

**TITLE** A Comparison Between Two Categories of Dual-Enrolled Students on Self-Efficacy and Leadership Practices

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**OBJECTIVE** The purpose of this research was to determine if the category, homeschool or public school, makes a difference in self-efficacy and leadership practices of dual-enrolled high school students in college courses.

### **METHODOLOGY**

This research used a group of 225 dual-enrolled homeschooled high-school and collegiate high-school students in 11<sup>th</sup> or 12<sup>th</sup> grade as its target population. Out of this population, a non-random sample of 60 students who met the specified criteria was secured based on the order in which parental consent forms were returned. This sample was split into two equal-sized groups, with one consisting of collegiate high-school students and the other consisting of homeschooled high-school students. Students completed the Student version of the Leadership Practices Inventory, and the General Self-Efficacy Scale (Schwarzer & Jerusalem, 2004).

### **KEY FINDINGS**

No statistically significant differences were found on any of the five leadership practices between respondents who were homeschool or attended a public collegiate high school. Differences in self-efficacy were also not found between students in these two categories of educational settings.