perceptions of dual enrollment efficacy is a medium sense of efficacy. Bandura's (1977) theory reiterates this data as it focuses on the idea that teacher efficacy may play a role in motivating students who may have not pursued post-secondary education. The teachers' sources of self-efficacy beliefs also contributed to the field of research on social cognitive theory.

Teacher efficacy levels for all interview participants indicated no significant differences in teacher efficacy levels in the five interview participants. The highest rated mean value was 7.14 (Interview Participant Five). The lowest rated mean value was 6.42 (Interview Participant One). Interview Participant One had the highest standard deviation (1.60). Overall, the interview participants had limited negative remarks for the program. In summary, above average teacher efficacy scores (means above 5.0) correlate with positive remarks in this research study. The five interview participants consisted of four teachers and one school counselor, with two of the four teachers also teaching dual enrollment courses. The school counselor interview participant (Interview Participant Five) and the participant who was a teacher as well as a dual enrollment teacher (Interview Participant Three), had the highest means for efficacy scores. This correlation implies that teachers and or school counselors who are directly involved with the dual enrollment program have efficacy levels.

This was a good variation of teachers and counselors in terms of years of experience, so data should be relatively reliable. As Keating et al. (2002) states, mentoring is a large part of dual enrollment, but one of the most important parts deals with the idea of an older individual bonding with a younger individual. As stated by Lee and Rawles (2010), dual enrollment

programs should all adhere to the same standards and guidelines for eligibility, course content, and delivery regardless of the demographics.

This study mirrored the focus behind Bandura's (1977) theory because it focuses on the idea that teacher efficacy may play a role in motivating students who may have not pursued post-secondary education. The teachers' sources of self-efficacy beliefs contributed to the field of research on social cognitive theory. In conclusion, no significant differences in the overall teacher efficacy levels in the five interview participants, one could assume that all five participants would have positive responses towards the dual enrollment program. For future research, possibly a few teachers should be added with overall lower teacher efficacy levels to balance out the research. The overall level of teacher efficacy surrounding teacher and counselor perceptions of dual enrollment was perceived as mid-range, with the average mean at 6.75 with the scoring scale ranging one to nine.

After reflecting on this data, it demonstrates that teachers and counselors are the most important individuals in terms of dual enrollment information for high school students. Although demographics do not define the individual or the group, it is interesting to note the characteristics.

Research Question Two

Research question two sought to determine if there was a statistically significant difference between the perceptions of high school teachers and counselors on dual enrollment based on years of experience. Several sections of the Dual Enrollment Perception Survey were analyzed in combination to determine an answer to the statistical questions. The results indicated that there was not a statistically significant difference in how teachers and counselors perceived dual enrollment on college readiness based on years of experience.

The second section of the Dual Enrollment Perception Survey rated dual enrollment teacher and counselor perceptions concerning different issues regarding student participation in dual enrollment and their level of college readiness with survey question 11. Question 11 asked survey participants to rate their perceptions concerning different issues regarding student participation in dual enrollment and their level of college readiness in the following nine areas: Oral communication skills, Science, Mathematics, Writing Skills, Reading Comprehension, Critical Thinking/Problem Solving, Motivation to Work Hard, Research Skills, and Overall Readiness for College Level Work. The data was quantified using a 4-point Likert scale: 1 = Not well, 2 = Somewhat well, 3 = Very well, and 4 = Extremely well.

With survey question 11, the highest mean (M = 2.88, SD = 0.75) was the descriptive item, motivation to work hard (survey question 11, section 7), stating most respondents felt dual enrollment students have the motivation to work hard. The lowest mean (M = 2.48, SD = 0.87) was in the descriptive item research skills (survey question 11, section 8) regarding how dual enrollment teachers and counselors felt dual enrollment students were prepared in the area of research skills in terms of college readiness. Survey question 11-8 (research skills) had the highest standard deviation (0.87). Survey participants rated dual enrollment very well in the overall readiness for college level work category (survey question 11, section 9) according to survey results, with the highest rated mean value at 4.32 using the Likert scale: Extremely well (1), very well (2), somewhat well (3), and not well (4). The lowest rated mean value was 4.15. The mean of the teachers and counselors' years of experience was M = 2.64, SD = 0.74.

Survey question 11 was a perception question that addressed teacher and counselor perceptions of dual enrollment on college readiness in multiple areas. An independent t-test was used to determine if a statistical difference existed in the teachers' and counselors' perceptions

based on years of experience and responses to survey question 11. All statistical tests were evaluated at a two-tailed significance level of .05. Most of the teachers and counselors responded positively to all of the statements regarding students' level of college readiness in the multiple areas. Perception differences in areas could possibly be attributed to the teachers' position in the classroom assessing students' abilities through assignments and testing than high school counselors. Teachers often see first-hand the academic abilities from students whereas counselors often see the overall academic and social characteristics, which could lead to a different perception.

After reflecting on the data, I felt as if the more experienced population would have represented more of the population, but as Bandura (1977) states, students learn from mentors in a school setting, not from a specific gender or age mentor. Additionally, I feel it is important for administrators to understand the importance of this mentorship and to allow more opportunities for students to work with their assigned mentors. In my personal experience as a teacher, it is the high school teachers that assign the students' schedules for the next year with advising appointments for all students located in my Teachers as Advisors (TAA) class. Therefore, all teachers, no matter how many years of experience they have, are scheduling students for regular, AP, or dual enrollment classes. Therefore, I suggest all teachers need the same training as those interested in being directly involved with dual enrollment programs.

Research Question Three

Research question concentrated on the overall teacher and counselor perceptions of dual enrollment. Bandura's (1977) theory reiterates this data in research question three as it focuses on the idea that teacher efficacy may play a role in motivating students who may have not pursued post-secondary education.

Interviews were completed individually with five participants who were chosen from the participants who completed the electronic Dual Enrollment Perception Survey and volunteered to be interviewed (purposeful sampling). Hand-coding was used by the researcher to develop themes when analyzing the qualitative data. Creswell and Plano Clark (2011) recommend to read the qualitative data, assign a code to each response next to the text, and group the codes in themes to gather the broader perspectives of the interview participants.

Not all questions directly related to teacher efficacy levels; however, the overall concept of teacher efficacy addresses whether teachers and counselors are content and feel adequate in their own performance. Therefore, these interview questions enhanced the data in regards to overall teacher efficacy as mentioned in research question one under the influence of Bandura's theory.

Glaser and Strauss (1967) Constant Comparative Approach was used with a three-step process of open coding, categorizing, and synthesizing themes to interpret the qualitative data from the interviews. The constant comparative process involved envisioning how the comments were interrelated. Intertwined within the three-step process, coherent and salient themes and patterns are identified throughout the data.

The researcher used hand-coding to develop themes when analyzing the qualitative data. Creswell and Plano Clark (2011) recommend to read the qualitative data, assign a code to each response next to the text, and group the codes in themes to gather the broader perspectives of the interview participants. The analysis of the answers identified two themes.

Theme 1. Teachers and counselors feel as if they are efficient in their ability to manage questions from their students regarding dual enrollment.

Theme 2. Teachers and counselors believe they communicate possibilities to their students that relate to dual enrollment in terms of career readiness effectively.

Theme 3. Teacher and counselor perceptions vary on the suggested appearance of a dual enrollment classroom.

Theme 4. Teacher and counselor perceptions vary on dual enrollment versus AP courses, with the overall best option being dual enrollment in terms of preparing high school students for college readiness.

Theme 5. Teachers and counselors perceive all students as being able to benefit from the dual enrollment experience.

In order for any program to be successful, support must be achieved from the appropriate stakeholders. Teachers and counselors are the pipeline for students when it comes to deciding on a traditional high school schedule, a dual enrollment program, or advanced placement courses. In the four counties where teachers and counselors were interviewed in South Georgia, support appears to be evident, and teachers and counselors seem to have moderate teacher efficacy levels. Overall, the interview participants had limited negative remarks for the program. In summary, above average teacher efficacy scores (means above 5.0) received from the five interview participants who completed the TSES, detailed in research question one, correlate with positive remarks in this research study. The five interview participants consisted of four teachers and one school counselor, with two of the four teachers also teaching dual enrollment courses.

In relationship to current educational practices and workloads and the teacher and counselor perceptions found in this study, teacher efficacy is one of the largest concerns in a school environment. Teachers are doing more duties than normal, COVID-19 changed the

educational world, and students' attitudes and work ethics have changed. With an overall high level of teacher efficacy, I feel as if minor obstacles can be overturned, such as lack of communication and professional development. I was impressed to know that in counties surrounding my residence that teacher efficacy levels are not on the extreme low end. I feel as if maybe education is on a more positive trend than the last several years.

Research Question Four

Research question four sought to determine what concerns and suggestions teachers and counselors had regarding implementing a successful dual enrollment program. The results of the open-ended question on the Dual Enrollment Perception Survey, as well as the personal interviews, addressed the teacher and counselor concerns and suggestions.

The 205 teachers and counselors were asked to respond to a comments section with a remark for Question 13 on the Dual Enrollment Perception Survey, "In your opinion, what do schools/districts need to help increase the perceptions of dual enrollment teachers and counselors on dual enrollment efficacy on college readiness"? Not all participants submitted a survey response; however, 72 of the 205 participants completed the open-ended response question. Hand-coding was used to develop themes when analyzing this data. Two themes emerged from the hand-coding of data: Parent/student engagement and involvement and teachers and counselors feel that training and communication in regards to dual enrollment needs improving such as adding additional professional learning opportunities and increasing communication to expand the target audience.

A few of the comments received from interview questions mainly associated with teacher efficacy also provided some notes of data in regards to suggestions for improvement or concerns. The importance and basic information for dual enrollment theme involved several

comments relating to parents and students needing to have dual enrollment compared to taking AP classes. This was considered more thorough and realistic by counselors and administration. In regards to the theme relating to academic rigor, several comments related to students needing to be held accountable for standards applied to college students, including work ethic characteristics, such as punctuality and accountability. In relation to issues regarding parent/student engagement and involvement, the concern was simply stated that parents and schools and students just do not get involved together.

After analyzing the data, I realize that not everyone is impressed with dual enrollment, but I do feel as if it is emerging back to the front of education, again. AP classes and dual enrollment classes have always been in some sort of competition with each other. In my professional role at a post-secondary institution, I firmly supported dual enrollment and actively recruited students for the program. I do feel it takes a strong commitment from the high school and post-secondary school in order for the program to be successful. So, I do feel as if the parents, teachers, counselors, and students are left wondering a lot of information. Work force shortages and extra duties have taken away typical time spent by recruiters at local high schools that encourage such programs as dual enrollment. Overall, the data for this research proved positive responses for dual enrollment, and I totally agree with that verdict.

Conclusions

This study concluded that characteristics of teachers and counselors are relatively balanced in terms of gender, race and years of experience with no statistical difference in perceptions based on years of experience. This study concluded that based on perceptions from teachers and counselors, dual enrollment is effective for college readiness in South Georgia. This study concluded that teacher efficacy levels are doing well with means above 5.0 on a one

to nine Likert scale. This study also concluded that teachers and counselors feel as if they are efficient in their ability to manage questions from their students regarding dual enrollment, are able to communicate possibilities to their students that relate to dual enrollment in terms of college readiness effectively; however, teachers and counselors feel that training and communication in regards to dual enrollment needs improvement. This could be done by adding additional professional learning opportunities and increasing communication with parents, school personnel, and students to expand the target audience.

It comes as a surprise that teachers and counselors in terms of years of experience vary from what I expected. Twenty years ago, I felt as if college professors' (dual enrollment teachers') similar demographic would be the six plus years' experience category. However, with the largest group of teachers and counselors being in the lowest age to middle- age groups, students are accommodated by the varied levels of experience, as different age levels and/or trends may encourage some students. Tinto (1987) emphasized the importance of guidance from teachers and counselors in high schools on college transition, and noted that academic and social issues coincide as the leading causes for student departure from school. This study is parallel to Franks' (2016) study in Alabama that found no significant differences in perceptions of teachers and counselors based on years of experience.

I am not surprised that from this study, based on perceptions from teachers and counselors, dual enrollment was found to be effective for college readiness in South Georgia. Dual enrollment is a program designed for all levels of students to succeed. Blanco et. al (2007) found that dual enrollment programs benefit high school students and college students. Gatlin (2009) found that recurring themes of students exceeding in multiple areas as a result of dual enrollment participation on college readiness is the main reason for the program. According to

Wise (2010), some policymakers noted that there is little evidence of dual enrollment participation on college readiness; however, Karp et. al. (2005) found that forty states have created policies on dual enrollment and 17 states have mandated dual enrollment opportunities be provided for high school students. Franklin (2010) noted that dual enrollment participation provides students a real-world experience and equips them to meet the demands of a college curriculum. Gatlin's (2009) study is parallel to this study in that Gatlin found 80 percent of the teacher and parent respondents recommended dual enrollment for college readiness.

Overall, teacher efficacy levels are relatively high (means above 5.0) which correlate with positive remarks in this research study when rated on a Likert scale of one to nine. As an educator, I feel teacher efficacy levels would have been relatively lower due to the constant demands and changing times for educators. The positive teacher efficacy levels were unexpected. However, college readiness and teacher efficacy can relate to numerous items. ACT, Inc. (2014) sets forth a broader definition of college readiness using behavioral and skill set indicators, such as critical thinking, adaptability, lack of absenteeism, dependability, cooperation skills, career comparison knowledge, and self-awareness, as additions to traditional academic performance measures accepted as some indicators of college readiness. Teacher efficacy is teachers' self judgements of their own capabilities to achieve desired outcomes of student engagement, even to students who may not want to learn (Tschannen-Moran & Hoy, 2001). Teacher efficacy continues to evolve and is a major topic in education (Kleinsasser, 2014). I anticipate this trend continuing. Hoy's (2019) study reinforces the idea that practical implications of findings that teachers who set high goals, who persist, who try another strategy when one approach found did not work, are more likely to have students who succeed.

This study concluded that teachers and counselors feel they are efficient in their ability to manage questions from their students and communicate possibilities; however, teachers and counselors feel that training and communication in regards to dual enrollment needs improving. They suggest adding additional professional learning opportunities and increasing communication to expand the target audience. Myers and Tucker (2005) noted the need for intrapersonal awareness and interpersonal communication skills in regards to needed college and career readiness. Feedback from executives, business educators, employers, and alumni were received and demonstrated the increasing need and emphasis on "people skills" through improving emotional intelligence and professional development opportunities. CTAE programs and high school educators can assist with this need by educating students on soft skills in communication as CTAE departments in high schools focus on career readiness and college preparation (Technical College System of Georgia, 2021). Guidance counselors are often assigned to this department in high schools. CTAE integrates core academic knowledge with technical and occupational skills to prepare students for post-secondary education and the workforce.

Limitations

One limitation involves the data collection method in this study of interviews. Patton (2015) indicated that interviews allow researchers to enter into the participants' perspectives. It is possible that during the interview process, participants may oddly report information (Creswell, 2008). However, to ensure reliability, the research questions were clear (Miles et al., 2014). A second limitation would be that it is unknown whether all participants, high school teachers and counselors, complete the questionnaire with honesty, integrity, and accuracy. Another limitation of this study involved not having the opportunity to member check the data collected from the

interview participants due to the interviews occurring the latter part of fall semester prior to preparation for testing. Member checking as explained by Creswell (2014) is a method of validating findings in order for the researcher to validate the accuracy and credibility of information collected through personal interviews. Also, a limitation of this study would be the low practical significance possibly because of the population group. This study used the triangulation of data method of validation which draws on multiple sources to ensure information collected is accurate and credible (Creswell, 2014). This study involved surveys and interviews. A final limitation concerns the fact that not all parametric and personal assumptions agreed with the actual results found within statistical tests. More research needs to be completed in order to clarify contradictions found within the data concerning dual enrollment, participants' perceptions, and software-based testing sensitivities.

Implications of the Results

Policymakers and budget developers analyze the needs and perceptions of the program. According to Wise (2010), some policymakers noted that there is little evidence of dual enrollment participation on college readiness. Karp et. al. (2005) found that most state policies do not dictate the type of dual enrollment program offered, but they do imply that students earn credit for the course. Instructional requirements and budget concerns vary from state to state, but more funding is definitely needed for the dual enrollment program to expand (Karp et. al., 2005). This study could support efforts needed to increase funding for such programs.

This study fills a gap in literature as there is no published document that analyzes perceptions of teachers and counselors of dual enrollment in South Georgia. Perceptions of teachers and counselors are of high value based on their influence on students as they begin the dual enrollment program.

District and local school boards need to continuously support teachers' and counselors' professional development in many areas, including dual enrollment, regardless of teachers' levels of efficacy. Though teachers who participated in this study demonstrated positive levels of teacher efficacy and believed dual enrollment had a positive effect on college readiness, they remind us of the importance of continued professional development and communication for teachers, counselors, and parents. This study's participants suggested that communication be enhanced by adding more social events and information-based events for students and parents, and by increasing the professional development to a broader population, not just to current staff involved with dual enrollment. This could assist in the lack of qualified professionals available to teach dual enrollment courses in South Georgia and other areas.

Recommendations for Future Research

This study examined the perceptions of high school teachers and counselors on dual enrollment in South Georgia. This study could be expanded to include more areas in Georgia or other states. This study was limited to high school teachers and high school counselors. Future research could include teacher perceptions from other grade levels. Future research should allow for the expansion of the population to increase practical significance.

Future research could be beneficial in terms of dual enrollment by gaining perceptions of students, especially following a dual enrollment cohort after graduation. Such a study may provide policymakers and stakeholders with information between secondary and postsecondary education as well as improve and expand dual enrollment across the nation.

The researcher not only recommends expanding the study to include the same purpose, examining the statistical difference between the perceptions of teachers and counselors on dual enrollment based on years of experience, but also suggests adding other segments of the data. It

would be beneficial to investigate teacher and counselor perspectives of the same study based on gender, race, level of degree, years of teaching experience, and number of years of experience with dual enrollment.

Summary

This chapter provided a summary and a discussion of findings. Characteristics were defined for high school teachers and counselors in South Georgia. No statistically significant difference was found between the perceptions of teachers and counselors on dual enrollment in South Georgia based on years of experience. Teachers and counselors with six plus years of experience ranked higher in efficacy levels. Positive perceptions from teachers and counselors were evident in regards to dual enrollment. The overall level of teacher efficacy surrounding teacher and counselor perceptions of dual enrollment was analyzed and no significant differences were found in teacher efficacy levels. This study was limited to teachers and counselors in four school districts in South Georgia. This study was parallel to other studies on dual enrollment in other states. Recommendations were made to continue and expand this research. Other studies have been parallel with these findings but are limited because of the relevance (e.g., different location).

This research aligned with Tinto's (1987) theory of how well students perform when they are connected with a task. Blanco et al. (2007) noted that dual enrollment programs are designed to benefit high school students as well as college students. Gatlin (2009) revealed that more than 80% of the teacher and parent respondents were supportive and would recommend dual enrollment participation. This study compared to other studies that have found reasons to support dual enrollment such as Gatlin's (2009) study conducted in Tennessee that revealed positive results from the perceptions of teachers, parents, and students. In conclusion, the

findings of this study will be an asset to all policymakers and educational stakeholders, specifically in South Georgia. The findings will help educational leaders with funding information for education as well as educate stakeholders on how to better expand communication.

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Appendix A

Dual Enrollment Perception Survey

Appendix A

Dual Enrollment Perception Survey

Purpose
The purpose of this survey is to collect data to analyze teachers' and counselors' perspectives regarding dual enrollment efficacy on college readiness for high school students and how teacher and counselor efficacy and overall years of experience can effect opportunities for students.
Completion of this survey is optional. Furthermore, no information that will lead to others discovering your identity are required in order to complete this survey.

Part A
After completing the Teacher Sense of Efficacy Scale Survey, please answer the following questions carefully in regard to Dual Enrollment efficacy on college readiness. Please read all of the questions provided and answer each one.

Please place an (X) in the appropriate space for items 1-3.

1. Please indicate your years of experience in either teacher or counseling by placing the number in the blank next to the appropriate designation.
   _____ years as a Dual Enrollment Teacher
   _____years as a High School Counselor
2. Do you teach: _____Dual Enrollment Students
   Do you counsel: _____Dual Enrollment Students

Part B
The following sections are concerning different issues regarding student participation in Dual Enrollment and their level of college readiness. Please respond to each of the following sections by clicking on the appropriate choice.

		Not Well	Somewhat Well	Very Well	Extremely Well
4.	Oral Communication Skills	1	2	3	4
5.	Science	1	2	3	4
6.	Mathematics	1	2	3	4
7.	Writing Skills	1	2	3	4
8.	Reading Comprehension	1	2	3	4
9.	Critical Thinking/Problem Solving	1	2	3	4
10.	Motivation to Work Hard	1	2	3	4
11.	Research Skills	1	2	3	4
12.	Overall Readiness for College Level Work	1	2	3	4

Please indicate the extent to which you agree or disagree with the following statements in regard to college readiness for dual enrollment participants.

		Strongly disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree
13.	The Dual Enrollment classes challenge students more than standard high school courses.	1	2	3	4	5
14.	I feel Dual Enrollment classes can increase a student's confidence toward taking future college classes.	1	2	3	4	5
15.	Dual Enrollment classes keep students motivated to stay in school.	1	2	3	4	5
16.	I would recommend that students take Dual Enrollment classes while in high school.	1	2	3	4	5

Part C
17. In your opinion, what do schools/districts need to help increase the perceptions of dual enrollment teachers and counselors on dual enrollment efficacy on college readiness?

Part D
Standardized Open-Ended Interview Participation Solicitation

You have an opportunity to participate in a one-on-one interview that will allow you to explain your perspectives in more detail. If you are willing to participate in an interview with a research assistant regarding your answers to the statements above, kindly complete the information below. The research assistant will take extreme measures to protect your anonymity from the researcher.

Name _____

Phone _____

School_____

Email _____

Thank you for your participation in this study.

++

Appendix B

Teachers' Sense of Efficacy Scale (TSES) from Tschannen-Moran and Hoy (2001)

Appendix B

Teachers' Sense of Efficacy Scale (TSES) from Tschannen-Moran and Hoy (2001)

Teacher Beliefs - TSES

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.

	None at all		Very Little		Some Degree		Quite A Bit		A Great Deal
1. How much can you do to get through to the most difficult students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
2. How much can you do to help your students think critically?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
3. How much can you do to control disruptive behavior in the classroom?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
4. How much can you do to motivate students who show low interest in school work?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
5. To what extent can you make your expectations clear about student behavior?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
6. How much can you do to get students to believe they can do well in school work?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
7. How well can you respond to difficult questions from your students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
8. How well can you establish routines to keep activities running smoothly?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
9. How much can you do to help your students value learning?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
10. How much can you gauge student comprehension of what you have taught?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
11. To what extent can you craft good questions for your students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
12. How much can you do to foster student creativity?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
13. How much can you do to get children to follow classroom rules?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
14. How much can you do to improve the understanding of a student who is failing?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
15. How much can you do to calm a student who is disruptive or noisy?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
16. How well can you establish a classroom management system with each group of students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
17. How much can you do to adjust your lessons to the proper level for individual students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
18. How much can you use a variety of assessment strategies?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
19. How well can you keep a few problem students form ruining an entire lesson?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
20. To what extent can you provide an alternative explanation or example when students are confused?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
21. How well can you respond to defiant students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
22. How much can you assist families in helping their children do well in school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
23. How well can you implement alternative strategies in your classroom?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
24. How well can you provide appropriate challenges for very capable students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨

Appendix C

Demographic Information for Participants Taking the Online Surveys

Appendix C

Demographic Information for Participants Taking the Online Surveys

Part A

Demographic Data

Please complete the following section by circling the statement that best describes you and the school in which you work.

Gender	Male	Female			
Age	20-29	30-39	40-49	50-59	60+
Ethnicity	Hispanic	Non-Hispanic			
Race	Asian	Black	Pacific Islander	White	Multiracial
Degree	Bachelor	Masters	Specialists	Doctorate	
Subjects Teaching	All	ELA	Math	Science	Social Studies
	Other _____				
School's Context	Rural	Suburban	Urban		
Year Worked at Current School	0-1	2-3	4-5	6 or more	

Appendix D

Directions for Scoring the Teachers' Sense of Efficacy Scale

Appendix D

Directions for Scoring the Teachers' Sense of Efficacy Scale

Directions for Scoring the Teachers' Sense of Efficacy Scale[1]

Developers: Megan Tschannen-Moran, College of William and Mary
Anita Woolfolk Hoy, the Ohio State University.

Construct Validity

For information the construct validity of the Teachers' Sense of Teacher efficacy Scale, see:

> Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17,* 783-805.

Factor Analysis

As we have used factor analysis to test this instrument, we have consistently found three moderately correlated factors: *Efficacy in Student Engagement, Efficacy in Instructional Practices*, and *Efficacy in Classroom Management*. At times, however, the make up of the scales may vary slightly. With preservice teachers we recommend that the full scale (either 24-item or 12-item short form) be used, because the factor structure often is less distinct for these respondents.

Subscale Scores

To determine the *Efficacy in Student Engagement, Efficacy in Instructional Practices*, and *Efficacy in Classroom Management* subscale scores, we compute unweighted means of the items that load on each factor. Generally these groupings are:

Short Form

Efficacy in Student Engagement:	Items 2, 4, 7, 11
Efficacy in Instructional Strategies:	Items 5, 9, 10, 12
Efficacy in Classroom Management:	Items 1, 3, 6, 8

Long Form

Efficacy in Student Engagement:	Items 1, 2, 4, 6, 9, 12, 14, 22
Efficacy in Instructional Strategies:	Items 7, 10, 11, 17, 18, 20, 23, 24
Efficacy in Classroom Management:	Items 3, 5, 8, 13, 15, 16, 19, 21

Reliabilities

In the study reported in Tschannen-Moran & Woolfolk Hoy (2001) above the following reliabilities were found:

	Long Form			Short Form		
	Mean	SD	alpha	Mean	SD	alpha
TSES	7.1	.94	.94	7.1	.98	.90
Engagement	7.3	1.1	.87	7.2	1.2	.81
Instruction	7.3	1.1	.91	7.3	1.2	.86
Management	6.7	1.1	.90	6.7	1.2	.86

[1] Because this instrument was developed at the Ohio State University, it is sometimes referred to as the *Ohio State Teacher Efficacy Scale*. We prefer the name, *Teachers' Sense of Efficacy Scale*.

Appendix E

Consent Statement and Interview Questions

Appendix E

Consent Statement and Interview Questions

Read Consent Statement to Participant: You are being asked to participate in an interview as part of a research study entitled "Teacher and Counselor Perceptions of Dual Enrollment Efficacy in Georgia" which is being conducted by Angela Holland-Wasdin, a student at Valdosta State University. The purpose of this study is to analyze the statistical difference between the perceptions of dual enrollment teachers and school counselors on dual enrollment efficacy on college readiness based on the Teacher Efficacy Scale and years of experience. The interviews will be audio taped in order to accurately capture your concerns, opinions, and ideas. Once the recordings have been transcribed, the tapes will be destroyed. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to participate, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your participation in the interview will serve as your voluntary agreement to participate in this research project and your certification that you are 18 years of age or older.

Questions regarding the purpose or procedures of the research should be directed to name of researcher at e-mail address. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or irb@valdosta.edu.

Thank you for participating in this interview. Do you understand that your participation in this interview is optional? If at any time you wish to stop, please let me know. Please rest assured that all precautions will be taken to safeguard your identity from the researcher, local school administrator and district administrators. You will be provided a pseudonym for this study. Do you consent to continuing with the interview? Let's begin the interview.

Interview Questions

1. What route did you take to become a teacher?
2. What do you think would be helpful to you in order to be able to educate your students on dual enrollment?
3. How would you describe knowledge level of dual enrollment versus advanced placement classes?
4. On a scale of one to five, with five being the most, how efficacious did you feel in your ability to manage questions from your students regarding dual enrollment? Why?
5. On what level do you believe you communicate possibilities to your students that relate to dual enrollment in terms of career readiness on a scale of one to three? Why or why not?
6. What type student do you believe could benefit from dual enrollment in terms of college and/or career readiness?
7. What is different about the climate of a dual enrollment classroom?
8. On a scale of one to five, with five being the most, how efficacious do you feel in your ability to manage questions in regards to students signing up for dual enrollment opportunities at your school? Why?
9. What barriers or challenges do you face with dual enrollment opportunities? Why do you think these are barriers or challenges?
10. When it comes to methods for dual enrollment training and implementation in high schools, what suggestions for improvement do you have to increase teacher efficacy in regards to college and career readiness?
11. Teacher Sense of Efficacy Scale Information (To Be Scored by Researcher) – From Appendix G (Dual Enrollment Perception Survey)

Long Form

Efficacy in Student Engagement _____Mean_____SD_____alpha

Efficacy in Instructional Strategies_____Mean_____SD_____alpha

Efficacy in Classroom Management_____Mean_____SD_____alpha

Appendix F

Consent Statement

Appendix F

Consent Statement

You are being asked to participate in a survey research project entitled "Teacher and Counselor Perceptions of Dual Enrollment Efficacy in Georgia," which is being conducted by Angela Holland-Wasdin, a student at Valdosta State University. The purpose of this study is to analyze the statistical difference between the perceptions of dual enrollment teachers and school counselors on dual enrollment efficacy on college readiness based on levels of teacher efficacy and years of experience in South Georgia. The surveys are anonymous. No one, including the researcher, your school administrator, and district administrators will be able to associate your responses with your identity. Your participation is voluntary. Participants may choose not to take the surveys, to stop responding at any time, or to skip any questions you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the surveys serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

Questions regarding the purpose or procedures of the research should be directed to Angela Holland-Wasdin at asholland@valdosta.edu. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or irb@valdosta.edu.

By clicking/checking the "I Consent" button, you confirm that you have read, or been informed of, the information about this study. You hereby consent to participate in the study.

I Consent_____ I Do Not Consent Button_____

Appendix G

Email to Participants for Participation in Qualitative Phase

Appendix G

Email to Participants for Participation in Qualitative Phase

Subject: Research Interview

Dear [Participant's Name],

Thank you for taking the time to complete the Teachers' Sense of Efficacy Scale and the Dual Enrollment and Teacher and Counselor Efficacy Perception Survey. Thank you for showing an interest in being interviewed for the study entitled "Teacher and Counselor Perceptions of Dual Enrollment Efficacy in Georgia." Before the interview can be scheduled, please complete the attached consent form for the interview.

Once selected for the interview, I will contact you to schedule your face-to-face interview. The interview will last no more than 60 minutes.

Kind regards,

Angela Holland-Wasdin

Appendix H

Valdosta State University Institutional Review Board

Appendix H

Institutional Review Board (IRB)
For the Protection of Human Research Participants

PROTOCOL EXEMPTIONREPORT

Protocol Number: 04331-2022 **Responsible Researcher(s):** Angela Holland-Wasdin

Supervising Faculty: Dr. James Leon Pate

Project Title: Teachers and Counselors Perceptions of Dual Enrollment Efficacy in Georgia: A Mixed Methods Study.

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **exempt** from Institutional Review Board (IRB) oversight under 45 CFR 46.101(b) of the federal regulations, **category 2**. If the nature of the research changes such that exemption criteria no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research study.

COMMENTS:

- Data collection may begin at the following research sites – Bacon County School System (**10.05.2022**), Brantley County Schools (**10.06.2022**), Charlton County School System (**10.05.2022**), and Ware County Schools (**10.06.2022**).
- Additional research sites will be added and an update approval released upon receipt of a letter of cooperation (LOC) from additional school districts.
- Exempt guidelines **permit** recording interviews for the purpose of creating an accurate transcript. Recordings must be **deleted immediately** upon creation of the transcript. Exempt guidelines **prohibit** the collection, storage, and/or sharing of recordings.
- The research consent statement must be read aloud to participants at the start of each interview session, and documented in the transcript.
- Pseudonym lists and corresponding name lists must be kept in separate, secure files.
- Qualtrics platform settings must allow participants to skip questions and/or not provide answers. Qualtrics settings must prohibit the collection of IP addresses.

- Upon completion of the research study, all collected data (e.g. transcripts, data set, name/email lists, etc.) must be securely maintained and accessible only by the researcher(s) for a minimum of 3 years. At the end of the required time, collected data must be permanently destroyed.

☒ **If this box is checked, please submit any documents you revise to the IRB Administrator at irb@valdosta.edu to ensure an updated record of your exemption.**

Elizabeth Ann Olphie *10.05.2022*

Thank you for submitting an IRB application.

Elizabeth Ann Olphie, IRB Administrator
irb@valdosta.edu **or 229-253-2947.**

Please direct questions to

Revised: 06.02.16

Appendix I

Email to Participants to Participate in Quantitative Phase (Survey)

Appendix I

Email to Participants to Participate in Quantitative Phase (Survey)

Subject Line: Invitation to Participate in Research

Dear Teacher,

My name is Angela Holland-Wasdin, a doctoral candidate at Valdosta State University. I am conducting a study on the statistical difference between the perceptions of dual enrollment teachers and school counselors on dual enrollment efficacy on college readiness based on levels of teacher efficacy and years of experience in South Georgia. Because your school implements dual enrollment, you are a critical resource for this study. You are being asked to participate in a survey research project entitled "Teacher and Counselor Perceptions on Dual Enrollment Efficacy in Georgia." The purpose of this study is to examine teachers' and counselors' perceptions on the effects of dual enrollment in regards to college and career readiness. It is my hope that your responses will provide school districts in South Georgia new research and new insight on the successful implementation of dual enrollment in high schools, as well as increase teacher efficacy overall so teachers can increase educational opportunities and communications for students.

Thank you for your help in supporting teachers and students.

Kind regards,

Angela Holland-Wasdin

Appendix J

Permission to Use and Modify Instrument

Appendix J

Permission to Use and Modify Instrument

Permission to Use and Modify Instrument

Angela Wasdin <angela.wasdin@gmail.com> 10:56 AM (9 minutes ago)

to jennifer.gatlin

Good Morning, Dr. Gatlin,

I would like to request permission to use and modify your instrument from your study: The Perceptions of Regular High School and Dual Enrollment Teachers and Dual Enrollment Students Toward College Preparedness and Dual Enrollment Courses in Two Tennessee Public School Systems.

If you agree, will you please respond to this email?

Thanks so much,
Angela Holland-Wasdin
Valdosta State University Doctoral Student

Jennifer Gatlin <jennifer.gatlin@sumnerschools.org> Fri, Aug 19, 3:52 PM

to me

Yes, you have my permission. Good luck with your research!!

Jennifer Gatlin, Ed.D.
DECA Advisor/ Marketing Teacher
Station Camp High School