

The Effects of Parental Involvement on Student Success

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## **Abstract**

The purpose of this study is to describe parent perceptions of school involvement with their ninth grade students. The tool used to measure involvement was the Parent Involvement Survey created by the researcher. The parents completed the survey electronically via Survey Monkey or using a paper and pen version sent home. This was a descriptive study, using the data collected in the survey to determine different levels of parent involvement by analyzing responses to the given prompts. Research in the area of successful types of involvement should continue given the various forms of parental involvement being used successfully in different schools across the United States.

## **CHAPTER I**

### **INTRODUCTION**

As an educator, to witness all of your students reach success in school is an ideal result of the hard work many of us put in day in and day out. In order for our students to be successful, there are different variables that must be taken into account and these can have the ability to help or hurt our students. Factors such as, level of rigor in class, educational accommodations, and opportunity for improvement, can all be taken into consideration. It can be said that one of the most important variables in a child's life is having parents who are involved in their education. According to Epstein (2007), "Educators at all school levels know that successful students- at all ability levels- have families who stay informed and involved in their children's education." (p. 16). Parental involvement is "defined by researchers as including both home-and-school-based activities, ...talking with their children, setting boundaries, helping with homework, communication with teachers, volunteering in classrooms, and attending school-sponsored events" (Ouimette, Feldman & Tung, p. 91-92).

Because parent involvement may increase student achievement and engagement, there are always efforts to increase the involvement of parents in and out of school and parent involvement is included in some reforms over the last two decades (Ouimette et al., 2006). Family and community involvement plans that focus around involvement can result in more participation from parents of all socioeconomic, racial, cultural and linguistic backgrounds. The focus for these parents is to become involved their children's conversations and choices about school and life after high school (Epstein, 2007).

Students are in school for most of their adolescent life, and while parent involvement will have an impact on a student's success throughout their entire educational career, parent involvement has been noted to diminish as their children move from elementary to secondary schools. One reason for this is that parents try to give their children more independence as they get older (Ouimette et al., 2006).

While research has found that parental involvement in schools can have a positive impact on their students achievement as well as positively impacting their attendance, enrollment, chances of graduation, and behavior attitudes (Hohlfeld, Ritzhaupt & Barron, 2010), there are also consequences of low parent involvement on students; it is evident that the other side of the argument shows that the obstacles are numerous and also substantial. "The families' socio-economical level (income, education level and parents' occupational stats) is strongly related to students' academic performance" (Moreira, Dias, Vaz & Vaz 2013 p. 118).

### **Statement of the Problem**

The purpose of this study is to describe parent perceptions of school involvement with their ninth grade students.

### **Operational Definitions**

*Parent Involvement* is defined as how frequently parents involve themselves in their student's education. Do they communicate with teachers, do they check Parent Connect, the online database where parents may check their child's grades via electronic gradebook, and if so, how frequently each week? Do they monitor students while they are doing homework, do they check their students homework for completion?

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

Parent involvement is a facet of education that is important without being promoted every day. Research has found that parents that are involved in schools can have a positive impact on student achievement as well as impacting attendance and enrollment, chances of graduation, and behavior attitudes (Hohlfeld et al., 2010). With indicators such as these it is important to understand exactly what parent involvement can look like in regard to student success in addition to any obstacles that may hinder involvement and what strategies can be used to improve parent involvement.

This review of the research literature opens with a section focusing on parent involvement. Because parent involvement can vary, section two will focus on the different types of parent involvement that are seen in schools. Section three details obstacles that can occur when trying to encourage parents to be more involved in schools. Section four will cover what student success can look like when combining it with parent involvement and lastly, section five will describe different strategies to improve parent involvement in schools.

#### **Parent Involvement**

Parent involvement is defined by researchers as “including both home-and–school based activities, such as talking with children, setting boundaries, helping with homework, communicating with teachers, volunteering in classrooms, and attending school-sponsored events” (Ouimette et al., 2006). The scope of how parents can be involved in their students’ education is varied. Something as simple as asking them how their day went can be considered an active approach to involvement. A minimally involved parent can be a parent who actively

engages at home, supervises schoolwork and initiates interaction with teachers (Henderson & Mapp as cited in Dorfman & Fischer, 2002). Research has shown that family involvement programs or plans can have a positive result when it comes to socioeconomic, racial, and cultural backgrounds becoming involved with their children in discussions and, more importantly, decisions about school and plans for further education and job training. The worry is that without these types of programs, there are many students left without a complete support system when it comes to matters about school (Epstein, 2007). Due to the fact that parent involvement can be placed within a wider scope of participation in a student's life, it should be understood that each student's individual experience with school requires an open mind as to how much their success can be attributed to how much their parents were involved.

A student is in school for most of their adolescent life, and while parent involvement will have an impact on a student's success throughout their entire educational career, parent involvement has been noted to diminish as the students move from elementary to secondary schools. One reason for this is that parents try to give their children more independence as they get older (Ouimette et al., 2006). When you create a familiar environment with parental support, it can promote children's and adolescent's development (Conger & Donnellan, 2007 cited in Moreira et al, 2013). By getting more involved in the academic development of their children, parents can promote positive contexts of learning that facilitate the mastery of setting structured goals (Sideridis, 2005, cited in Moreira et al, 2013).

### **Types of Parental Involvement**

Parent involvement comes in different shapes and forms. The views parents have on their role as well as their beliefs and behavior are all influences on a child and on all aspects of the style of parenting (Ginsburg & Bronstein, 1993 cited in Hoang, 2007). Student led

conferences can benefit students by giving them the chance to practice real-life skills that are important for social and professional growth, for example, organization, communication and leadership. Using these conferences can help students become self-reflective learners and show them how to set realistic goals for themselves (Kinney, 2005).

The blog-based parent approach also showed findings that clearly demonstrates how BPIA supports and strengthens parent involvement in students (Ozcinar & Ekizohglu, 2013). BPIA, or “Blog-Based Parent Involvement Approach” was designed to improve parental involvement in the school within which the researcher practices. Designed as action research because it combines research and action and makes it easier to translate research findings into practice” (Ozcinar et al., 2013 p. 2). Using student-led conferences is a method that incorporates parents in a meaningful way. The students are in charge of the preparation and execution of these parent-teacher-student discussions, using the teacher as a facilitator. The student writes a letter beforehand to open up the discussion and from there they share samples from each of their classes, demonstrating areas of strength and weakness and where they can grow. As a team, the parent and the student then work together to establish goals for the future (Kinney, 2005).

Studies have shown that there are barriers to effective involvement for parents in education that includes a lack of school-to-home communication (Ozcinar et al., 2013). In order to involve parents in a meaningful and productive way in the schools, the parents themselves have to be capable of independence in their own right. Often it seems that the children we teach can't be successful in the classroom because they are too busy at home taking care of their families and being that bridge between cultures. In one approach called the Community Schools, they give access to job-training workshops and programs related to school curriculum and issues like drugs and gangs. The Community Agenda focuses on improving lives and achievement rates

of youths that may be struggling and in turn provides services to families (Gilroy, 2011). “It does so by involving a broad range of community-based education, health, social service, higher education, and parent-focused organization in the word of educating young people” (p. 49). The idea is that community schools can help students who, in many neighborhoods, need various support systems to address factors like difficult family circumstances, poverty, and health problems.

### **Obstacles**

Despite the benefits that are well known when it comes to parent involvement and the education of children, research indicated that it is difficult to effectively involve parents (Ozcinar et al., 2013). Similar to the fact that there are a wide range of types of parent involvement, it is evident that the other side of the argument shows that the obstacles are numerous and substantial. “The families’ socio-economical level (income, education level and parents’ occupational status) is strongly related to students’ academic performance” (Sirin, 2005 cited in Moreira et al. p.117). This is an obstacle that has many faces when you try to tackle an issue like poverty in a student’s life. There is only so much that educators and schools can do when it comes to providing accommodations in all forms for students who live in poverty. There is a clear relationship between socio-economic status and parental involvement and while it is mediated by other factors the importance of having family involved in academic performance is confirmed in various cultures (Ferguson, 2005; Stewart 2006; Stolz et al., 2004 cited in Moreira et al., 2013).

There may be other obstacles that are affected by social differences. Schools that contain a large population of low income students report difficulty in engaging significant numbers of their parents in the school community. Issues like this can be attributed to several reasons. One reason can be because there aren’t many opportunities that welcome parent involvement. “High

schools also provide fewer involvement opportunities and communicate less about them than do elementary schools” (Vaden-Kiernan & Chandler, 1996 as cited in Ouimette et al., 2006). In addition to this roadblock, due to social and cultural differences among parents and teachers, there may be miscommunication about what is believed to be appropriate involvement in their children’s education.

### **Student Success**

Parent involvement is not the only attribute to the success of any single student and more often than not there may be challenges for these students that outweigh the scaffolds in their life. We as educators must appreciate the knowledge that many of our students can be going through struggles of all kinds that can have an impact on their motivation to succeed, therefore affecting their academic performance “Students often come to school with emotional and physical needs that can affect academic achievement and pose challenges for schools” (Gilroy, 2011, p. 50). Sometimes these needs are ones that cannot be met by a teacher within a ninety minute English class and sometimes the location of the schools and community are influential. Dropout rates and below-grade-level performance is an issue that rural schools face in English and Math, although to a lesser degree than urban schools.

Factors that motivate students can be considered one of the greatest predictors of academic performance (Covington 2000 cited in Moreira et al., 2013). Studies have been accumulating that show the relationship between family involvement and student success.

Additionally the research has found that secondary educators feel a responsibility for helping develop goal-linked partnership programs that reach all families in order to help students succeed (Epstein, 2007). Parents who actively try to get involved are curious to learn multiple

avenues that they can take to guide their students along in schools. According to Epstein's report:

Most say that they want and need more information about adolescent developments, middle level and high school programs and options, graduation requirements, college and career planning, and community programs for teens. They want to know how to help their teens develop their talents, meet high school requirements, and plan for the future. (Epstein, p. 16)

Actions plans can also be linked to student success. These plans link family and community involvement to the school improvement plans and subsequently, goals for increasing student learning and development. The idea is that by writing the plan and then implementing the activities, the team can be sure that the teachers are getting the help they need to help the students reach important goals.

While parent involvement is not a black-and-white concept, student success is a little easier to pin down. The most common measures that are used to define student success are school adjustment, vocabulary, reading and language skills, and social and motor skills. Of course these are not the only measures that can be used and for school-aged children, the common measures reported are report cards, standardized tests, GPAs, and enrollment in advanced courses. Also included in these measures are attendance, graduation, and grade-level performance.

## **Strategies to Improve Parent Involvement**

There are numerous benefits from encouraging parent involvement. When trying to determine which strategy best fits a school, looking at the demographics and the community cultures that are prevalent is a key component. Implementing partnership programs in middle and high school is a strategy that can better improve involvement of parents and success of students. The four key components that can make up a partnership plan are: (1) The action team. An action team can consist of community partners, parents, educators, and sometimes students to serve on a committee responsible for improving the program for family and community member that are linked to it. (2) The activities involved in the framework that all combine to help parents become involved in a number of different ways. (3) The action plans. Action plans are written annually and utilized by the family and community as a link to the improvement plan of the school (4) The evaluation aspect that document and tests the quality of activities that are implemented in order to continually improve the program each year (Epstein, 2007). This improvement plan is constructed to reach every aspect of a relationship that students and their families should have with the schools and the community. This strategy has strong structure and a constantly changing approach as to how to reach out to all the people involved. This is the most important aspect of the strategy because it takes into account the constant shift in society and technology that is a huge part of the world we live in now.

Another strategy can be correlating school-based parent interactions with home-based parent support for their children's education. This is important because the attitude a parent may have toward school and their roles are usually formed by a variety of factors, such as their culture, prior experiences, and time available to be involved (Ouimette et al., 2006). The Boston Arts Academy built their program to help all parents feel welcome and comfortable enough to

engage in activities and voice their opinions to staff. They employ a full-time Family Coordinator who acts as liaison between parent and school, working with them throughout the enrollment of their child. The Coordinator is also a representative for families on school teams, providing a parental perspective on decisions made in the community.

The partnership programs that middle and high schools can implement can benefit more students than just those whose families become involved. (Epstein, 2007). When looking at benefits that stem from involvement:

Studies confirm that when families are involved, more students earn high grades in English and Math, improve their reading and writing skills, complete more course credits, set high aspirations, have better attendance, come to class more prepared to learn, and have fewer behavioral problems (Catsambis & Beveridge, 2001; Hill et al., 2004, Simon, 2004 as cited in Epstein, 2007, p.18).

Based on these findings, improvement plans and programs can result in more parents becoming involved with their teen in, not only discussions, but decisions about school and planning for college and career training. The importance of this strategy is that it helps students by creating a support system on topics about school (Epstein, 2007).

### **Summary**

Parent involvement is crucial to overall success for students, not only academically but for success throughout life. Through the use of early implementation in the elementary to early middle schools, teachers and schools can work together with parents and communities to help nourish a positive and productive relationship that includes all aspects of a child's learning and

life inside and outside of school. It is important that everyone involved approach this challenging task with an open mind and a willing approach.

## **CHAPTER III**

### **METHODS**

The purpose of this study is to describe parent perceptions of school involvement with their ninth grade students. A survey used was designed to describe how often and frequent parents of ninth grades students were involved in their children's learning in this descriptive study.

#### **Participants**

The participants are students enrolled in the ninth grade at a high school in Maryland. The school had 1,883 students enrolled for the 2013-2014 school year. The demographics for the school are varied. Enrolled during the 2013-2014 year included 80 Asians, 462 Black/African Americans, 132 Hispanic/Latino, 1132 White and 66 consisting of two or more races. There are 1027 males and 856 females. The attendance rate is 91.6 percent. The percentage of 504 and FARMS students is high, at 92.2% and 90.0% respectively. The school has three different special programs, STEM, AVID, and IT3. SAT's are administered throughout each school year and the registration is open to all students in the county. There are over 20 AP classes given at the school in a variety of subjects. Typically, students in the ninth grade year are only eligible to take AP courses in Human Geography, Biology and Technology Education.

The students were taken from five ninth grade level English classes. Three of the English classes were honors level, one was standard level and one was co-taught. The researcher sent home surveys with 75 honors students, 21 standard students and 21 co-taught students.

## **Instrumentation**

A survey was created to determine the level of parent involvement for the chosen focus group. The survey was created using SurveyMonkey, an online tool for creating original surveys or for locating previously made surveys. There was also a paper version of the survey used and the results were tallied manually. The survey focused around questions pertaining to the level of involvement the parent had at their child's school as well as their views on the responsibilities that are involved in school related issues and their child's success. A copy of the Parent Involvement Survey is attached as Appendix A.

The questions the researcher used were created using individual observations as an educator in the research school. Additional questions were selected from the survey builder tool from SurveyMonkey (2014). No pilot was done in order to determine whether parents could understand it. A copy of the Parent Involvement Survey is attached as Appendix A.

## **Procedure**

The researcher sent a letter home via students asking the parents to complete the survey. In the letter, the researcher described the purpose of the study and notified the parents that their responses would be confidential and anonymous. On the letter was a link where they could locate and complete the survey. Additionally, the researcher included a paper version of the survey to accommodate parents who did not have access to computers or the internet. The letters were given to the students who were told they would receive extra credit points on an assignment as incentive for them to remember to give it to their parents when they went home. The students were to bring a signed portion of the letter back to school with their name on it in order to receive the extra credit points.

The researcher collected 36 paper versions of the survey and 10 online versions. The surveys were collected from April until June of the school year. As the students returned the paper and pen version, the researcher tallied the results on a master copy and disposed of the parent version to maintain anonymity.

## CHAPTER IV

### RESULTS

The purpose of the study was to describe parent perceptions of school involvement with their ninth grade students. The levels of parent involvement were obtained through a survey used and designed to determine how often and frequent parents of ninth grade students were involved in their children’s learning.

The responses to the Parent Involvement Survey were tabulated and the percent of parents choosing each response was calculated and entered into Table 1.

**TABLE 1**

Questions	Answer Choices	%	#
1. How often do you meet in person with teachers at your child’s school? (SurveyMonkey, 2014)	Almost never	<b>50%</b>	<b>23</b>
	Once or twice per year	<b>43%</b>	<b>20</b>
	Every few months	<b>2%</b>	<b>1</b>
	Monthly	<b>2%</b>	<b>1</b>
	Weekly or more	<b>2%</b>	<b>1</b>
2. In the past year, how often have you helped out at your child’s school? (SurveyMonkey, 2014)	Once or twice	<b>80%</b>	<b>37</b>
	Every few months	<b>8.7%</b>	<b>4</b>
	Monthly	<b>4.3%</b>	<b>2</b>
	Weekly or more	<b>7%</b>	<b>3</b>
3. In the past year, how often have you visited your child’s school? (SurveyMonkey, 2014)	Once or twice	<b>52%</b>	<b>24</b>
	Every few months	<b>28%</b>	<b>13</b>
	Monthly	<b>9%</b>	<b>4</b>
	Weekly or more	<b>11%</b>	<b>5</b>
4. Who is primarily responsible for making sure that a child reviews and corrects school-related work? (SurveyMonkey, 2014)	School	<b>20%</b>	<b>9</b>
	Parents	<b>52%</b>	<b>24</b>
	Children	<b>28%</b>	<b>13</b>
5. How frequently do you monitor your child doing homework after school and on the weekends?	Once or twice a month	<b>15%</b>	<b>7</b>
	Weekly	<b>26%</b>	<b>12</b>
	Few times w eek	<b>22%</b>	<b>10</b>
	Every day	<b>37%</b>	<b>17</b>
6. Please check the box that describes your child’s English class level.	Honors level	<b>70%</b>	<b>32</b>
	Standard level	<b>28%</b>	<b>13</b>
	Daily co-taught level	<b>2%</b>	<b>1</b>
7. Do you believe that your involvement is directly related to the overall success of your child’s academics?	Yes	<b>96%</b>	<b>44</b>
	No	<b>4%</b>	<b>2</b>

The results were obtained by parents completing a Parent Involvement Survey online, using SurveyMonkey and a paper version that was included in a letter sent home. When asked how often parents met in person with teachers, an overwhelming majority answered almost never or once or twice per year, fifty percent and forty-three percent respectively. The responses of every few months, monthly, and weekly or more each had two percent. Eighty percent of parents say they have helped out at their child's school this year at least once or twice and the other twenty percent of responses were every few months at nine percent, monthly at five percent and weekly or more at six percent. Fifty-two percent of parents say they have visited their child's school once or twice this year, twenty-eight percent said they visit every few months, nine percent say monthly and eleven percent said weekly or more. When asked who parents felt was primarily responsible for making sure that a child reviews and corrects school-related work, fifty-two percent of parents believed the responsibility fell on them, while twenty percent felt the school had the job and twenty eight percent believed children should be mostly responsible. Monitoring students doing their schoolwork at home at night and on weekends was a question whose numbers remained close to each other in response. Fifteen percent monitored once or twice a month, twenty six percent monitored weekly, twenty-two percent said they monitored a few times a week and thirty-seven percent monitored their child's work every day. When asked if parents believed that their involvement was directly related to the overall success of their child academically, an overwhelming ninety-six percent said yes while only four percent disagreed.

## **CHAPTER V**

### **DISCUSSION**

#### **Implications of the Results**

When looking through the results of the survey, it is clear that parents have a clear stance on involving themselves in every day happenings of their child's school, which is to say that they do not feel that being a presence there and involving themselves in the school community in any capacity is of importance. On the contrary, they do seem to believe that their involvement at home, using monitoring and assistance for their children is the most that they should be doing to involve themselves in their child's learning. It is important to understand that parents do seem to understand that their involvement, in one way or another, is a crucial aspect of how successful their children can be in school. It is also important to look at the results in regards to who they felt was primarily responsible ensuring work was reviewed and corrected.

The response to the question regarding who is primarily responsible for of ensuring work is reviewed and corrected implies that there is disconnect in communication between the school and the parents over who is responsible for what. The survey indicates that 48% of parents believe that any activity that is involving school should be monitored by the teacher or the student. While many students may place the blame of their failures or credit of their successes on other stakeholders, teachers hope that while they do as much as they can during the school day, parents are willing and able to help out when their child is at home.

The research high school has a great sense of family inside the building, and while teachers take pride in their jobs and in the successes and hard work of students, what is lacking is the physical involvement of the parents. Going back to the survey, many parents are active in their child's learning on the periphery, but not enough of the population spends time meeting

with teachers and staff or volunteering at school events. While this conclusion is clear from the data, it does not match up with their sense of responsibility in their child's success.

### **Connections to Prior Research**

By creating a stronger parent connection, we may be able to create a culture in the school and outside of it that promotes more involvement by students and families. The Boston Arts Academy is an example of a school that works towards extensive parent involvement:

It engages a vast majority of its parents in school-based activities through multiple entry points, a welcoming school environment, and frequent communication among staff and parents. By focusing on building a diverse, inclusive culture and encouraging parent to take part in the school community ...engages parents with varied prior experiences and disposition toward involvement” (Ouimette et al., p. 91).

The key to more successful parent involvement can be to create that welcoming environment for family at the school, but opening lines of communication early in the school year can be crucial as well. Creating this family connection should be done early for secondary students. Knowing that students will be entering high school which can bring many new and, sometimes terrifying, difficulties along with it, the middle school years would be a great time to begin connections with families to extend into the high school. Epstein (2007) writes that “Educators at all school levels know that successful students- at all ability levels- have families who stay informed and involved in their children's education. Yet many middle level and high school teachers report that the only time they contact families is when students are in trouble”

(p. 16). What teachers can do to improve this type of involvement and investment is to contact parents as often as possible, especially to commend students. Inviting parents to come and observe classrooms is also a good way to get them involved.

Going back to the research completed for the purpose of this study, the benefits of parents' involvement are clear "When middle level and high schools implement partnership programs, more students benefit than just those whose families become involved" (p. 18). This could be because the students may understand that their successes and failures are not theirs alone and that there are supports all around them for whatever help they may need. The obstacles that are prevalent at the research high school are the same obstacles of any low income community; "Many schools with large populations of low-income students or students of color report difficulty in engaging high numbers of their parents in the school community" (Ouimette, et al., 2006, p. 92). The reasons stated for the Boston Arts Academy collaboration are the same as what happens in the selected research school, which is to say that parents may not feel that they have that many opportunities to feel or to be involved in the school community as well as miscommunications about what the stakeholders believe is appropriate when it comes to the amount of parent involvement (Ouimette et al., 2006).

### **Threats to Validity**

Confidentiality was a threat to validity due to the fact that many parents may have been hesitant to fill out a survey regarding how much they involve themselves in their children's learning. This could be because they may not think they do enough, but don't want others to judge them by learning this. When given the survey, the students notified their parents that the surveys would be confidential and anonymous. This was meant to help the parents feel more

comfortable filling out the survey, but hindered the researcher because it was difficult to gauge how a specific student's performance matches up with a specific parents responses.

The students who brought the survey back were rewarded with extra credit added on to an assignment for their marking period. There is always that chance that a student checked off boxes and handed it back in simply on their own without telling their parents of the survey.

One of the options when planning the research was to individually contact parents at home or at work and give them the information necessary for them to complete the survey online. This was not feasible because so many of the population do not have working numbers, English-speaking parents, or even parents interested in completing a survey that had no significance for their child's school at all. Even with sending the letters home and reminding the students frequently, only 39% of the population of the students in the researcher's classes returned the completed survey. The validity of the survey was also threatened because the focus group was all ninth grade students, which only represents a fraction of the entire student population.

An additional threat was that many of the parents of ninth grade students also have students in upper levels. There are always cases where one student may be more active in the school and have high standards for their learning while their sibling is the opposite. Many parents may involve themselves more or less with each individual child on a need-to-know basis.

### **Implications for Future Research**

Having reviewed the available literature regarding parent involvement, there are still unanswered questions regarding the topic. It is obvious that parents know their involvement is important and an indicator of the success of their child, but what can we do as educators and

schools to ensure that we get the maximum amount of buy-in from parents and students alike? Additionally, while most of the parents who completed the survey agree that their involvement is a large indicator of success, why are they not doing more about their active involvement in their child's school? A suggestion for future researchers in this area would be to begin their research at the beginning of the school year, while also getting to know the parents of their students. By reaching out early and communicating the ultimate goal, it may prove to be a more sufficient way to get answers to the questions and be able to correlate those answers with specific students. In addition, if this study was done in the beginning and then the end of the school year there would be an opportunity to see if there is a change in the ways in which parents are involved in their child's schooling.

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## Appendix A

### Pen and Paper Version

Directions: Please place an X in your chosen box.

1. How often do you meet in person with teachers at your child's school?

- Almost never
- Once or twice per year
- Every few months
- Monthly
- Weekly or more

2. In the past year, how often have you helped out at your child's school?

- Once or twice
- Every few months
- Monthly
- Weekly or more

3. In the past year, how often have you visited your child's school?

- Once or twice
- Every few months
- Monthly
- Weekly or more

4. Who is primarily responsible for making sure that a child reviews and corrects school-related work?

- School
- Parents
- Children

5. How frequently do you monitor your child doing homework after school and on the weekends?

- Once or twice a month
- Weekly
- Few times a week
- Every day

6. Please check the box that describes your child's English class level

- Honors Level
- Standard Level
- Daily co-taught level

7. Do you believe that your involvement is directly related to the overall success of your child's academics?

- Yes
- No