

Affects of parental involvement on student achievement: A Simulated Study

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Abstract

The value of parent involvement is widely accepted, but the participation is complicated to promote and maintain. This study examined the relationship between Parental Involvement and Student Achievement in two- eighth grade classes in a Connecticut Middle School. A twelve-question questionnaire was administered to 24 parents in the months of September and March. Students' progress for the first marking period and the third marking period were recorded, this is the same time frame the survey was administered to parents. The results of the research showed a relationship between parental involvement and student achievement in the Spanish Class. The parent survey administered in September and March showed an increase in scores that demonstrated an increase in parent involvement in their child's school life and the students' grades increased. Students' grades improved from the beginning of the year the 1st quarter (Marking Period 1) to the 3rd quarter (Marking Period 3). Parents Survey results also displayed a positive growth of 10 points from the September to the March Survey Results.

Rationale

According to Bhattin and Qazi (2011) “motivation is considered as a sole factor behind the accomplishment of academic competence, and students’ motivational orientations are identified as important in academic success” (p. 205). Bhattin and Qazi’ study examines the relationship between the Grade Point Average (GPA) and the motivation to maintain the Grade Point Average (GPA) in high regards. The motivation for students to maintain grades comes from the strong relationships they build with their teachers and the motivation and encouragement inspired in the home. The results in his study determined that the stronger presence of motivation, parent support, and teacher relationship the higher the academic competence at the high school, college, and graduate level.

Dr. Jonathon Gould (2004) asks the age-old question, “Does it take a village to raise a child or just a parent?” (p. 28). This article discusses the urgency in public education to have everyone be involved in order to meet the necessary requirements for high school’s culminating event: graduation. This article shares a research that analyzed the relationship between parental involvement in middle school and the students’ satisfaction in school. With the help of parental involvement programs, students’ satisfaction in school is positively impacted. Results also showed that students that resided with both their biological parents had a higher level of satisfaction with school than those who did not reside with their biological parents or both parents.

Coleman and McNeese define parental involvement as “parent and teacher collaboration on children’s learning” (p. 459). Coleman and McNeese

also claimed “student motivation was strongly affected by parental views and the value they assigned to academic achievement” (p. 460). The results of the study did not have a relationship and this was a surprise to the researchers. The explanations for these results were concluded to be the maturity level of the students. The students who participated in the study were, fifth graders and as they are entering puberty are becoming more independent this resulted in the outcome of the study. The students become less dependent on their parents and want them to be less involved in their school lives. This exhibits that parental involvement has no relationship on achievement, instead the evolvement of life is to be praised.

In 2004, Driessen, Smith and Slegers concluded, “Expanding the involvement of parents in the education of their children has recently been viewed as an important strategy to advance the effectiveness and improve the quality of education” (p. 509). The article mentions of six types of parental involvement that reflect different types of cooperative relation between school and parents. The six types include the following: *Parenting*: the creation of a positive home environment for the development of children. *Communicating*: schools communicating with parents about progress and parents being open to such communication. *Volunteering*: parents contributing to school activities and educational organizations. *Learning at home*: monitoring, supporting, and helping with assignments and activities a child brings home from school. *Decision making*: parents being involved in the policy and management of the school, such as attending board meeting and being a part of the school PSTA (Parent

Teacher Student Association). Lastly, *Collaborating with the Community*, identifying and integrating community resources and services with the school programs.

Statement of the problem

A child's school career can begin as early as three years old. Parents are involved in their child's educational life and attend parent conferences with teachers in order to maintain contact on their child's progress in school.

One problem that is often seen in a World Language class is that students do not take the class as seriously as they would if it was a core subject such as Math, Science, or Social Studies. I am interested in investigating if there is a relationship between parent involvement and student achievement. In most cases as student's progress in their educational careers, the workload increases and often time's parents are not as involved in their child's school career as they were when the child was younger.

Does a student's achievement level depend on the involvement of the parent? As I teacher, I believe is it important to know if parent involvement has an effect on student achievement in the classroom. The reason for conducting this research is to analyze student's achievement and performance in school and the results if parents are involved and shows interest in their child's progress in school.

This study is important because the ultimate goal is for all students to be successful in every class and in their extracurricular activities. This information will allow parents, students, teachers and administrators to realize that parent

involvement throughout a student's school career has an affect on student's performance in school.

Methodology

The type of research use in this study is Action Research. This type of research will allow this study to address issues and solve problems within education. The scientific method of research will be applied to the educational problems in search of a solution. A sample of convenience was used to administer this study in the school.

The participants from this study are 8th grade parents and students. There will be 24 8th grade students and their parents participating in this survey. Both of these classes are on level students that require motivation and have trouble staying engaged in class. These students also need constant reminders in completing their assignments and actively participating in class. In the household, there will be one parent that will take the survey. The parents will have the opportunity to indicate if both parents alternate in helping and being involved in the child's homework and teacher communication.

Parents will be informed of the topic of "Get involved and Stay Involved" as a district initiative during open house in the beginning of the school year. They will be told that there will be a letter sent out in the weeks to come that would allow them to opt out of the data that will be collected the last week of September. All 24 students and parents made the decision to participate in the survey to help in the districts initiate to investigate if parent involvement has an affect on student achievement. The last week of September all parents will

receive a survey via mail and email and they will be asked to complete the survey by the first week in October. Students will take a survey in class that will reflect their views about their parent involvement in school. The 24 students are students from 2 Spanish classes that meet in a daily basis for 45 minutes each day. The sample size for this research is a sample of convenience. There will be two groups with 12 students in each group that will be compared.

In regard to the validity of this research, I will address internal validity by having control of making sure my survey is not bias to the results intended to be the outcome. Reverse coding will control the questions on the survey. I understand that there are threats for internal validity which include having specific criteria to indicate the time a parent spends with their student as opposed to a full time working parent that might have more time spend with a child when they come home after school. For external validity, this data can possibly be compared to other school districts of similar socio economic status and population.

The data will be collected with use of a survey that will include the use of a Likert scale. Teachers from the World Language department met and analyzed the survey results at the end of September. In turn, the World Language department the teachers discussed strategies to improve the scores of the September survey. Increasing parent communication to increase parent comfort towards the teachers and administrators was a strategy that was mentioned to focus on. A second strategy was involving parents in more assignments, in order to increase parents presence in students homework and school involvement.

The data will be collected twice during the school year in September and in March. Parents will be asked to complete the survey a total of 2 times during the time frame of the school year from September to March. Parents and students will be asked to complete the survey together at home. The estimated dates of completion for the survey include and are tentative to the beginning of the following months of: September and March. The data will be charted and graphed after collection in order to make for simple analyzing of the results.

Analysis

An informed consent was obtained from the parents in the form of a letter explaining the project and a request for them to take a survey in September and again in March.

Appendix A:**Parent Involvement Survey**

Dear Parent or Legal Guardian:

This year your child's school district has a new initiative called "Get Involved and Stay Involved". This is an initiative to have parents be involved in their child's educational career and educational choices from elementary through high school.

Thank you for taking time to take this survey for the districts initiative. You will receive the survey 4 times this school year, in the beginning of September, December, March, and June. Please complete the survey and return to your child's Spanish teacher. The responses that you provide to this survey are anonymous and will be used to identify and support the new districts initiative.

Thank you for your participation.

Place an "X" in the box that indicates your response: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA).

Question	(SD) 1	(D) 2	(N) 3	(A) 4	(SA) 5
1) I feel welcomed and appreciated when I visit the school.					
2) I believe there are things I can do to help my child.					
3) I am comfortable in communicating with my child's guidance counselor and administrator(s).					
4) I am comfortable talking with my child's teacher.					
5) I talk to my child on a daily bases about school.					
6) I can easily reach my child's teachers when I am concerned about his/her grades.					
7) I feel informed about what my child is doing at school.					
8) I complete my child's homework with them on a nightly basis.					
9) I spend at least 30 minutes working with my child on their assignments.					
10) I check that my child's homework is complete.					
11) I encourage my child to study and review for school every night.					
12) I believe my child's grades can improve if I was more involved in their schoolwork and school career.					

After analyzing the data some trends that were observed included a lower score on the survey that was administered in September and a higher score in the March surveys. When analyzing these scores many variables can be taken into consideration, some may include that all the eighth graders have new teachers and may not know the teacher from before hand. In the beginning of the school year parent communication is still being established along with the relationship between the student and the teacher.

The March data displayed in Table: 2 below shows increased results from the September survey displayed in Table: 1. Parent communication with their child increased and teacher comfort with the teacher increased also. The

question with the highest point value in March was parental involvement in spending time with their child and helping the student complete their school assignments.

Student grades have improved (displayed in Table: 3) in class and students have been more alert and involved in the completion of their assignments. Students who were achieving at a D average improved to a C average in Spanish class. Missing and late assignments were handed in in a timely fashion.

Table 1: Parent Involvement Survey: September 2011 Results

Parent Involvement Survey September Results													
SEPTEMBER	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	
Student 1- D.O.	4	4	4	4	5	4	4	5	4	2	4	5	49
Student 2- T.B.	3	3	3	3	3	3	3	3	3	3	3	3	36
Student 3- D. S.	2	4	2	4	5	2	3	4	2	5	4	3	40
Student 4- J. M.	1	3	2	4	5	3	2	1	4	3	2	4	34
Student 5- T.L.	4	1	4	4	5	1	4	5	1	2	3	1	35
Student 6- H.P.	4	5	3	2	4	3	5	2	1	5	4	3	41
Student 7- B.B.	2	4	3	5	5	4	2	1	4	3	5	4	42
Student 8- P.J.	5	3	4	5	4	5	3	4	2	5	1	3	44
Student 9- G.D.	4	5	3	2	4	5	3	5	2	1	4	5	43
Student 10- B.M.	5	4	5	3	2	3	4	5	3	4	3	2	43
Student 11- M.A.	4	3	2	4	3	5	2	4	1	3	4	2	37
Student 12- M.S.	4	5	3	4	2	5	1	3	5	4	3	2	41
Student 13- C.H.	3	4	5	1	2	3	1	1	5	5	4	1	35
Student 14- R.V.	3	5	1	1	3	5	1	3	2	2	3	2	31
Student 15- J.D.	2	4	2	1	4	2	3	5	2	1	4	3	33
Student 16- R.N.	4	3	2	5	4	2	5	4	2	5	4	3	43
Student 17- T.K.	2	3	5	4	5	3	4	2	3	4	1	5	41
Student 18 J.C.	4	3	5	2	3	4	5	4	5	3	2	1	41
Student 19- J.C.	5	4	3	2	3	4	5	4	5	3	4	4	46
Student 20- D.B.	5	4	5	3	4	2	3	4	5	4	1	3	43
Student 21- B.W.	5	3	2	3	4	2	4	3	2	3	4	2	37
Student 22- R.W.	4	3	5	4	3	2	2	1	4	4	4	5	41
Student 23- J.W.	4	5	3	1	4	5	3	4	5	4	5	4	47
Student 24- K.M.	5	3	2	4	5	4	5	3	4	5	2	4	46
Mean	3.67	3.67	3.25	3.13	3.79	3.38	3.21	3.33	3.17	3.46	3.25	3.08	

Table 2: Parent Involvement Survey: March 2012 Results

Parent Involvement Survey March Results													
MARCH													
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	
Student 1- D.O.	4	3	5	4	5	4	3	4	5	5	5	5	52
Student 2- T.B.	4	4	3	5	5	4	4	4	3	5	5	5	51
Student 3- D. S.	4	5	4	5	4	3	4	3	3	4	3	3	45
Student 4- J. M.	4	5	4	5	5	5	4	4	5	5	4	4	54
Student 5- T.L.	4	3	4	3	5	4	3	4	5	3	4	5	47
Student 6- H.P.	4	5	4	5	5	5	4	4	4	5	4	5	54
Student 7- B.B.	5	4	4	5	4	4	4	3	4	3	3	4	47
Student 8- P.J.	4	5	4	3	4	5	4	5	4	5	4	3	50
Student 9- G.D.	4	5	5	5	4	4	3	4	5	4	5	4	52
Student 10- B.M.	5	4	5	4	4	3	3	4	4	4	3	5	48
Student 11- M.A.	4	3	4	4	4	5	5	4	5	4	4	5	51
Student 12- M.S.	5	5	5	4	4	4	3	4	4	4	4	4	50
Student 13- C.H.	4	3	4	4	4	5	5	4	5	5	4	5	52
Student 14- R.V.	4	5	3	4	5	4	5	4	5	5	4	5	53
Student 15- J.D.	4	3	4	3	4	5	4	5	5	5	4	3	49
Student 16- R.N.	4	5	5	5	4	3	5	5	5	5	5	4	55
Student 17- T.K.	4	5	4	5	5	4	5	5	4	5	4	4	54
Student 18 J.C.	3	4	5	4	4	5	5	4	5	4	5	4	52
Student 19- J.C.	3	4	4	3	5	4	5	4	5	5	5	4	51
Student 20- D.B.	4	4	4	3	4	5	5	4	5	5	4	4	51
Student 21- B.W.	3	3	4	4	5	4	5	5	4	4	4	5	50
Student 22- R.W.	5	4	5	3	4	3	5	4	5	4	3	4	49
Student 23- J.W.	5	5	5	5	5	4	5	4	5	4	4	5	56
Student 24- K.M.	4	4	4	4	5	3	4	3	4	4	5	4	48
Mean	4.08	4.17	4.25	4.13	4.46	4.13	4.25	4.08	4.5	4.42	4.13	4.29	

Table 3: Student Grades for Marking Period 1 and 3 (From 100%)

Grades Marking Period 1 and 3		
	MP1	MP3
Student 1- D.O.	90.66	93.97
Student 2- T.B.	80.38	85.66
Student 3- D. S.	72.98	73.39
Student 4- J. M.	79.71	87.11
Student 5- T.L.	83.08	89.83
Student 6- H.P.	80.43	89.15
Student 7- B.B.	80.86	82.47
Student 8- P.J.	83.93	84.69
Student 9- G.D.	85.58	88.78
Student 10- B.M.	81.13	83.43
Student 11- M.A.	84.43	85.67
Student 12- M.S.	94.92	95.91
Student 13- C.H.	90.19	93.56
Student 14- R.V.	85.26	84.72
Student 15- J.D.	75.53	79.72
Student 16- R.N.	94.37	95.97
Student 17- T.K.	90.11	92.31
Student 18 J.C.	87.83	87.93
Student 19- J.C.	93.69	93.99
Student 20- D.B.	85.45	86.39

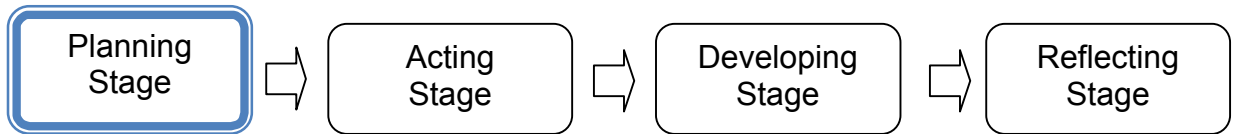
Conclusion

In conclusion, parental involvement is related to student achievement in the study that was administered in the two eighth grade classes. After analyzing the data the World Language Department discussed additional strategies that can be implemented for the remainder of the year, in order to reach the parents with below average results on the survey.

Next steps would include sharing our findings with administration and the school data team. The ultimate goal would be for this data to be presented at a faculty meeting and a PTA meeting in order to show parents and teachers that parent involvement is more than having parents help students with their homework and school assignments. A school goal to increase parental involvement through various activities such as: Curriculum Nights, Book Reads, Concerts, and International Night can provided opportunities to have parents visit the school and become more involved. To conclude Parent-Teacher communication and making educational decisions together for affects students' achievement.

PROJECT MANAGEMENT PLAN

Candidate Name: Luz Casado Date: March 2012



Project Management Plan Identifying and Limiting the Topic

<p>1. What type of data are you interested in collecting about your students or their learning?</p> <p>→ I am interested in researching if there is a correlation between parent involvement and student achievement. Parent involvement in students' assignment completion and in school involvement in general.</p>	<p>2. What will the information you collect tell you?</p> <p>→ The information I collect should tell me if there is a connection between high achievements in student is parents are more involved as opposed to average or low achievement if parents are less involved.</p>
<p>3. What else would you like to know about what is going on in your classroom?</p> <p>→ I would like to know if the homework assigned and completed improves students' results on formative and summative assessments.</p>	<p>4. How could you collect this information?</p> <p>→ This information can be collected with the use of survey that can then be displayed with the use of graphs.</p>

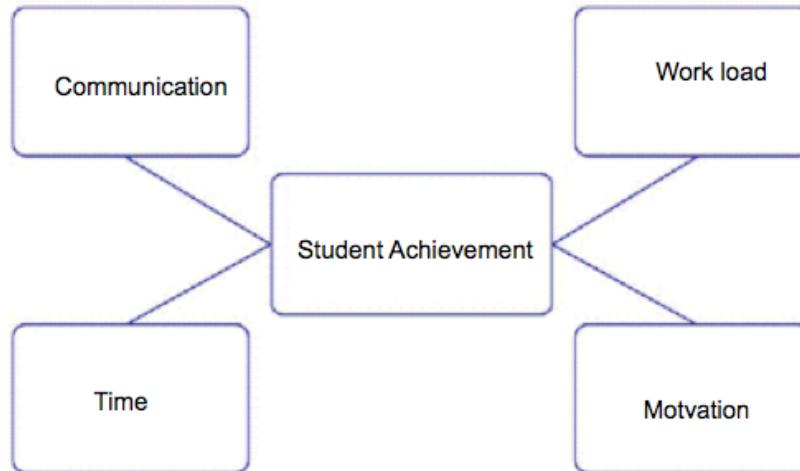
From the previous page, list possible research projects

1. A survey to question parents on their schedules and involvement in their child's school life.
2. A student survey to question the motivation level displayed at home in regards to school work completion.
3. Differentiation of homework assignment that can be due once a week as opposed to homework that is assigned on a nightly basis.
4. Parent and friend motivation in achievement of a student in school.
5.

Web these topics into a logical relationship using a Mind Map or a Concept Map:

NAME: Luz Casado

TOPIC: Student achievement and parent involvement



Very well done...

Select one idea to pursue in your research:

→ **The impact of student achievement in combination with parental involvement and encouragement.** Think about how you would measure parent involvement and encouragement...

Developing a Research Question

What problem (or issue) do you see with your students or their learning? Define.

→ One problem that is often seen in a World Language class is students not taking the subject seriously because it is not one of the major subjects they are enrolled in. Since most parents cannot help the students with the homework, it is usually not given a lot of importance as the student views it.

Very true!

Turn your problem into a question.

List your research question(s): If you have many ideas, narrow your focus and ask one or two research questions.

→ Does a student's achievement level depend on the motivation given by parents or peers?

How about is the student's achievement influenced by... What do you mean by motivation? What does it look like? Motivation is an outcome... maybe you need to think about actions parents do that result in a student's being motivated.... Weird semantics here, so you really need to clarify this.

Terms: Define the technical terms or specialized acronyms connected to your research question that will require a definition. Write term(s) below and define.

Achievement: something accomplished, especially by superior ability, special effort or great courage

Socioeconomic Status: An individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence. Sociologists often use socioeconomic status as a means of predicting behavior.

Reviewing the Related Literature

List the sources you have in an annotated bibliography. For this project you should have at least 6-10 sources, this means you should review 12 – 20 sources. You may use a chapter(s) from your textbook. Definition of annotated bibliography and examples (from OWL at Purdue):
<http://owl.english.purdue.edu/owl/resource/614/01/>.

Although your final project will include a standard reference list in APA Style, you will find that the annotated bibliography will help you organize as you write your review of the literature.

Annotated Bibliography

(Insert your Annotated Bibliography here)

Thinking and Planning... What other sources will you need to conduct your study? How will you locate them?

You need to keep an annotated bibliography with a short summary of what each citation is about.

Bhatti, M. T., & Qazi, W. (2011). Parental support, self-concept, motivational orientations and teacher-student relationship, and academic competence: an exploratory analysis. *Cypriot Journal of Educational Sciences*, 4, 203-214.

Discusses students GPA scores are higher based on parental support, clear self-concept, having a positive teacher- student relationship and strong motivation to succeed in school at different levels. States that "parental support is a combination of commitment and active participation on the part of the parent to the student."

Gould, J. A. (2004). Does it really take a village to raise a child (or just a parent?): An examination of the relationship between the members of the residence of a middle-school student and the student's satisfaction with school. *College of Education: Teacher Education Middle & Secondary Department*, 132(1), 28-38.

Provides research that illustrates that there is a relationship between parental involvement in education and student satisfaction in school activities at the middle school level. Results also showed that students who live with their biological parents have a higher level of satisfaction with school compared to those students who live with a single parent.

Larocque, M., Kleiman, I., & Darling, S. M. (2011). Parental Involvement: The missing link in school achievement. *Preventing School Failure*, 55(3), 115-122.

Describes that there is a negative correlation between parent involvement and student motivation along with parent involvement and student achievement all of which can be associated with the age of the student and their maturity level. Based on their age, for example students become more independent as they get older and parents are less involved this factor does not hinder student achievement.

Driessen, G., Smit, F., & Slegers, P. (2004). Parental involvement and educational achievement . *British Educational Research Journal*, 31(4), 510-532.

Discusses that it is an important strategy to have parents involved in the education of their children. The parent involvement should advance the effectiveness and improve the quality of education the child receives in the school. In involving parents more in their child's education, the ultimate goal is to have parent of disadvantaged groups and low SES improve the school career of students.

- George, D. D., & Danso-Mensah, D. K. (2010). Parental involvement in home work for children's academic success. A study in the cape coast municipality. *Academic Leadership Live: The Online Journal*, 8(2).
Describes that the purpose of the study is to investigate the extent of parental involvement in their child's homework assignments. Also to discuss the major challenges parents face when becoming involved in helping their children complete their homework assignment. All parents regardless of their economic status, race, and language can become involved in their child's school career by simply asking about school or attending a parent-teacher meeting.
- Larocque, M., Kleiman, I., & Darling, S. M. (2011). Parental Involvement: The missing link in school achievement. *Preventing School Failure*, 55(3), 115-122.
Presents various ways in which parents can become involved in their child's school life. Parental involvement is described as family involvement and it plays a very important role in creating a safe environment for their child. Family involvement also helps the family become better informed of the teachers' objectives and the needs of their children in the classroom.

Developing the Research Hypothesis

A simple question about the relationships between or among several variables (constructs) develops into a sense of the expected answer or a prediction of the expected relationship. It is written as an affirmative statement.

Research hypotheses are the specific testable predictions made about the independent and dependent variables in the study. Usually the literature review has given background material that justifies the particular hypotheses that are to be tested. Hypotheses are couched in terms of the particular independent and dependent variables that are going to be used in the study.

What is the Research Hypothesis:

→ **Parent involvement effects student achievement in school.** This needs to be clarified. Something like: Is there a correlation between (for example) parents spending at least 30 minutes a night discussing the work their child brings home for their World Language class and student performance.
Clearly define your dependent and independent variables. The dependent is the parent involvement.

What is the Null Hypothesis (dependent on the research methodology selected)?

→ **There is no correlation between student achievement and parent involvement in school.** Again, clarify...

What is the Alternative Hypothesis? (dependent on the research methodology selected)?

→ There is a correlation between student achievement and parent involvement in school.
Again, clarify...

Thinking Through What You Want to Study

What type of research is a match for your research question(s) and research hypothesis?

→ Action research is a match for my research question and research hypothesis.

**Reference Document: Choosing an Appropriate Method of Research
 Developing a Research Plan**

The Study Sample

Who will participate in the study?

→ Current 8th grade middle school students and their parents will participate in this study.

How many participants will be in the study?

→ There will be 100 participants in this study.

How did you determine the sample size?

→ I determined my sample size based on my student body.

What type of sampling will be used?

→ The type of sampling that will be used will be random sampling. ...or, you could use a sample of convenience, say two similar classrooms.

What number do you come up with? Are you using two groups of students? Are you using a control and an experimental group?

If using inferential statistics, what is the confidence interval? Is this sufficient?

Validity

How will you address **internal** validity? (The degree of confidence in concluding the causal relationship among the factors researched by eliminating the

alternative hypothesis)

→ I will address internal validity by having control of making sure my survey is not bias to the results intended to be the outcome. Reverse coding will control the questions on the survey. I will control for discriminative questioning.

What are the threats to **internal** validity?

→ The threats to internal validity include having specific criteria to indicate the time a parent spends with their student as opposed to a full time working parent. This will be defined in the survey and will be measure in time frames to ease the threats. Are you measuring how much time they spend with their children? For instance 0, under 30 minutes, 30-60 minutes, etc.) or are you just looking at whether they spend time with them at all?

External Validity: What is the extent to which research findings are generalizable to a broader group?

→ The extent to which research findings are generalized to a broader group because the sample is representative of the population. With this it can be generalized because it can relate to the population at large. What this is asking is does it apply to other schools in other parts of the country? I would say, "... it may not be generalizable..."

Data Collection Procedures

What type of statistical instrument will you be using in your study?

→ The statistical instrument that will be used in this study will be a survey/questionnaire. Type of questionnaire? Likert? Scale?

If you use a Likert scale, you could run the means, look for patterns, and analyze.

What is the manner in which your data will be collected and how often will data be collected?

→ Data will be collected on a 5-week basis. When students' progress reports are sent home for parents to sign, both parents and students will reflect on the involvement and encouragement provided by the parent in the time frame given.

Analyzing the Data

How will the data be analyzed?

→ The data will be analyzed with the use of charts and graphs in order to view the results in an organized manner.

How will you determine what these data suggest?

→ Based on the results, as a teacher I would use the data to get parents more involved in student's everyday educational routine and daily school life.

Application of the Findings

Who is the intended audience?

→ The intended audience will be the staff, administration, and parents. This presentation can be presented at a PTA meeting or an open house night where parents can observe the data and its results regarding involvement.

How might you plan to apply these data? What is your plan of action?

→ Depending on the results of the study, having workshops with parents and students to work out schedules and time management to help parents be more involved in their students school life.

References

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