THE RELATIONSHIP OF PARENTAL INVOLVEMENT AND LATINO STUDENTS

ACADEMIC ACHIEVEMENT, ABSENTEEISM, AND BEHAVIOR


by


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**Dedication**

I am greatly indebted to the support of my family and friends in the pursuit of my doctoral degree. Without their understanding and encouragement, I could not have made it thus far. It is with their help and understanding that I was able to focus and see the end of this long journey. At times it seemed impossible and endless, but with their support and care I was able to make it to the end.

I will forever be grateful for their words of wisdom and complete support to help me pursue one of my lifelong goals. I am extremely proud to be the first of our generation to complete a doctoral program, and hope that upon the completion of this that our future generations will continue to strive for something more.

I first and foremost thank my parents for giving me the courage and strength to continue to pursue my passion of education. Without the powerful words of my father and the encouragement that always pushed me to go for my dreams, this accomplishment would have never been thought of. The tremendous strength my mother gave me also allowed me to push through during so many late nights when I wanted to just give up. A huge thank you to both of my parents for instilling in me the value of education and impact it can have on your life.

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ABSTRACT

THE RELATIONSHIP OF PARENTAL INVOLVEMENT AND LATINO STUDENTS

ACADEMIC ACHIEVEMENT, ABSENTEEISM, AND BEHAVIOR

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University of Houston-Clear Lake, 2020

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The purpose of this study was to examine the relationship between Hispanic parental involvement and Hispanic students' academic achievement, absenteeism, and behavior. Fifth grade parents from four elementary schools in a large urban school district in southeast Texas were solicited to complete the PASS survey. Upon completion of the survey, student standardized test scores for fifth grade 2018 State of Texas Assessments of Academic Readiness, behavior records, and average daily attendance percentages were collected from archived campus and district data. The data was analyzed using Pearson correlations to determine whether a statistically significant relationship exists between parental involvement and fifth grade academic achievement, behavior, and attendance. Campus administrators were also invited to participate in semi-structured interviews. Findings indicated that a relationship exists between parental involvement and student behavior. However, no relationship was found to exist between parental involvement and student academic achievement or student attendance. Results also showed that

administrator perceptions in parental involvement did influence the parental involvement

programs held on campuses.

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CHAPTER I:

INTRODUCTION

The number of Hispanic students has tripled in the past thirty years and according to recent predictions over one-fourth of K-12 students in 2030 will be Hispanic (Gibson, 2002; Smith, Stern, Shatrova & 2008). Hispanic students are also recognized as the second fastest growing minority in the United States (U.S) (U.S. Department of Education, 2013a). Government reports and research identify one student group at an educational disadvantage in the United States,Hispanic children (Brown, Graves, Bradbury, Burke, & Triest, 2017). With a population increasing so rapidly, parents and educators need to know how to address the needs of this high growing student population group (Espinoza, Lulenburg, & Slate, 2011). In the past two decades, a majority of research and policy-making has been dedicated to improving and increasing parent involvement in schools (Domina, 2005; Hemmerechts, Agirdag, & Kavadias, 2016). Green, Walker, Hoover-Dempsey, and Sandler (2007) agree that parental involvement has been believed to be associated with a range of enhanced school outcomes for elementary, middle, and high school students.

Parental involvement has also given positive indicators towards achievement and the development of student attributes that support achievement including, self-efficacy for learning, perceptions of control over school outcomes, and self-regulatory skills (Green, Walker, Hoover-Dempsey, & Sandler, 2007). Research shows consistently that parent involvement is imperative in children's education (Gaitan, 2012; Hattie, 2009; Hornby & Lafele, 2011). Yet, the struggle continues when not being able to meet the needs of the growing Hispanic student demographic. According to Domina (2005), it is imperative to learn how to increase involvement in parents' participation in their child's schooling. Hispanics have higher high school dropout rates and lower high school

completion rates than White and Black students combined (Antrop-Gonzalez, Garret, & Velez, 2010). Furthermore, Hispanic students' academic struggles have resulted in an achievement gap with White and Asian American students that persist year after year (Espinoza et al., 2011). In order to change this reality, there is a need to determine the ways to impact the Hispanic population before it gets any worse. If nothing is done to address this negative phenomenon, the life chances of students from this ethnic group will continue to diminish (Antrop-Gonzalez et al., 2010). In that direction, the present study will contribute with the literature in regards to the potential impact that the parental invovlement of Hispanic students may have on academic achievement, absenteeism, and behavior.

## The Research Problem

Hispanic students are one of the largest and fastest growing ethnic groups attending public schools in the U.S. today (Espinoza, Lulenburg, & Slate, 2011). For that reason, it is imperative to know how to contribute and help promote that particular demographic student success. Zarate (2007) describes that parental influence in the form of parental involvement is presumed to play a role in molding students' educational experiences. He further explains that many schools are lacking clear organizational goals and suggestions on how to best incorporate parental involvement in schools. Parental involvement has two specific categories, academic involvement and life participation (Zarate, 2007). Researchers believe that family background can impact successful school outcomes (Weiser & Riggio, 2010). Research further describes that parental involvement has positive effects on student attitudes and social conduct (Cotton & Wikelund, 1989). It is important to determine what attributes of parental involvement within Hispanic students in order to increase student achievement.

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With fast growing population such as Hispanics some consequential questions araise in terms of how education plays a role in student success.. One of the missing pieces in educational equity in reference to educational achievement is parental involvement (LaRocque et al., 2011). Active involvement is more beneficial than passive involvement; however, involvement is better than nothing at all (Cotton & Wikelund, 1989). Parental involvement is constantly being observed and monitored to see just how it impacts Hispanic students' motivation to do well in terms of academic performance. Domina (2005) agrees that increasing parental involvement is one of the six goals that drove Bush's administration to the No Child Left Behind law. Throughout the country, parental involvement initiatives have been important to state and district wide restructuring efforts (Domina, 2005). The more parents are involved in their children's learning, the more positive the achievement effects will be (Cotton & Wikelund, 1989).

Studies have indicated that the strategies currently being used for parental invovlementdo not have a direct impact on student educational outcomes (Domina, 2005). Dauber and Epstein (1989) state that parental involvement is crucial for children's learning, attitudes towards school, and ambitions. Sui-Chu and Willms (2000) describe the association between student performance and parent's backgrounds as contributing factors on the different levels of parental involvement in school related events. Studies have continued looking at the different roles that parents can play in school involvement. Domina (2005) used a National Longitudinal Survey to look at the relationship between six forms of parental involvements and two specific outcomes of children's cognitive achievement. Zarate's (2007) sample included interviews with teachers, counselors, and school administration.The study identified parental involvement as an expectation if educators were interested in increasing parental involvement in their schools. Jeynes (2015) agrees that the misunderstanding contributes to a limited amount of knowledge of

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which aspects of parental involvement help student's education and what parts of the involvement are the most important to positivly impact student outcomes. The present study will serve as a contribution to the discussion of parental invovlement and the impact that it has on Hispanic student achievement, behavior, and absenteeism.

## Significance of the Study

By focusing on specific parental involvement factors and their effects on student academic achievement, educators as well as parents can learn what factors help to contribute to Hispanic student's academic achievement.  Parents and caregivers are children's first and most influential teachers (LaRocque, Kleiman, & Darling, 2011). Borrero (2011) agrees, families' support for students gets them to where they are and want to be. By determining the parental invovlement factors educators can teach and help to influence parents in the particular aspects of their child's education. Sui-Chu and Willms (2000) state that if certain parental strategies are used, it can help to improve school outcomes and reduce the inequalities within students with different social class backgrounds. The growing Hispanic student population is continuously underperforming compared to others. There is a strong need to better serve this group of students.

## Research Purpose and Questions

The purpose of this study is to examine the relationship and effective behaviors between Hispanic parental involvement and Hispanic students' academic achievement, absenteeism, and behavior. The following research questions will guide this study.

1. What relationship, if any, is there between parental involvement and students' academic achievement?
2. What relationship, if any, is there between parental involvement and students' absenteeism?

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3. What relationship, if any, is there between parental involvement and student behavior?

4. What are the perceptions of school administrators and the influence that parent involvement has on student's academic performance, absenteeism, and behavior?

**Definitions of Key Terms**

The following are the definitions for the key terms used throughout this dissertation:

*Academic Achievement:* Student's performace on State of Texas Assessments of Academic Readiness and student's average scores

*Academic Involvement:* Activities that are associated with homework, educational enrichment, and academic performance (Zarate, 2007)

*Attendance:* PEIMS data collected on individual students (Sheldon & Epstein, 2002).

*Behavior:* Behavior referrals reported on individual students (Kaufman et al., 2010)

*Family involvement*: Parents' or caregivers investment in the education of their children (LaRocque, Kleiman, & Darling, 2011).

*Hispanic:* Persons of Cuban, Mexican, puerto Rican, Souterhn or Central American or other Spanish culture or origin regardless of race (Smith, Stern, & Shatova, 2008).

*Life Participation:* ways that parents provide life education and were holistically integrated into their children's lives in school, as well as away from it (Zarate, 2007).

*Parental Involvement*: Parental involvement is defined as parental participation in the educational processes and experiences of their children (Jeynes, 2007)

*Parents and School Survey (PASS)*: The survey was developed t oprecisely measure a parent's participation in their child's education (Ringenburg et al., 2005).

**Conclusion**

Desimone (1999) argues a focus in education at the local, state, and national level include strategies that will improve parental involvement. If educators can learn what specific parental involvement strategies promote student academic achievement, schools can then do their best to advocate and incorporate those activities for the students. By identifying the best strategies for student academic achievement schools and parents will be able to do more for their children and help make the positive impact that is needed to make the drastic change for the rapidly growing Hispanic student population (Plata, Williams, & Henley, 2017).

Cotton and Wikelund (1989) describe that underprivileged students have the most to gain from parental involvement programs. Greater levels of parental school involvement correlate to higher levels of academic competence and a similar impact to student academic self-efficacy. Furthermore, Weiser and Riggio (2010) argue that by parents believing in their child's abilities, children believe in their own ability to succeed in the academic world. This chapter presented a need for the current study to support Hispanic students. The growing student population and underperfoming scores have yet to show a dramatic increase which cause the need to make a change. Key factors have been proven to make positive changes for students including parental invovlement. In the next chapter, an overview of previous research will be introduced to further show the need of parental invovlement and how it can impact Hispanic students.

CHAPTER II:

REVIEW OF THE LITERATURE

The purpose of this study is to examine the relationship between Hispanic parental involvement and Hispanic students' academic achievement, in order to determine the overall best methods to involve parents in students' academic success. This chapter will focus on parental involvement among Hispanic students and how parental involvement makes an impact towards students' academic achievement. To address this area, the literature review focused on: (a) Hispanic students (b) parental involvement, (c) academic achievement, (d) student attendance, and (e) student behavior.

**Hispanic Students and Student Achievement**

The Hispanic population is one of that is continuing to grow in America's schools today. Hispanics now make up the numerical majority of students enrolled in public schools (Nino, 2014). The Hispanic population continues to be the fastest growing ethnic group in the U. S. (Garrett, Antrop Gonzalez, & Velez, 2010). Unfortunately, inequalities in education for Hispanics are disturbing (O'Donnell & Kirkner, 2014). Hispanics have consistently lagged behind all other groups in terms of educational achievement (Garrett, Antrop Gonzalez & Velez, 2010). Hispanics are defined as persons of "Cuban, Mexican, Puerto Rican, Southern or Central American or other Spanish culture or origin regardless of race (Smith, Stern, & Shatova, 2008). There is an educational crisis that is besetting Hispanic students, particularly those of lower socioeconomic status that has reached pandemic proportions (Garcia-Reid & Reid, 2009). Hispanics are currently overrepresented in low income societies, and about 35% of the Hispanic populations are living below the poverty line (O'Donnell & Kirkner, 2014). Due to such poverty, Hispanic students are consistently attending underperforming schools and schools are unable to provide Hispanic students with the support for them and their families

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(O'Donnell & Kirkner, 2014). Without Hispanic students having an opportunity to attend higher performing school's dropout rates and low performance will continue to be what we see for Hispanic students.

In an effort to determine if pre-service teachers' belief's negatively influenced students' academic achievement, Plata, Williams, and Henley (2017) analyzed the perceptions of prospective teachers enrolled in teacher education courses. The study focused on teachers' reflection of the most influential factors negatively impacting African American, low income Anglo, and Hispanic student's academic achievement. Teachers were each given a single page survey to respond in reference to each student group, with exception of an additional factor for Hispanic students including Spanish language. The study pointed out that pre-service teachers believe that lack of English language significantly influences Hispanic students' academic achievement in comparison to the other demographic groups. Prospective teachers will need to continue to learn and change their naïve beliefs about factors negatively influencing culturally diverse students' academic achievement (Plata et al., 2017). The study further supports the need for teachers to be culturally aware and know how to successfully support the academic needs of Hispanic students.

In a compelling study looking to analyze the relationship between school size and Hispanic student performance, Zoda, Slate, and Combs (2011) conducted a multivariate analysis of variance examining five years' worth of Texas Assessment of Knowledge and Skills (TAKS) data. The study used data collected from the Academic Excellence Indicator System (AEIS) reports from 2003 to 2008. The study categorized schools into three variables including very small, small, and large to determine if school size had an impact on Hispanic student performance on the reading, mathematics, and writing TAKS assessment. The data revealed higher passing rates on the TAKS reading and writing

examination for large schools compared to very small schools. However, the passing rates of Hispanic students in very small schools showed no difference to Hispanic students enrolled in large schools in the content area of mathematics. This study creates an evident connection to school size and how it impacts Hispanic students' academic achievement. Hispanic student enrollment is projected to increase as the year's progress which emphasizes the importance of optimum school size and the importance of meeting the diverse needs of the school communities.

In a similar study analyzing Hispanic student achievement, Desimone (1999) conducted research comparing the effects of parent involvement across racial and income groups to examine how alternative forms of parental involvement may be differentially effective for students from diverse backgrounds. Data were collected from the National Education Longitudinal Study of 1988 including standardized test scores. The data was analyzed using ordinary least-squares regression including grade point average (gpa) and achievement test scores for reading and mathematics. Findings indicated that parental involvement including discussion with parents had an increasing effect in student achievement in the area of mathematics for Hispanic students. Parent-school involvement was associated with better grades than test scores for children of all racial-ethnic and income groups. Parent teacher organization (PTO) involvement was connected significantly with test scores for Hispanic students. The results of the study showed there are statistically significant differences in the relationship between student achievement and parent involvement according to the student's race-ethnicity and family income. The findings of this study support the need to further research racial backgrounds to continue to reveal the needs of diverse learners and how to effectively promote student achievement within a growing Hispanic student population.

In a captivating study, Parker, Segovia, and Tap (2016) examine recent literature on Hispanic students to explore factors that may influence Hispanic students academically. The researchers provided a review of empirical research on the fastest growing ethnic minority group in the U.S. with intentions of guiding improvement through educational practices. The analysis revealed several emerging themes in regards to encouraging Hispanic students. One suggestion included the importance of teachers and staff being educated in basic Spanish language and culture. This transpires into the campus needs for having a proficient Spanish speaking guidance counselor. Given the role of a counselor, the ability to communicate effectively with the predominantly growing culture is imperative. In addition, continued efforts need to be made to reach out to Hispanic families and communities to acknowledge and adequately address their concerns. Lastly, an emphasis with parents needs to be placed on encouraging education as an investment for the future and something that will benefit the entire family. The article creates and evident connection between the continuing efforts that need to be made to better support the rapidly growing Hispanic student population.

In an effort to determine if minority students perform better on achievement tests when they attend schools that have appreciable numbers of minority teachers, Weiher (2000) studied the Academic Excellence Indicator System report for the state of Texas in the 1996-97 school year. The results concluded for both Hispanic and African American students that a shortfall in teachers of their group showed a significant and substantively downward influence of achievement. For Hispanic students, a shortfall of 10 points in the percentage of Hispanic teachers reduced rates of the achievement test by 1.09 percentage in points. The study also revealed that Hispanic student performance suffers from rapid growth of the Hispanic student population in districts and schools that are not predominantly Hispanic. The findings of this study create a strong connection to the

importance of Hispanic students seeing their group represented in the teacher demographics of their school to support academic achievement. In addition, Hispanic demographic growth is something that districts need to be mindful of and learn how to better serve the growing population needs.

Larocque et al. (2011) suggests that the missing piece in educational fairness is parental involvement. However, a normalized view of family and parent involvement has not taken into account the intricacy of family arrangements and their economic organization, which often negatively affects parents of color or minority (Baquedano-Lopez, Alexander, & Hernandez, 2013; Collins, 1990). Parent involvement has been proven to make a positive impact on student achievement, but the precise techniques have yet to be defined that address the specific Hispanic population.

**Parent Involvement and Hispanic Students**

One of the reasons parental involvement has been such a pressing issue is due to the No Child Left Behind act that requires school districts who receive federal funds to inform parents of how they can be involved in their children's schools and requires school districts to disseminate an annual district report card to parents (Barnyak & McNelly, 2009). United States policy makers, scholars, and government officials have been working over the past 40 years to reestablish communication efforts and ways to increase parental involvement. During the Clinton administration one of his goals included efforts to support and improve parental involvement among school aged students. The *Educate America Act (*2000*)*, supported the establishment of and building of partnerships with parents by distributing funds to schools to in order to promote the social, emotional, and academic growth of children (Stitt & Brooks, 2014).The intentions of this act were to create relationships with parents, build on communication pathways, and provide opportunities for parents to play an active role in their child's education (Stitt

& Brooks, 2014) With those same intentions brought the 2001 *No Child Left Behind Act* (NCLB) and the new law *Every Student Succeeds Act* (ESSA). School districts that have been identified as Title I have had to reexamine their parental involvement programs.

The *No Child Left Behind Act* of 2001 was put in place to bridge homes and schools through various methods to partner with families and communities (Baquedano-Lopez, Alexander, & Hernandez, 2013). This particular piece of legislation suggested that schools were not doing enough to outreach and engage parents from culturally and linguistically diverse backgrounds. For that reason, a federal education policy was put in place to promote and make positive changes for students' academic achievement (Baquendano-Lopez, Alexander, & Hernandez, 2013). The mandates not only caused schools to take a better look at their parental involvement programs, but it intentionally made schools aware of how they could further help to improve student academic achievement (Stitt & Brooks, 2014). Title I schools are defined as schools with high numbers or percentages of students from low-socio-economic families to help ensure that all children meet state academic standards (U.S. Department of Education, 2018). School districts have had to ensure that their parental involvement programs were in compliance with NCLB and now ESSA law in order for them to continue to obtain federal funding through the Title I program (Barnyak & McNelly, 2009).

While parent involvement programs are not new to school districts, the accountability of student achievement has become a pressing issue for public school districts (Baryak & McNelly, 2009). Research has proven that parental involvement can make a significant difference towards student academic achievement, therefore schools are continuously looking for ways to enhance their parental involvement programs to support the needs of their students (Larocque et al., 2011).

Due to the increase in Hispanic student population it's imperative that educators as well as parents increase their understanding of how parental involvement can help to motivate children, especially for those at risk of educational disappointment. Parental involvement has been defined by many and has been associated with many components, however for the purpose of this study parental involvement is defined as parental participation in the educational processes and experiences of their children (Jeynes, 2007) This can include, but is not limited to parent responsiveness, support, encouragement, and positive affective relationships (Weiser & Riggio, 2010). One qualitative study even revealed parent involvement as taking on two additional forms, parent initiated and institution initiated (Luet, 2017). Parent initiated involvement is defined as any given situation that a parent initiates support for their child during after school hours. Institution initiated involvement is defined as the school institution being the main cause for involvement, for example an open house taking place after school (Luet, 2017). Hispanic families highly value education and are committed to their children's educational success (O'Donnell & Kirkner, 2014). Parents can be an important factor in gaining that success for students. Parents are a child's first and most invested teacher (Larocque et al., 2011) Well-designed family involvement programs can encourage Hispanic families to increase their involvement resulting in positive outcomes (O'Donnell & Kirkner, 2014).

In a profound study evaluating the impact of a Family Involvement Project, O'Donnell and Kirkner (2014) conducted a study to determine the impact the program had on parental involvement. The YMCA Family Involvement Project was designed and created as a multi-pronged approach to increase family engagement. The project provided weekly adult and family education, yearly staff training and ongoing consultation to administrators on culturally appropriate methods to involve diverse families, and finally monthly school socials to improve family-school communication and relationships. The

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study examined the impact of the program specifically on Hispanic children and families. The data were collected at the beginning of the project and was assessed again at the end of the school year to look for areas of growth in parental involvement as well as academic growth within the students.

The study sampled two years' worth of data collected from parents who were in attendance of the YMCA Family Involvement Project. All participants were of a Hispanic background and gave consent for their child's academics records to be used to determine the effect the program had on student academic achievement. Family involvement was measured using the parent teacher involvement questionnaire and report card and standardized testing data were used to measure student academic achievement. Paired t-tests were conducted to compare family involvement before and after participating in the Family Involvement Project. Hierarchical linear regression was used to determine the impact of the project participation on children's academic achievement. The findings concluded that parents reported significantly more family teacher contact, family involvement at the school, and better family-teacher relationships after participating in the project. In addition, higher levels of the Family Involvement Project predicted better academic achievement. The findings of this study support the need of successful parent-school relationships and the effect that the relationship can have on Hispanic student success.

Family participation has been linked to both better children's social skills as well as work habits (O'Donnell & Kirkner, 2014). Cotton and Wikelund (1989) agree that parents of disadvantaged or minority children can make a positive impact on children achievement in school if they can receive training and encouragement in the types of involvement that truly can make a change. Larocque et al. (2011) describes that families do not cease to exist when students enter school; consequently parents play a critical role

in education of their children. Parents cannot also be classified as one group of people because they do not all participate in the same ways (Larocque et al., 2011). To that end, Desimone (1999) agrees that in order for teachers and parents to use parental involvement as a tool to improve school opportunities for students, research must first give a better explanation of how parental involvement effects are different based on ethnicities. Weiser and Riggio (2010) describe greater levels of parental school involvement relate to higher levels of academic competence as well as build academic self-efficacy. School districts must realize the impact families play in children's school success and take responsibility for bridging the home and school environment (Barnyak & McNelly, 2009). Research even suggests that the support of a dedicated parent involvement coordinator and organized programs could be beneficial for parent involvement efforts to continue to grow (Barnyak & McNelly, 2009; Epstein & Becker, 1982). In addition, some studies argue that parental involvement in school alone is not the only support parents can provide.

Research has reported parental involvement impacts higher results in academic achievement (Flynn & Nolan, 2008; Henderson, Marburger, & Ooms, 1986; Hill & Craft, 2003), better attendance (Flynn & Nolan, 2008; Haynes. Comer, & Hamilton-Lee, 1989), and beliefs about the importance of education (Flynn & Nolan, 2008; Sheldon & Epstein, 2002). Few parents from kindergarten through high school are actively involved in their children's school life (Flynn & Nolan, 2008; Simon, 2000; Steinburg 1996).

Research has described multiple opportunities and ways for parents to be involved in their child's education. Yet, there are still disconnects and explanations that support parents' justification for involvement. Some of those barriers include parents not all having the same or equal opportunities for them to be formally engaged in school setting activities (Luet, 2017). Due to time factors and parents having different availability,

being present for school functions can be particularly difficult for some. In addition, some parents may lack proper resources or funds to be able to support the child's education outside of the regular school day (Luet, 2017). Time and money can impact parents in a variety of ways, which ultimately will impact the support they are able to provide for their children. Parents may also experience symbolic violence when school administration blames their low attendance to parent-teacher conferences to lack of interest instead of acknowledging parents' extended work hours (Luet, 2017). Horby and Lafaele (2011) agree that many barriers including time, resources, opportunities to be an active parent, and the climate of the school can hinder parent's attempts to play an active role in their child's education.

Language is another barrier for many parents, especially non-English speakers (Luet, 2017). When schools do not have a translator present or available it can make it difficult for parents to understand or even see the benefit of being present for many school activities. A language barrier can often initiate a cross-cultural communication deficit as well. When parents do not feel like they can communicate effectively they are less likely to initiate communication. Not to mention, parents' education level can also play a crucial factor. A quantitative study by Lee and Bowen (2006) found that the difference in levels of parent involvement varied based on parent's education level. Parents who had earned a minimum of a two-year college degree had significantly shown more involvement in their child's schooling, frequent parent-child conversations at home, and higher education expectations for their own children (Lee & Bowen, 2006)

As portrayed in the above studies, parental involvement with Hispanic students has proven to be a positive link to students' success. With compelling data and literature to support the need of parental involvement with Hispanic students it is essential that schools continue to learn how to support the needs of a fast growing minority group. The

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next section will examine the effects parental involvement has on student academic achievement.

**Parental Involvement and Academic Achievement**

As national policy, parent involvement and school and family cooperation has been specified by policy makers and education advisors as one of four key ingredients including teaching, curriculum, setting, and parents (Epstein, 1987). Parent involvement has been identified as one of the four factors in effective schools that should improve student achievement (Hawley & Rosenholtz, 1983). Research on family environments has consistently documented the integral component of parent involvement in all grade levels (Epstein, 1987).

Parents support in their children's learning at home has been proven to increase students' achievement just as much, if not more, than parents engagement within schools alone (Luet, 2017). While schools are doing as much as possible to educate students, schools alone cannot educate every child without active support (Larocque et al, 2011). Looking to analyze the relationship between parental involvement and academic achievement, Jeynes (2005) conducted a meta-analysis combining existing studies to determine the relationship parental involvement had on urban students. The meta-analysis included effect sizes for an overall parental involvement variable and for parent involvement with student achievement, the association between specified components of parental involvement with student achievement, and finally the relationship between parental involvement and student achievement. The overall results concluded parental involvement to be associated with higher achievement for students of racial minority. Specifically, parental involvements including reading with children and communication between the parent and child have shown an important indicator for academic outcomes (Jeynes, 2005). The study further supports the need for parental involvement to continue,

to enhance students' academic achievement as well as be a means of reducing the achievement gap that is apparent between White and minority student groups.

In an effort to explore opportunities and barriers for parental involvement, Luet (2017) conducted a five-year qualitative study. The study included seventy-eight interviews and conducted observations in a variety of settings in Clarksville to get an inclusive picture of what the urban school system was already providing. The study was analyzed using grounded theory and coding to identify two main categories, engagement efforts initiated by parents and opportunities initiated by the school. The study revealed that both initiation by parents and initiation by school play an important role in parent involvement. Parent initiated engagement efforts exposed that many parents did not consider their involvement to be beneficial, yet their involvement did have an impact on their child. In addition, parents found their own educational experiences as examples to motivate their children by comparing themselves and wanting better for their children. The barriers found in the study included poverty, poor communication, unwelcoming school environments, and lack of resources. The study supports the need to understand the barriers that parent believe to cause them from being a part of their child's education. If educators can understand how to break down the barriers then they can begin to build positive relationships with parents and begin to see the benefits it has on student academic achievement.

In a comprehensive study looking to examine the relationship between various forms of parental involvement programs and the academic achievement of pre-kindergarten to 12th grade school children, Jeynes (2012) conducted a meta-analysis of 51 studies. The study focused specifically on the efficacy of the parental involvement programs and addressed two research problems. The first question addressed if parental involvement programs positively influenced prekindergarten through 12th grade students,

and secondly what types of parental involvement programs help those students the most. The results of the study concluded a relationship between pre-kindergarten through 12th grade school parental involvement programs and the academic success of students. The relationship between parental involvement programs and academic achievement was stronger for standardized outcomes including standardized test scores than they were for non-standardized measures such as grade point average and teacher ratings. The shared reading program yielded to be the highest effect size of all the parental involvement programs to have the strongest relationship with academic achievement. The second largest effect size of .35 included an emphasized partnership program creating a collaborative between teachers and parents as partners to improve students' academic achievement and behavior outcomes. This study contributes to the research to support the notion that specific types of parental involvement have contributed more than others towards students' academic success. It further justifies the need to determine what type of programs better serve the Hispanic student population.

In an attempt to share the progression from parental involvement in schools to parental engagement with children's learning, Goodall and Montgomery (2014) add to the research by expanding on the definitions and the difference between the two types of involvement. The one size fits all model in parental involvement is no longer working for students due to parents not being the same, students not having the same needs, and various barriers given different family circumstances. The model they shared includes a change in agency with both parents and schools to undergo a re-interpretation of both their and the other's role and positions. By working together and acknowledging one another both involved can attain a truly equitable relationship between home and school. The change in continuum does not represent a transfer of all agencies from schools to parents; instead there is a more equitable distribution with regard to students learning,

between parents and schools to change the relationship among all three stakeholders in the process. The research contributes to the study by showing the shift in which parental involvement should include and the relationship that school and parents need to further build to better assist students' academic achievement.

In a similar study, Wilder (2014) synthesized the results of meta-analyses over the impact of parental involvement and student academic achievement. The study analyzed different forms of parental involvement as well as academic achievement to determine if that is the cause of the inconsistencies across the two constructs. The study conducted qualitative research examining nine previous studies utilizing meta-ethnography to determine the relationship between parental involvement and student academic achievement. The study concluded that there is a strong positive relationship between the two constructs despite the various definitions used by researchers for parental involvement. The study also revealed there is a stronger relationship when parent involvement is defined as parental expectations for academic achievement of their children. Parental expectations reflect how parents feel and their personal attitude towards school and education in general, which is likely to create similar attitudes in their children (Wilder, 2014). However, some of the findings concluded that the impact of parental involvement can be stronger for certain ethnic groups. These results suggest that one definition for parental involvement will not be beneficial for all students; therefore further research is needed to address diverse student populations.

As portrayed in the above studies, parental involvement can take many forms similar to academic achievement. It is critical to analyze whether different forms of parental involvement and measures of academic achievement contribute to the success of the Hispanic student population. Parents may not be contributing to their child's

education in a manner that schools prefer, yet their interactions with their child may play more of a role then educators think.

**Students' Absenteeism and Parent Involvement**

Attending school daily is important and can sometimes be a difficult task for many students to follow. Being present in the classroom gives students their daily academic instruction they need and increases their chances of understanding the academic tasks. School districts across the United States have been concerned with improving and maintaining high student attendance rates (Sheldon & Epstein, 2002). If students are not present in school, then they are unable to learn and can quickly fall behind their peers.

Attendance can affect more than just the individual student. It can also affect the learning environment of an entire school (Epstein & Sheldon, 2002). In public education, school funding is often partially dependent on the number of students who attend regularly. The more students are present the more funding schools will receive (Epstein & Sheldon, 2002). In a profound study involving elementary schools that were working on partnerships of school, family, and community partnerships to improve student attendance, Epstein and Sheldon (2002) conducted a longitudinal study. The study focused on school rates of daily student attendance in relation to specific partnership practices implemented to increase or sustain student attendance. Twelve elementary schools were utilized in the research including a mix of five rural schools and seven urban schools. The study conducted from 1996-1997 showed a decrease in chronically absent students from 8.0% to 6.1% when developing school-family-community partnerships to improve student attendance. The exploratory study suggests that elementary schools interested in improving or maintaining good attendance will benefit from looking into a comprehensive approach including students, educators, parents, and

community partners. Activities that improved daily attendance and reduced chronic absenteeism included awards for students, communication with families, school contacts for families, workshops for parents, and afterschool programs. In addition, home visits were used as a tool to improve chronic absenteeism but did not necessarily support daily attendance rates alone. The study supports the need to further research by suggesting the need for schools to take a more in depth approach to improving student attendance and reducing chronic absenteeism by including all stakeholders when making a plan of action rather than incorporating a few strategies to see a noticeable and more affective change.

In a similar study focusing on the relationship between school uniforms and its impact on student attendance, behavior, and academic achievement, Brunsma and Rockquemore (2001) conducted a quantitative study using the National Educational Longitudinal Study of 1988. The study was provided with a number of variables from the National Educational Longitudinal Study of 1988 that were used to analyze the relationship between student uniforms and various student outcomes. The findings concluded that student uniforms had no impact on student behavior, yet academic preparedness, preschool attitudes, and peer norms positively affect students' school attendance (Brunsma & Rockquemore, 2001). While school uniforms are not something that specifically target student behavior, the findings did support that students preparedness and positive attitudes toward school promote student school attendance. The findings of this study support the need to find ways to help promote student attendance with the support of parent involvement by providing uniforms for their children.

In an effort to improve school attendance and mitigate chronic absenteeism, Smythe-Leistico and Page (2018) conducted a study piloting a text message intervention strategy. The study launched a texting system with kindergarten classrooms within one

school in the Pittsburgh public school system. The case study compared the pilot school campus to another chosen counterpart to compare the trend in chronic absenteeism. The findings revealed a significant decrease in chronic absenteeism for the pilot school from a rate of 22.4% to 13.3%. Further analysis showed trends in absenteeism and chronic absenteeism were qualitatively larger for Hispanic students than non-Hispanic students. The texting program focused on parents as a valuable source of support for children and reiterated the importance of kindergarten as a foundation for success in the later school years. The messaging was directed on providing information to parents about key school components while also addressing barriers to students attending school each day. This study supports the need for additional intervention tools to incorporate parent involvement by increasing positive communication between families and schools to improve the problem of chronic absenteeism.

Trying to analyze the relations between family income, school attendance, and student achievement, Morrissey, Hutchison, & Winsler (2013) conduct a longitudinal cohort sequential study in a large urban Florida Public school district. The study discovered students receiving free or reduced lunch were associated with more school absences and tardiness as well as considerably lower grades than those students paying full price for school lunch. As students aged associations between school absences and students grades grew in negative effect. In summary, the more day's students were absent or tardy the lower grades and test scores they received. This study contributes to the need to continue to find effective strategies to help students get to school even if tardy to help improve student academic achievement. Monitoring student attendance and tracking chronically absent students can help encourage student attendance as well as increase student achievement.

In addition to academic achievement, student attendance is another area in which parent involvement is highly influenced. It is an important era in which parents are being held accountable for their child's school attendance (Morrissey, Hutchison, & Winsler, 2013). For many elementary students their parents are their main transportation to and from school. Families are currently being recognized as an important influence on student attendance and an important resource for decreasing truancy and chronic absenteeism (Epstein & Sheldon, 2002; Cimmarusti, James, Simpson & Wright, 1984; Corville-Smith, Ryan, Adams, & Dalicandro, 1998; Weinburg & Weingburg, 1992; Ziesemer, 1984). Parental involvement in a child's education has been connected to better attendance rates (Stitt & Brooks 2014; Chang & Romero 2008; Epstein & Sheldon 2002; Sheldon, 2007).

**Student Behavior and Parent Involvement**

Parent involvement also shows fewer behavior problems and a more positive attitude towards schools (Fan, Williams, & Wolters, 2011). Parent involvement has also attributed to the reduction of student discipline issues (Barnyak & McNelly, 2009). Epstein (2005) also suggests that combined efforts from educators, parents, and community partners can improve student achievement, student attendance, and student behavior. However, these efforts need to be designed by teams including administrators, teachers, and parents in order for the plans to work

In today's educational systems, positive behavior support systems (PBS) have been utilized as a tool to prevent behavioral issues on a school wide level (Kaufman et al., 2010). The PBS system is used a school wide reform effort to modify school climate with a positive shift toward proactive measures and moving away from the traditional reactive methods today's society is are used to. PBS Systems involve both campus staff and parent support at home to continue the trend of proactive measures.

A meta-analysis of 15 studies conducted by Tenenbaum and Ruck (2007) discovered that Hispanic and African American students received greater number of discipline referrals compared to Caucasian students. There are many factors that have been used to predict student behavior in schools. Some factors include race, gender, and age (Sheldon & Epstein, 2002). Compared to white students, students who are non-White have reported feeling less safe at school and have been more involved in delinquent behaviors (Sheldon & Epstein, 2002).

A study conducted by Kaufman et al. (2010) examined office referral data in an urban school district across elementary, middle, and high school to determine whether or not a pattern existed among grade levels. The data was collected as part of a pilot project to evaluate the effectiveness of PBS within a public-school system. A poisson regression model was utilized to determine if a relationship existed between the independent variables (grade, race/ethnicity/gender) and the outcome variable, number of referrals. Hispanic/Latino students had significantly more delinquent referrals compared to the African American and Caucasian students. Delinquent referrals were defined as weapon, drugs, alcohol, vandalism, theft, extortion, and cheating. Hispanic/Latinos received more total referrals than Caucasian for the lower three grade categories, including K-8. While the findings include more than one grade level, the results do indicate higher discipline referrals for Hispanic students for delinquent behaviors. The study also found that students in younger grades (K-6) were higher in referrals for aggression (fighting, physical and verbal threats, and bullying). The study indicates that schools should continue to acknowledge students' racial/ethnic backgrounds to develop more relevant positive behavior expectations (Kaufman et al., 2010).

In a similar study that analyzed the degree of which Black and Hispanic students are disproportionately cited for fighting compared to White students, Gastic (2017)

conducted a study comparing reports of fighting on all three groups of students. The study focused on physical fighting at school for the reduction in potential sources of variability. The study collected data from three sources including the Massachusetts Department of Elementary and Secondary Education (MA-DESE), the Youth Risk Behavior Surveillance System (YRBS) of the Centers for Disease Control and Prevention, and Common Core of Data (CCD) of the National Center for Education Statistics (NCES). Physical fighting was defined as mutual participation in an incident involving physical violence. A relative risk ratio (RRR) and behavior-adjusted relative risk ratio (BAR) were used to conduct the study to determine whether Black and Hispanic students were statistically significantly different than the risk to White students. The comparison revealed Hispanic students were 2.14 times more likely to be disciplined for fighting compared to White students in Massachusetts. Hispanic students were also significantly more likely to report getting into a fight than White students (14.6% vs. 7.2%). The results suggest that the racial discipline gap for Hispanic students is visible and due to that Hispanic students' academic success can be affected due to loss of valuable instructional time.

The focus in education today is often fixated on standardized test scores, however student behavior is just as important for student success in school (Clark, 2002; Sheldon & Epstein, 2002; Tosto, 2002). Therefore, the need to further analyze parental involvement on student behavior is critical in creating a positive growth in student academic achievement.

**Administrator Perceptions on Parent Involvement**

In many schools' principals lead in promoting parent involvement, and in others administrators leave parental involvement up to teachers (Epstein, 1987). Depending on the administrator's perception of parental involvement it can be a topic that is of great

importance or an issue that is pushed to the side. Not to mention, the level of participation and definition of parent involvement can vary from one administrator to another. School administrators can use their own personal influence to define their preferences of parent involvement (Luet, 2017). Campus leaders have a strong impact on the priority that is placed on parent involvement within their schools and within their community (Barnyak & McNelly, 2009; Proptheroe, Shellard, & Turner, 2003).

Flynn and Nolan (2008) conducted a qualitative study examining teacher-parent relationships as perceived by administrators at the elementary, middle, and high school level. The study addressed four research questions by utilizing a 22 item questionnaire to gather self-report feedback on principal perceptions. The data collected included feedback from a total of 346 public, private, and parochial schools in New York. Of the data collected, 38.6% was represented by elementary campus administrators. Administrators were sent the questionnaire and given a total of four weeks before the analysis began. The research concluded that administrators believed parents to be overwhelmed and therefore impacting their ability to be involved in their child's educational career.

Flynn and Nolan (2008) also determined that there was a decline in teacher's involvement with parents as students' move through middle and high school. Administrators felt there to be a lack of confidence in teachers which causes them to avoid contact with parents as students get older. Administrators also believed that first year elementary teachers have a better understanding of how to create effective parent teacher communication. The results included administrators' suggestion of pre-service programs including parent-teacher relationships to be part of the curriculum. Lastly, the study indicated that administrators rely heavily on the availability of communication via the internet. This study supports the need for administrator s to play an important role in

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the parent involvement programs on campus. The study also supports the ongoing professional development needs for teachers to enhance their ability and knowledge of how to build positive relationships with their parents.

In a similar study that analyzed parent and teacher perceptions, Reynolds, Crea, Medina, Degnan, and McRoy (2015) conducted a mixed methods study investigating parent and teacher perceptions and practices of involvement to determine similarities and/or differences in a diverse cultural setting. The study included parents and teachers from a small urban high school serving primarily ethnic minority students whose parents were from a lower soci-economic background. The qualitative analysis indicated that parents believed it to be part of their role to work with their children in the education process while valuing the partnership approach with teachers. The teachers' perspective indicated two major themes, including parents' lack of engagement as well as a different perception on parent involvement. Teacher's perceptions of parent involvement indicated educating parents about school values and expectations instead of focusing on creating a partnership with parents. This study is vital for teachers as well as administrators because it includes the importance of invitations to parent involvement and indicates that reaching out to parents can lead to higher levels of involvement that teachers alone cannot offer (Reynolds et al., 2015) Administrator help and support are crucial for the improvement of parent involvement on any and all campuses.

Larocque, Kleiman, and Darling (2011) offers insight on parental participation and its impact on closing the achievement gap and meeting the needs of all students. Higher levels of parental involvement have proven better student attendance, higher math and reading scores, and less grade retention. The article offers strategies and suggestions for administrators to keep in mind and consider when trying to meet the needs of various student backgrounds. One suggestion includes teachers requesting specific parental

expectations so that nothing is left to interpretation. Being direct and informing parents of expectations and how they can support their child gives them the information they need from the beginning instead of leaving it up to individual interpretation. Larocque et al. (2011) reminds educators to be mindful of cultural considerations and barriers when dealing with parent involvement. In addition, administrators as well as educators must consider the emotional barrier that some parents may have towards school and education. Parents may not feel as adequate in supporting their child due to their own low level of education which can result in many not feeling capable of being assistance to their child. By providing parents with non-academic tasks to support their children educators can be considerate of parents and still offer assistance on how parents can be helpful in achieving academic success for their children. The findings of this article provide administrators with suggestions and support on how to cultivate positive family participation and parent involvement to meet the academic needs of diverse students.

Administrators are well aware of the significance of parent participation and they believe that everything from poor academic achievement to school violence can be attributed to the lack of parent involvement (Flynn & Nolan, 2008; Petersen, 1997). Due to administrators' awareness of these repercussions parental involvement is an issue that administrators need to continue to target and support. Administrators believe their role to be key in the establishment of effective parent-school relationships (Flynn & Nolan, 2008; Wanat, 1994).Research on principal perceptions also revealed that 60% of all principals in the study ranked teachers' lack of confidence and skills as the main reason for avoiding contact with parents (Flynn & Nolan, 2008).Data from Flynn & Nolan's (2008) study revealed that principals reported that teachers who foster alliances with parents through frequent communication gain in terms of better student performance and reducing parent confrontations.

Administrators have done several things to promote parent involvement including evening workshops on parenting skills and developmental issues, encouraging parents to be involved in school committees, creating user friendly websites, and having parent volunteer tutors (Brannon, 2007; Capelluti, 2003; Flynn & Nolan, 2008; Osbourne & de Onis, 1999). Nonetheless, research also suggests the education system to require professional development for school administrators as well as teachers to increase parent involvement within all school institutions (Erdener & Knoeppel, 2018). While administrators continue to make efforts there is still room for improvement and a way to increase both administrator and teachers' understanding of the importance of parental involvement. Parental involvement continues to play a substantial role in students' academic achievement regardless of the grade level (Wilder, 2014).

## Summary of Findings

Current research has shown that parental involvement impacts many areas including academic achievement, student attendance, and student behavior (Jeynes, 2012; Fan, Williams, & Wolters, 2011; Morrissey, Hutchison, & Winsler, 2013). The definition of parental involvement has played a role in the success of various school programs and often led to the same conclusion which supports the need for parents to be involved in student's education endeavors. Many suggestions that were mentioned to educators as well as administrators to connect schools and families using culturally responsive methods is critical in increasing the educational attainment of Hispanic students (Parker et al., 2016). This research will contribute to increase the awareness of factors that may affect Hispanic students as well as a discussion on how to support an increase in educational attainment to an increasing student population.

Specific strategies to consider Hispanic cultures must first be acknowledged by educational stakeholders if change is to occur. Schools need to prioritize reaching out to

the growing demographic and strive to connect with Hispanic families and communities. (Parker et al., 2016). Not to mention, it is specifically important for educators to be aware of which elements of parental involvement programs are most effective so they may consider them when planning and trying to build relationships with families. It is essential to incorporate an encouraging attitude for parental support in students schooling since it has been positively related to achievement for students (Jeynes, 2012). Further research is needed to help explain why certain parental involvement programs influence students' more than others.

**Theoretical Framework**

Parental involvement is a widely used term and incorporates many aspects as it relates to students. Epstein's parental involvement framework is the most referenced and accepted model of parent involvement (Ringenberg, McElwee, & Israel, 2009). Epstein recognized parental involvement as six sub constructs. Epstein's six constructs work together to include many if not all forms of parental involvement including: (a) parenting, (b) communicating, (c) volunteering, (d), learning at home, (e) decision-making, and (f) collaborating with community. The subconstructs include many aspects of parental involvement and give a strong emphasis to behavior more than the outcome of the behavior (Ringenburg et al., 2005)

The first construct titled parenting refers to creation to the home environment being supportive to child cognitive development. The second construct, communicating, includes home-school communication about a child's academic progress, school programs, and all other academic related information. The third construct, volunteering, includes a wide range of school activities where parents are present. Construct four titled learning at home, refers to encouraging children as students by being able to help with schoolwork and encouraging hard work in school. Construct five, decision making,

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reflects the degree in which parents are actively shaping the school environment. Lastly, construct six, collaborating with the community, is the degree in which parents know and use the community resources available to support their child's learning (Ringenburg et al., 2005). Given the study focuses on a relationship between parental involvement and academic achievement, absenteeism, and attendance among Hispanic students Epstein' parental involvement theoretical framework was used.

## Conclusion

The review of the literature helped to show the connection between parental involvement and how it impacts many areas for student success. Educational practitioners and policymakers are continually seeking ways to increase and maintain parent participation and involvement in their child's academics because of the research that supports positive outcomes (Patesl & Stevens, 2010). Hispanic student population will continue to spike in many areas. With the help of this study we will have explored student academic achievement, absenteeism, and behavior and its relationship to parental involvement. Schools need to continue to make sure they are putting forth the effort to include parents in their child's education. Teachers are no longer the main and only resource for students (Larocque et al., 2011) . The following chapter will describe the methodology to be used by the researcher during the current study. This chapter will include an overview of the research problem, research purpose and question, research design, population and sample, instrumentation, data collection procedures, data analysis, privacy and ethics considerations, and limitations for the study.

CHAPTER III:

METHODOLOGY

The purpose of this study was to examine the relationship between parental involvement and Hispanic student's academic achievement, absenteeism, and behavior. This mixed method study collected parent surveys, semi structured interview data from campus administrators, and archival data from a purposeful sample of fifth grade students within a large urban school district located in southeast Texas. Quantitative data was collected from the *Parent and School Survey* (PASS) and analyzed using the Pearson's product moment correlations (r). This chapter presents an overview of the research problem, operationalization of theoretical constructs, research purpose and questions, research design, population and sampling selection, instrumentation to be used, data collection procedures, data analysis, privacy and ethical considerations, and the research design limitations of the study.

**Overview of the Research Problem**

Hispanic students have many barriers that can cause them to have a difficult time in their academic education (Walker, Ice, Hoover-Dempsey, & Sandler, 2011). With the combined disadvantage related to poverty, illegal immigration, and racial prejudice, school service providers face an abundant of challenges in helping prepare all students for success in school and life (Reyes & Elias, 2011). In addition, a primary barrier includes parent involvement in Hispanic students' academic career. Educators believe that parental involvement is a critical component for students' academic achievement (Flynn & Nolan, 2008). In order for educators to be successful in establishing and maintaining communication they must first be able to identify and understand the obstacle impeding parent involvement (Smith, Stern, & Shatrova, 2008). With careful considerations and continued efforts by educators, Hispanic parental involvement can

help to improve students' academic success. The need to increase the involvement of Hispanic parents in their children's schools is critical (Eric, 1992; Walker et al., 2008).

## Operationalization of Theoretical Constructs

This study consists of the following constructs: (a) parental involvement, (b) academic achievement (c) absenteeism, and (d) behavior. Parental involvement is defined as parental participation in the educational processes and experiences of their children (Jeynes, 2005). This construct was measured using *The Parent and School Survey* (PASS). Student achievement is defined by how well students perform on the State of Texas Assessment of Readiness (STAAR) (Texas Education Agency, 2012). Student Achievement was measured using each participating 5th grade student's STAAR mathematics and reading scores as well as the student's overall report card average in both subject areas. An average was gathered by combining all four of the students nine weeks grading periods in both math and reading. Absenteeism is defined as a student's loss of instructional time due to not being present in class. Absenteeism was measured using PEIMS archival data to show the students average daily attendance rate. Behavior is defined as Student Behavior measured using archival student referral forms that were submitted through School Status, the districts online portal that houses all student personal data.

## Research Purpose and Questions

The purpose of this study is to examine the relationship between parental involvement and Hispanic student's academic achievement, absenteeism, and behavior. The study addresses the following research questions:

R1: What relationship, if any, is there between parental involvement and students' academic achievement?

R2: What relationship, if any, is there between parental involvement and students' absenteeism?

R3: What relationship, if any, is there between parental involvement and students behavior?

R4: What are the perceptions of school administrators and the influence that parent involvement has on student's academic performance, absenteeism, and behavior?

## Research Design

For this study, the researcher used a sequential mixed methods design. This design included both quantitative and qualitative data to determine if there was any relationship between Hispanic parental involvement and Hispanic student's academic achievement, absenteeism, and behavior. The design consisted of two phases: first, a quantitative phase and second, a qualitative phase. The advantage of using this particular design allowed for a more in-depth exploration of the quantitative results through the addition of a qualitative phase (Creswell, 2015). A purposeful sample of Hispanic parents of 5th grade students from a large urban school district were selected to complete the *Parent and School Survey* (PASS). In addition, semi-structured interviews were conducted with elementary school administrators to provide a deeper analysis of how administrators perceive parental involvement with their Hispanic student population. Quantitative data was analyzed using Pearson's r, while qualitative data was analyzed using an inductive thematic coding process.

## Population and Sample

The population of this study consists of one large urban school district in southeast Texas. The participating school district serves over 22,000 students and has a total of 25 campuses (15 elementary campuses, six middle schools, and three high

schools, including one academic alternative school). Table 2.1 provides the student demographics of the participating school district and five elementary campuses and shows the race/ethnicity and socioeconomic status of students for the 2017-2018 school year (Texas Education Agency [TEA], 2017). Of the district population, 15.5% were African American, 78.2% were Hispanic, 4.6% were White, 0.3% were American Indian, 0.7% were Asian, and 0.7 were two or more races. Of the total, 31.6% were English language learners, 79.8% were economically disadvantaged, and 65.4% were considered at-risk.

Table 3.1

*District Student Demographic Data*

|  | District (%) | A (%) | B (%) | C (%) | D (%) | E (%) |
|---|---|---|---|---|---|---|
| African American | 15.5 | 4.2 | 4.7 | 2.9 | 9.3 | 2.3 |
| Hispanic | 78.2 | 89.1 | 89.5 | 84.9 | 84.1 | 92.8 |
| White | 4.6 | 5.5 | 5.0 | 11.5 | 5.8 | 4.1 |
| American Indian | 0.3 | 0.3 | 0.2 | 0.4 | 0.2 | 0.2 |
| Asian | 0.7 | 0.3 | 0.0 | 0.1 | 0.0 | 0.2 |
| Two or more races | 0.7 | 0.7 | 0.7 | 0.1 | 0.6 | 0.2 |
| English Learner | 31.6 | 42.6 | 50.7 | 43.0 | 50.8 | 50.4 |
| Economically Disadvantaged | 79.8 | 80.3 | 85.8 | 83.4 | 89.1 | 84.2 |
| At Risk | 65.4 | 62.6 | 71.7 | 63.1 | 79.3 | 81.8 |

The participating school district had 1,680 fifth graders enrolled during the 2017-2018 school year. In the participating school district, the Hispanic student population makes up 78.2% of the entire district's student body. In the 2017-2018 report, 47.0% of the 5th grade Hispanic student population met or exceeded the state standards in reading and 65.0% met or exceeded on the math state standardized test during the first test administration. For this study, a purposeful sample of fifth grade students' parents were solicited to participate.

<div align="center">

**Instrumentation**

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**Parent and School Survey**

The *Parent and School Survey* (PASS) is a pre-existing validated survey, which measures parental involvement in their child's education based on Epstein's six construct framework (Ringenburg, Funk, Mullen, Willford, & Kramer, 2005). The six constructs were defined from Epstein's accepted concept model of parental involvement framework and was developed by Ringenburg, Funk, Mullen, Wilford, and Kramer (2005). The six sub-constructs are: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision-making, and (f) collaborating with the community (Ringenburg, Funk, Mullen, Willford, & Kramer, 2005). Epstein's model provides the foundational understanding of the structure of parental involvement (Ringenberg, McElwee, & Israel, 2009). The PASS generates a score for each parental involvement construct and the scores are used as dependent variables in a series of multiple regressions (Ringenberg, McElwee, & Israel, 2009).

Table 3.1 lists the name of each subscale and the final version of the PASS survey and clarifies the meaning of scales by providing a description and sample items for each subscale. Participants are asked to express their level of agreement or disagreement related to parent involvement using a 5-point Likert scale (1 = Strongly Agree, 2 = Agree,

3 = Partially Agree Partially Disagree, 4 = Disagree, 5 = Strongly Disagree). In addition to the first 24 items, there are five questions relating to barriers to parent involvement. Barriers include lack of time, time of programs, small children, transportation, and work schedules (Ringenberg, McElwee, & Israel, 2009).

Table 3.2

*Scale Descriptions and Sample item for each PASS Scale*

| Scale | Scale Description (Ringenberg, Funk, Mullen, Wilford, & Kramer, 2005) | Item numbers on the PASS Survey |
|---|---|---|
| Parenting | Refers to creation of a home environment supportive of child cognitive development and children as learners. | 4,14, 16, 19 |
| Communicating | Refers to home-school communication about child's progress, school programs, and other academically relevant information about the child. | 3,6,7, 17 |
| Volunteering | Includes a variety of school activities where parents are present, whether large or classroom events. | 1, 12, 15, 23 |
| Learning At Home | Reflects encouraging children in their roles as student by actively helping with schoolwork and encouraging hard work at school. | 2, 5, 9, 18 |
| Decision-Making | Reflects the degree to which parents actively shape the school environment. | 8, 13, 21, 22 |
| Collaborating w/Community | Degree to which parents know about and use. Community resources that support child learning. | 10, 11, 20, 24 |

**State of Texas Academic Readiness (STAAR) Test**

Students in Texas public schools are required to take the State of Texas Assessment of Academic Readiness (STAAR). The State of Texas Assessment of Academic Readiness is made for grades 3 through 8 and are available for students to take online or paper formats. Texas Education Agency (2017) states that the purpose of STAAR tests are to measure what students are learning in each grade and whether or not they are ready for the next grade. The objective is to ensure that all students receive what they need to be academically successful and are ready to move onto the next grade level.

Student academic achievement will be measured using State of Texas Assessment of Academic Readiness, or STAAR. The STAAR test was implemented in the spring of 2012. Fifth grade students are responsible for taking a reading, mathematics, and science assessment. Each STAAR assessment is given based on the Texas Essential Knowledge and Skills (TEKS), that the state of Texas has mandated in the curriculum (TEA, 2010c). The curriculum and standards are aligned and taught to students based on the grade level of which they are in. The STAAR assessments are used to assess students' understandings of the grade level TEKS within a specific grade level. The Texas Education Agency (TEA) contracted with Human Resources Research Organization (HumRRO) to provide an evaluation of validity and reliability of both Reading and Mathematics state assessments (TEA, 2016).

**Mathematics STAAR.** The mathematics STAAR test is administered to students in grades 3-8. There are four reporting categories that are used to measure: (a) numerical representations and relationships, (b) computations and algebraic relationships, (c) geometry and measurement, (d) data analysis and personal financial literacy (TEA, 2016). In grade 5, the test is composed of 33 questions, with three questions containing a griddable response. According to TEA, all grade 5 mathematics items falling under

reporting categories 1, 3, and 4 were fully aligned to the intended TEKS expectation. The average percentage of items rated as fully aligned for reporting Category 2 was approximately 97%. The majority of items were rated as fully aligned (TEA, 2016)

**Reading STAAR.** The reading STAAR test is given to students in grades 3-8. The reading STAAR assessments measure the students' ability to think critically and infer over multiple pieces of text in both literary and informational text. In grade 5, the STAAR reading test contains 38 multiple choice questions. The assessment is broken up into three reporting categories including; understanding/analysis across genres, understanding/ analysis of literary texts, and understanding/analysis of informational texts. According to TEA, in all reporting categories, the majority of items were rated as fully aligned to the expectation. An average of fewer than 4 percent of all items were rated as not aligned, and an average of approximately 9 percent of all items were rated as partially aligned (TEA, 2016).

## Data Collection Procedures

**Quantitative**

Before data collection, the researcher sought approval from the University of Houston Clear Lake's (UHCL) Committee for Protection of Human Subjects (CPHS). Upon approval from UHCL CPHS, the researcher contacted the district in which the data was collected from. The researcher then completed the research application from the participating district. Once the approval was given from UHCL and the participating district the researcher began data collection.

The researcher started data collection by contacting all 15 elementary campus administrators from the participating district to see who would be willing to have their fifth-grade parents and students participate in the research. The researcher sent an identical email to all campus principals within the district to get participation for the

study. Once administrators confirmed interest in the study, the researcher moved forward by setting up dates to deliver surveys to each participating campus. The campus administrators who were willing to participate were contacted later for the collection of the qualitative interviews.

Campuses were selected based on willingness to participate in the study. Along with surveys, a letter was attached to parents explaining the purpose of the study and why they were being asked to participate. Upon administrator's approval, the researcher attended an afterschool event on each participating campus to personally pass out surveys and explain the research to parents so that they were aware of why the research was being conducted. If an afterschool event took place, the event was scheduled by the researcher with participating administrators. On the evening of the event parents were selected and invited into the school's computer lab to complete the parental involvement survey. At the beginning of the survey participants gave consent to be included in the research. Once parents completed the survey, they submitted the survey to the researcher. The researcher thanked the parents for their willingness to participate. The researcher translated both the online and paper-based survey to allow parents to complete it in the language of their preference. If the participating administrator did not allow the researcher to attend an afterschool event, then paper surveys were distributed to the campus to be sent home by the classroom teacher.

The survey responses were collected over a four- week time period. The researcher sent weekly reminders to participating campus teachers to submit surveys to the designated area on campus. The researcher designated a spot on campus for surveys to be collected and selected a weekly pick-up day to gather and collect all parent involvement surveys. School records were verified to show eligibility of the students to make sure their ethnicity met the needs of the study. Upon receipt of the survey

responses, the data was entered into quantitative research software Statistical Package for the Social Sciences (SPSS) for further analysis. Once PASS data was entered into SPSS, the researcher contacted the district's PEIMS clerk to schedule a meeting to collect all participating students' PEIMS data. The data consisted of STAAR results from their 5th grade school year, absences percentages, and number of discipline referrals.

All data will be secured in a password protected folder on the researcher's computer and in a locked file cabinet at all times. At the conclusion of the study, the data will be maintained by the researcher for five years, which is the required time by CPHS and district guidelines. The researcher will destroy the contents of the file once the deadline approaches.

**Qualitative**

Administrator perceptions were further examined using semi-structured interviews to get a better perspective of what parental involvement looked like on the individual campuses. CPHS approval was collected before conducting any administrator interviews. An additional email was sent to all elementary administrators to ask for their participation in the study.  Interviews took place as soon as they were set by the researcher and the elementary campus administrators. Interviews took about three weeks to allow time and availability of all involved participants. Once administrators agreed to participate in the study the interviews were set with a given date, time, and location. Phone reminders were made by the researcher a day prior to remind the participants of the time and location of the interview. The researcher began the interviews by gaining permission to record the interview process. After approval of recording, all interviews were recorded by the researcher to allow for validity. All interviews were audio-recorded and transcribed by the researcher. The data collected will be stored in two locations: the

audio-recorder and on a flash drive. Both the audio-recorder and the flash drive are password protected and stored in a locked office.

<div align="center">

**Data Analysis**

</div>

**Quantitative**

Following data collection, the data was downloaded from Microsoft Excel into SPSS statistics spreadsheet for further analysis. To answer research questions one through three, data was analyzed using frequencies, percentages, and Pearson product moment correlations to identify relationships between parental involvement and student academic achievement, absenteeism, and behavior. The independent variables regarding the PASS survey are continuous variables. The dependent variables including, fifth grade STAAR achievement, absenteeism, and student behavior, are continuous variables. Academic achievement data was collected from both STAAR mathematics and reading percent correct scores from each participating student. Absenteeism and behavior was gathered using archival PEIMS data. The effect size was measured using the coefficient of determination ($r^2$) and a significance value of .05 was used for the purpose of this study.

For research question one, the data was further examined using a Pearson product moment correlation to determine if a statistically significant relationship existed between parental involvement and student academic achievement. For research question two, the data was further analyzed using a Pearson product moment correlation to determine if a statistically significant relationship existed between parental involvement and absenteeism. For research question three, the data was examined using a Pearson product moment correlation to determine if a statistically significant relationship existed between parental involvement and student behavior.

**Qualitative**

Following the analysis of the quantitative data, the findings were used to develop the administrator interview questions to provide a more in depth understanding of the importance of parental involvement and how it affects Hispanic student's academic achievement, absenteeism, and behavior. To answer research question four, qualitative data was gathered to examine and analyze for themes. The open ended questions were aimed to provide an in depth understanding of administrator's perceptions on parental involvement. The qualitative data was collected by recording semi-structured interviews with administrators. The researcher transcribed all administrator interviews. After transcripts were reviewed, a color-coding process was used to identify emerging themes of which were used to explain the relationships between administrator perceptions and parental involvement. (Creswell, 2015). The interviews allowed the researcher to see how parental involvement played a role on the administrators' campuses and how it impacted Hispanic students.

**Validity**

The qualitative analysis process includes validation by using a triangulation of individual administrator responses. In order to ensure validity gathered from all interviews, participating administrators were sent full transcripts of their individual interviews. Administrators reviewed preliminary results in order to enhance the validity of the responses that were provided to each individual question. Member checking was utilized to ensure what was captured from each participating administrator accurately represented their intended response. The purpose of this process was to ensure that all administrators had the opportunity to peer review the information for accuracy. The peer reviews were used as a measure to provide feedback or make any adjustments that were necessary.

**Privacy and Ethical Considerations**

Prior to the collection of any data, the researcher obtained approval from UHCL's CPHS and the school district in which the study took place. The researcher provided participants with detailed information regarding the study and how to complete the survey. Parent consent forms were shared and included in the parent involvement, PASS, surveys. The researcher will keep the data collected for five years as required by CPHS and school district guidelines. The data will be secured on a flash drive that no one else will have access to and it will be stored away. After the five years is complete the researcher will destroy all data and files associated with the study.

**Research Design Limitations**

The research design consisted of several limitations. First, the study included students within only one district. Therefore, it will be difficult to have one district's data represent all of the Hispanic student population. Second, the sample size within the study may not have got a full picture of the entire district. Not all campuses participated in the study, therefore it was not a complete representation of the entire district. Generalization of the findings were limited. and will not be able to represent the entire district population. Third, the level of honesty may vary with each parent depending on their perception of parent involvement. Many parents may not have completed surveys based on their level of actual parent involvement. This may have led to error in the quantitative data and the results may not be reliable. Not to mention, the qualitative data collected from administrators may not be an accurate representation of what parent involvement is like on their campus. This particular title varies campus by campus, which can be limiting when interview data is collected. Many campus administrators do not hold the role of parent involvement coordinator. Therefore, their perceptions may not have been a true

reflection of what it looks like on their campus. Due to that, some of the data collected may not have truly reflected what was taking place on campuses.

## Conclusion

The purpose of this study was to determine if there is any relationship between parental involvement and Hispanic student's academic achievement, absenteeism, and behavior. This chapter is intended to describe the methodology of this mixed-methods study in detail. The information collected from the surveys w analyzed and coded to produce a descriptive response and feedback from campus administrators. The findings from this methodology will be reported in chapter four of this study.

CHAPTER IV:

RESULTS

The purpose of this study is to examine the relationship between parental involvement and Hispanic student's academic achievement, absenteeism, and behavior. This chapter presents the findings of quantitative and qualitative data analysis of this study. First, an explanation of the participants' demographics of the study are presented, followed by results of the data analysis. This chapter presents the data analysis for each of the four research questions. It concludes with a summary of the findings.

**Participant Demographics**

One hundred sixty-four parents consented to participate in the study by completing the *Parents and School Survey* (PASS). Table 4.1 provides specific participant demographics for the enrolled children participants in the survey. Of the 164 participants' children, 73 (44.5%) were male and 91 (55.4%) were female. All 164 student were of Hispanic ethnicity. Table 4.2 provides specific participant demographics of the administrators participating in the semi-structured interviews. Of the eight participants, 38.0% (n = 3) were male and 62.0% (n = 5) were female, 25.0% (n = 2) of the participants were White, and 75.0% (n = 6) were Hispanic.

Table 4.1

*Demographics of Enrolled Children of Participants Survey*

|  | District (%) | A (%) | B (%) | C (%) | D (%) |
|---|---|---|---|---|---|
| Male | 44.5 | 41.2 | 65 | 40.3 | 43.6 |
| Female | 55.5 | 58.8 | 35 | 59.7 | 56.4 |

Table 4.2

*Demographics of Administrators Interview Participants*

|  | Frequency (n) | Percentages (%) |
|---|---|---|
| Male | 3 | 38.0 |
| Female | 5 | 62.0 |
| Hispanic | 6 | 75.0 |
| White | 2 | 25.0 |

## Research Question One

Research question one, *What relationship, if any, is there between parental involvement and students' academic achievement?,* was measured using frequencies and percentages calculated from responses to the PASS and then by using a Pearson's product-moment correlation test to determine if there is a significant relationship between parental involvement and fifth-grade student academic achievement. Table 4.3 display's the Pearson's product moment correlation (r) for parental involvement using the PASS and student achievement (reading and mathematics) using archived STAAR scores and student grade averages.

Table 4.3

*Relationship between Parental Involvement and Student Academic Achievement*

|  | Reading Averages | Reading STAAR Scores | Math Averages | Math STAAR Scores |
|---|---|---|---|---|
| N | 164 | 164 | 164 | 164 |
| r-value | -.128 | -.130 | -.128 | -.069 |
| p-value | .101 | .98 | .102 | .380 |

Results of the Pearson's product-moment correlation indicate that no relationship exists between parental involvement and fifth grade academic achievement in relation to student reading averages, r = -.128, p = .101. Parental involvement has no correlation to fifth-grade students' reading averages. Furthermore, results of the Pearson's product-moment correlation indicate that no relationship exists between parental involvement and fifth-grade student reading STAAR scores, r = -.130, p = .980. Furthermore, there is no relationship between parental involvement and fifth-grade students reading STAAR scores.

Additionally, results of the Pearson's product-moment correlation indicate that no relationship exists between parental involvement and fifth-grade academic achievement in relation to student math averages, r = -.128, p = .102. There is no relationship between parental involvement and fifth grade academic achievement in student math averages. Finally, results of the Pearson's product-moment correlation indicate that no relationship exists between parental involvement and student academic achievement in relation to math STAAR scores, r = -.069, p = .380. There is no relationship between parental involvement and student academic achievement in relation to math STAAR scores.

Tables 4.4 show the responses to the subconstruct (a) parenting. Parenting was measured using items 4, 14, 16 and 19 of the PASS. The majority of respondents (92.1%) reported *Strongly Agree/Agree* to the statement "*I frequently explain difficult ideas to my child when he/she doesn't understand*", whereas only 2.4% indicated that they *Strongly disagree/Disagree*. The majority of respondents (75.6%) *Strongly Agree/Agree,* while 8.5% *Strongly Disagree/Disagree*. The majority (70.7%) of parents/guardians *Strongly Disagree/Disagree* with the idea of their child missing several days each semester, whereas 29.3% *Strongly Agree/Agree*. Finally, with regards to reading books at home

regularly, 54.9% of parents *Strongly Agree/Agree* while 17.1% *Strongly Disagree/Disagree.*

Table 4.4

*Responses to Parenting (%)*

| Survey Item | Strongly Agree | Agree | Partially Agree/Partially Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 4. I frequently explain difficult ideas to my child when he/she doesn't understand. | 54.9 (n = 90) | 37.2 (n = 61) | 5.5 (n = 9) | 1.2 (n = 2) | 1.2 (n = 2) |
| 14. There are many children's books in our house. | 35.4 (n = 58) | 40.2 (n = 66) | 15.9 (n = 26) | 4.9 (n = 8) | 3.7 (n = 6) |
| 16. My child misses school several days each semester. | 6.7 (n = 11) | 9.8 (n = 16) | 12.8 (n = 21) | 24.4 (n = 40) | 46.3 (n = 76) |
| 19. Reading books is a regular activity in our home. | 22.6 (n = 37) | 32.3 (n = 53) | 28.1 (n = 46) | 11.6 (n = 19) | 5.5 (n = 9) |

Table 4.5

*Collapsed Responses to (a) Parenting (%)*

| Survey Item | Strongly Agree/Agree | Partially Agree/Partially Disagree | Strongly Disagree/Disagree |
|---|---|---|---|
| 4. I frequently explain difficult ideas to my child when he/she doesn't understand. | 92.1 (n = 151) | 5.5 (n = 9) | 2.4 (n = 4) |
| 14. There are many children's books in our house. | 75.6 (n = 124) | 15.9 (n = 26) | 8.6 (n = 14) |
| 16. My child misses school several days each semester. | 16.5 (n = 27) | 12.8 (n = 21) | 70.7 (n = 116) |
| 19. Reading books is a regular activity in our home. | 54.9 (n = 90) | 28.1 (n = 46) | 17.1 (n = 28) |

Tables 4.6 show the responses to the subconstruct communicating. Communicating was measured using items 3, 6, 7, and 17 of the PASS. The majority of respondents (87.9%) reported *Strongly Agree/Agree* to the statement "*If my child misbehaved at school, I would know soon afterward"*, whereas only 1.8% indicated that they *Strongly Disagree/Disagree*. When asked about talking to their child's principal making them uncomfortable, 70.7% *Strongly Disagree/Disagree*, while 18.9% *Strongly Agree/Agree*. The majority (78.6%) of parents/guardians *Strongly Agree/Agree* that they always know how well their child is doing in school, while only 7.9% *Strongly Disagree/Disagree.* Finally, with regards to the statement "*Talking with my child's current teacher makes me somewhat uncomfortable*" 83.5% *Strongly Disagree/Disagree*, while only 12.2% *Strongly Agree/Agree*.

Table 4.6

*Responses to Communicating (%)*

| Survey Item | Strongly Agree | Agree | Partially Agree/Partially Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 3. If my child misbehaved at school, I would know about it soon afterward. | 63.4 (n =104) | 24.4 (n = 40) | 10.4 (n = 17) | 1.2 (n = 2) | .61 (n = 1) |
| 6. Talking with my child's principal makes me uncomfortable. | 9.8 (n = 16) | 9.2 (n = 15) | 10.4 (n =17) | 37.2 (n = 61) | 33.5 (n = 55) |
| 7. I always know how well my child is doing in school. | 50.6 (n = 83) | 28.1 (n = 46) | 13.4 (n = 22) | 4.9 (n = 8) | 3.1 (n = 5) |
| 17. Talking with my child's current teacher makes me somewhat uncomfortable. | 4.9 (n = 8) | 7.3 (n = 12) | 4.3 (n = 7) | 27.4 (n = 45) | 56.1 (n = 92) |

Table 4.7

*Collapsed Responses to Communicating (%)*

| Survey Item | Strongly Agree/Agree | Partially Agree/Partially Disagree | Disagree/Strongly Disagree |
|---|---|---|---|
| 3. If my child misbehaved at school, I would know about it soon afterward. | 87.8 (n = 144) | 10.4 (n = 17) | 1.8 (n = 3) |
| 6. Talking with my child's principal makes me uncomfortable. | 19.0 (n = 31) | 10.4 (n =17) | 90.7 (n = 116) |
| 7. I always know how well my child is doing in school. | 78.7 (n = 129) | 13.4 (n = 22) | 8.0 (n = 13) |
| 17. Talking with my child's current teacher makes me somewhat uncomfortable. | 12.2 (n = 20) | 4.3 (n = 7) | 83.5 (n = 137) |

Table 4.8 show the responses to the subconstruct volunteering. Volunteering was measured using items 1, 12, 15, and 23 of the PASS. The majority of the respondents (95.1%) reported *Strongly Agree/Agree* to the statement "*I feel very comfortable visiting my child's school,*" whereas only 1.2% indicated that they *Strongly Disagree/Disagree*. When asked if they visited their child's classroom several times in the past year, 60.4% of parents/guardians *Strongly Agree/Agree*, while 24.4% *Strongly Disagree/Disagree*. The majority (55.5%) of parents/guardians *Strongly Agree/Agree* in the past 12 months they have attended several activities at their child's school, while 22.6% *Strongly Disagree/Disagree*. When asked about volunteering a minimum of three times in the past twelve months 72.6% *Strongly Disagree/Disagree* and 16.5% *Strongly Agree/Agree*.

Table 4.8

*Responses to Volunteering (%)*

| Survey Item | Strongly Agree | Agree | Partially Agree/Partially Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. I feel very comfortable visiting my child's school. | 76.2 (n = 125) | 18.9 (n = 31) | 3.7 (n = 6) | 0.0 (n = 0) | 1.2 (n = 2) |
| 12. I have visited my child's classroom several times in the past year. | 30.5 (n = 50) | 29.9 (n = 49) | 15.2 (n = 25) | 16.5 (n = 27) | 7.9 (n = 13) |
| 15. In the past 12 months I have attended activities at my child's school several times (e.g Fun nights, performances, award nights) | 25.6 (n = 42) | 29.9 (n = 49) | 22.0 (n = 36) | 17.1 (n = 28) | 5.5 (n = 9) |
| 23. In the past 12months I volunteered at my child's school at least 3 times. | 7.9 (n = 13) | 8.5 (n = 14) | 11.0 (n = 18) | 39.6 (n = 65) | 32.9 (n = 54) |

Table 4.9

*Collapsed Responses to Volunteering (%)*

| Survey Item | Strongly Agree/Agree | Partially Agree/Partially Disagree | Strongly Disagree/Disagree |
|---|---|---|---|
| 1. I feel very comfortable visiting my child's school. | 95.1 (n = 156) | 3.7 (n = 6) | 1.2 (n = 2) |
| 12. I have visited my child's classroom several times in the past year. | 60.4 (n = 99) | 15.2 (n = 25) | 24.4 (n = 40) |
| 15. In the past 12 months I have attended activities at my child's school several times (e.g Fun nights, performances, award nights) | 55.5 (n = 91) | 22.0 (n = 36) | 22.6 (n = 37) |
| 23. In the past 12months I volunteered at my child's school at least 3 times. | 16.4 (n = 27) | 11.0 (n = 18) | 72.5 (n = 119) |

Table 4.10 show the responses to the subconstruct learning at home. Learning at home was measured using items 2, 5, 9, and 18 of the PASS. The majority of the respondents (81.1%) reported *Strongly Agree/Agree* to the statement "*My child's school work is always displayed in our house",* while only 6.1% Strongly *Disagree/Disagree*. When asked every time my child does something well at school I compliment him/her, 94.5% of parents/guardians *Strongly Agree/Agree* while only 3.1% *Strongly Disagree/Disagree*. When asked about reading to their child every day, 38.4% *Strongly Agree/Agree* and 28.6% *Strongly Disagree/Disagree*. Fewer participants 25% *Strongly*

*Agree/Agree* with the notion that they do not understand the assignments their child

brings home, while the majority (51.8%) *Strongly Disagree/Disagree.*

Table 4.10

*Responses to Learning at Home (%)*

| Survey Item | Strongly Agree | Agree | Partially Agree/Partially Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 2. My child's school work is always displayed in our home. | 45.7 (n = 75) | 35.4 (n = 58) | 12.8 (n = 21) | 3.7 (n = 6) | 2.4 (n = 4) |
| 5. Every time my child does something well at school I compliment him/her. | 77.4 (n =127) | 17.1 (n = 28) | 3.1 (n = 5) | 1.2 (n = 2) | 1.8 (n = 3) |
| 9. I read to my child every day. | 12.8 (n = 21) | 25.6 (n = 42) | 32.9 (n = 54) | 19.5 (n = 32) | 9.2 (n = 15) |
| 18. I don't understand the assignments my child brings home. | 8.5 (n = 14) | 16.5 (n = 27) | 23.2 (n = 38) | 26.8 (n = 44) | 25.0 (n = 41) |

Table 4.11

*Collapsed Responses to Learning at Home (%)*

| Survey Item | Strongly Agree/Agree | Partially Agree/Partially Disagree | Strongly Disagree/ Disagree |
|---|---|---|---|
| 2. My child's school work is always displayed in our home. | 81.1 (n = 133) | 12.8 (n = 21) | 6.1 (n = 10) |
| 5. Every time my child does something well at school I compliment him/her. | 94.5 (n =155) | 3.1 (n = 5) | 3.0 (n = 5) |
| 9. I read to my child every day. | 38.4 (n = 63) | 32.9 (n = 54) | 28.7 (n = 47) |
| 18. I don't understand the assignments my child brings home. | 25.0 (n = 41) | 23.2 (n = 38) | 51.8 (n = 85) |

Table 4.12 show the responses to the subconstruct decision making. Decision making was measured using items 8, 13, 21, and 22 of the PASS. The majority of respondents (69.5%) reported *Strongly Disagree/Disagree* to the statement "*I am confused about my legal rights as a parent of a student*," whereas only 18.9% indicated *Strongly Agree/Agree.* When asked if they've made suggestions to their child's teacher about how to help them, 48.8% of participants *Strongly Agree/Agree,* while 28.7% *Strongly Disagree/Disagree*. The majority (54.9%) of parents/guardians *Strongly Agree/Agree* that they know the laws governing schools well while only 17.7% *Strongly Disagree/Disagree*. When asked if they attended several school board meetings in the past 12 months, 50.0% *Strongly Disagree/Disagree* and 34.8% *Strongly Agree/Agree*.

Table 4.12

*Responses to Decision Making (%)*

| Survey Item | Strongly Agree | Agree | Partially Agree/Partially Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 8. I am confused about my legal rights as a parent of a student. | 7.9 (n = 13) | 11.0 (n = 18) | 11.6 (n = 19) | 26.2 (n = 43) | 43.3 (n = 71) |
| 13. I have made suggestions to my child's teacher about how to help my child. | 19.5 (n = 32) | 29.3 (n = 48) | 22.6 (n = 37) | 20.1 (n = 33) | 8.5 (n = 14) |
| 21. I know the laws governing schools well. | 27.4 (n = 45) | 27.4 (n = 45) | 27.4 (n = 45) | 13.4 (n = 22) | 4.3 (n = 7) |
| 22. In the past 12 months I attended several school board meetings. | 15.9 (n = 26) | 18.9 (n = 31) | 15.2 (n = 25) | 28.7 (n = 47) | 21.3 (n = 35) |

Table 4.13

*Collapsed Responses to Decision Making (%)*

| Survey Item | Strongly Agree/Agree | Partially Agree/Partially Disagree | Strongly Disagree/Disagree |
|---|---|---|---|
| 8. I am confused about my legal rights as a parent of a student. | 18.9 (n = 31) | 11.6 (n = 19) | 69.5 (n = 114) |
| 13. I have made suggestions to my child's teacher about how to help my child. | 48.8 (n = 80) | 22.6 (n = 37) | 28.6 (n = 47) |
| 21. I know the laws governing schools well. | 54.8 (n = 90) | 27.4 (n = 45) | 17.7 (n = 29) |
| 22. In the past 12 months I attended several school board meetings. | 34.8 (n = 57) | 15.2 (n = 25) | 50.0 (n = 82) |

Table 4.14 show the responses to the subconstruct collaborating with community. Collaborating with community was measured using items 10, 11, 20, and 24 of the PASS. When asked if they talked with other parents frequently about educational issues, 37.2% of participants *Strongly Agree/Agree*, while 35.4% *Strongly Disagree/Disagree*. The majority (52.4%) of parents/guardians *Strongly Agree/Agree* that their child attends community programs (e.g., YMCA, park) while only 28.7% *Strongly Disagree/Disagree*. The majority of respondents (63.4%) reported *Strongly Disagree/Disagree* to the statement "*If my child was having trouble in school I would not know how to get extra help for him/her,*" whereas only 19.5% *Strongly Agree/Agree*. When asked about knowing several programs for youth in their community only 31.7% *Strongly Agree/Agree* while 50.0% *Strongly Disagree/Disagree*.

Table 4.14

*Responses to Collaborating with Community (%)*

| Survey Item | Strongly Agree | Agree | Partially Agree/Partially Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 10. I talk with other parents frequently about educational issues. | 12.8 (n = 21) | 24.4 (n = 40) | 27.4 (n = 45) | 23.8 (n = 39) | 11.6 (n = 19) |
| 11. My child attends community programs (e.g., YMCA, park, etc.) | 13.4 (n = 22) | 15.2 (n = 25) | 18.9 (n = 31) | 28.1 (n = 46) | 24.4 (n = 40) |
| 20. If my child was having trouble in school I would not know how to get extra help for him/her. | 10.4 (n =17) | 9.2 (n = 15) | 17.1 (n = 28) | 24.4 (n = 40) | 39.0 (n = 64) |
| 24. I know about many programs for youth in my community. | 12.2 (n = 20) | 19.5 (n = 32) | 18.3 (n = 30) | 30.5 (n = 50) | 19.5 (n = 32) |

Table 4.15

*Collapsed Responses to Collaborating with Community (%)*

| Survey Item | Strongly Agree/Agree | Partially Agree/Partially Disagree | Strongly Disagree/Disagree |
|---|---|---|---|
| 10. I talk with other parents frequently about educational issues. | 12.8 (n = 21) | 27.4 (n = 45) | 11.6 (n = 19) |
| 11. My child attends community programs (e.g., YMCA, park, etc.) | 13.4 (n = 22) | 18.9 (n = 31) | 24.4 (n = 40) |
| 20. If my child was having trouble in school I would not know how to get extra help for him/her. | 10.4 (n =17) | 17.1 (n = 28) | 39.0 (n = 64) |
| 24. I know about many programs for youth in my community. | 12.2 (n = 20) | 18.3 (n = 30) | 19.5 (n = 32) |

**Research Question Two**

Research question two, *What relationship, if any, is there between parental involvement and students' absenteeism?,* was measured using frequencies and percentages calculated from responses to the PASS and then by using a Pearson's product-moment correaltion test to determine if there is a significant relationship between parental involvement and fifth grade student absenteeism. Table 4.14 displays the Pearson's product-moment correlation (r) results for parental invovlement using the PASS and student absenteeism (ADA percentages) using archival PEIMS data. Results of the Pearson's product-moment correlation indicate no relationship exists between parental involvement and student' absenteeism, $r = -.108$, $p = .170$.

Table 4.16

*Relationship between Parental Involvement and Student Absenteeism*

|  | ADA |
| --- | --- |
| N | 164 |
| *r*-value | -.108 |
| *p*-value | .170 |

## Research Question Three

Research question three, What relationship, if any, is there between parental involvement and student behavior?, was measured using frequencies and percentages calculated from responses to the PASS and then by using a Pearson's product-moment correlation test to determine if there is significant relationship between parental involvement and fifth grade student behavior. Tables 4.11 displays the Pearson's product-moment correlation (r) for parental involvement using the PASS and number of discipline referrals using archival behavioral data. Results of the Pearson's product-moment correlation indicate that there is a statistically significant relationship between parental involvement and fifth-grade student behavior, r = .174, p = .026, r2 = .030. There is a positive relationship between parental involvement and fifth-grade students' behavior.

Table 4.17

*Relationship between Parental Invovlement and Student Behavior*

|  | Student Behavior |
| --- | --- |
| N | 164 |
| r-value | .174* |
| p-value | .026 |
| $R^2$ | .030 |

* Statistically Significant (p <.05)

Approximately 3.0% of the variance in fifth-grade students' behavior can be attributed to parental involvement. The more parents are involved the fewer discipline referrals their child has.

## Research Question Four

Research question four, *What are the perceptions of school administrators and the influence that parent involvement has on student's academic performance, absenteeism, and behavior?*, was answered by using a qualitative inductive coding process. The process involves coding and a breakdown of the interview data while dividing the information and finding common themes across all pieces of data (Creswell, 2015). In an effort to gain a better understanding of administrator perceptions of parental involvement and the influence it has on student academic performance, absenteeism, and behavior, eight administrators participated in semi-structured interviews. Of the administrators, three (37.5%) were males and five (62.5%) were female; six (75.0%) were Hispanic, two (25.0%) were white. The reader should be aware that, of the eight administrators who participated in the semi-structured interviews all were interviewed individually and not as a pair. As a result of the administrator interviews, eight major themes emerged including: *parental invovlement programs, sense of community, attendance incentives, attendance committees, attendance incentive benefits, student behavior expectations, decrease in discipine referrals, administrator perception of parental invovlement*. These major themes and subthemes are described and explained in depth below.

**Parental Involvement Programs**

The first major theme of Parental Involvement Programs was broken down into two subthemes. During the administrator interviews all participants shared a type of parental involvement program that took place on campus. While a parental involvement

program is required for each campus by the superintendent, the way it looks can fit the needs of each individual campus. A parental involvement program can and often looks different depending on the needs of the students. Therefore, administrators shared what each program looked like on their campus.

**Parent and Teacher Association.** During the interviews, the administrators identified PTA, *Parent Teacher Association,* as part of their parental involvement program on campus. PTA was recognized as one of the main components of the parental involvement program on campuses. Many of the parent volunteer opportunities took place through the PTA organization. One participant, when talking about PTA said, "A lot of parental involvement goes through PTA, and I'm trying to work with the counselor to get those same parents involved in other areas of the school instead of having two separate lists of parents". When administrators spoke of PTA, eight out of eight agreed it was one of the avenues they used to get parents involved. Some PTA programs even incorporate after school events to get parents through the campus door and into the school building. One administrator even stated, "One of the ways we get parents on campus is through PTA programs". Participants shared PTA as being one of the initial ways they incorporate parental involvement and have used that as an avenue to grow from there.

**Parent Volunteer Program.** When discussing the particular type of parental involvement programs, adminstrators spoke about different ways they incorporated parental invovlement on their campus. One participant stated, "We have a group of parent volunteers that are pretty regular. We have between five and ten volunteers that we rotate through". The participants agreed that each campus had their regular volunteer group of parents who were active and a few others who would help out as their availabilty opened up. One administrator expressed:

We are fortunate that our principal and the principal before him have kept in our employement a parent invovlement facilitator. She is a paraprofessional whose main job is to work with the counselor and work with teachers on parent invovlement. The parent invovlement facilitator works in conjunction with the counselor to recruit parents and encourages parents to be involved in many ways.

These quotations emphasized the importance of parental invovlement in that particular campus. Another administrator added her campus' focus on having a defined parental involvement program this current school year. When describing the program, she explained:

This year we began a parent volunteer program, during our meet the teacher we let all parents sign up, anyone wanting to come and help. We have a lead parent running the program during the school day and, I set the rules for the parents and let them know they would not be allowed into classrooms rather as assistance as needed in the teacher's lounge.

Regarding the same subject, another administrator conveyed, "We have more of an unstructured parental involvement program with a core group of parents that are usually up here. Other than that, we reach out to parents through PTA and offer parenting classes on various topics. Across the campuses, all eight administrators shared at least one way their campus incorporates parental invovlement programs. In fact, all campuses are always looking for more ways to get all parents involved rather then just their regular set of volunteers.

**Sense of Community**

The second theme to emerge came about when discussing the benefits of parental involvement. Administrators spoke about the community it built within their schools and surrounding neighborhoods. One participant stated, "Parent presence alone creates a

climate of family. It give parents a sense of community when they get to be on campus throughout the day". The participants agreed that parental invovlement contributes to parents feeling comfortable to go to the school and ask questions. One participant stated:

One of the main benefits is that parental invovlement opens our doors to the community and gets parents involved in the initiatives going on in our school. It also makes the community feel like our school is more accessible to them. This way if they have a question or a concern, they don't feel as intimidated to come in and get their questions answered.

Six out of eight participants agreed that through parental invovlement, the community feels more attached to the school and it builds a bridge between the school, the community, and the parents.

**Attendance Incentives**

For this study, administrators also placed an enormous importance on student attendance. One administrator shared that attendance was an additional non-negotiable expectation from the superintendent. All campuses are required to have some sort of program or procedures in place to help promote attendance. An emphasis has also been placed on chronic absentee students to make improvements in their overall attendance. Eight out of eight participants agreed that student attendance incentives was a way that they promote student attendance on campus. The incentives in place vary from campus to campus, but all have the same concept of being rewarded for coming to school. One administrator mentioned that they have incentives for grade levels as well as for the individual students. He stated:

We have an attendance committee that provides incentives for not only students to attend school but for staff members as well. We give trophies out to classrooms that have good atendance each week. Then we reward the grade level who has the

best attendance each week by giving them some type of incentive like a free dress pass, extra recess, candy and other goodies.

These quotations clearly show the various incentives in place for students to promote attendance and how the school monitors the attendance daily as well as a weekly basis. Additionaly it became clear, due to the focus on attendance and the stakeholders invovled, various types of incentives were utilized to encourage students to come to school. Not to mention, campuses used their own methods to monitor and keep up with attendance data so that incentives were kept up with.

**Attendance Committees**

An additional theme emerged when discussing attendance programs that were put in place. Three of the four campuses shared that an attendance committee was utilized on campus to help monitor and recognize students attendance. Some of the committees encompassed teachers from all grade levels, while others were comprised of administration, counselors, and school PEIMS clerks. One participant stated, "We also have an attendance team that is composed of myself, the counselor, and the attendance clerk. It's like the tough love side of the attendance, but we track students with poor attendance." All eight participants agreed that while incentives are in place  there are also measures taken for students who are chronicly absent or tardy as well. One participant expressed:

> I have to credit my PEIMS clerk and my counselor. They meet with parents who have chronic absent students, conduct home visits, and place calls to absent students. They are on it and we have been successful the last few years with our attendance rates.

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These quotations specify the measures administrators are taking to make sure students are coming to school. Across the campuses, committees or groups of leaders are taking additional measures to reach all students to improve student attendance.

**Attendance Incentive Benefits**

The term *attendance incentive benefits* was selected as an additional theme because the term was extensive enough to incorporate the common responses of all eight administrators. During the interviews, participants agreed the attendance incentive programs promoted students eagerness to participate in school wide competitions towards attendance. Participants talked about students' interest in grade level competitions and their commitment to participate and win as a class. One participant, when talking about her campuses incentive said, "Even though our overall attendance didn't make a huge increase, I guess it did make a difference to the kids. The students were asking about the competitions and if they would still be receiving treats for winning the highest attendance levels". Another participant said, " I know at the beginning of the year grade level trophies were a bit hit, all of the classrooms wanted to win the trophies". Another participant shared:

> Our kids tell their parents that they can't be absent. We have a lot of parents who call the school and say that their child insists on going to school even though they are sick. I guess it's the pressure from the class, but all of the students remind their classmates to come to school so they can get their treats.

These quotations show the impact the incentives have on the students and their willingness to participate in the campus competitions. Students commitment to their classmates and their commitment to earning incentives has proven to make a positive change in campus attendance.

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**Student Behavior Expecations**

When asked about behavior systems in place on campus, participants all emphasized an importance of setting teacher and student expectations. Teacher expectations including teachers knowing the processes and expectations they should have in place for their students. This includes students knowing how to behave in and outside of the classroom, expectations and procedures need to be clearly explained and modeled for all students. Students also learn the processes and procedures from the administrators in campus assemblies. One administrator expressed, "I try and make sure every teacher has a good system management program in place in their classrooms. We give support as needed for individual students and teachers". Six out of eight participants expressed, having clear expectations and procedures from the beginning helps to set the tone and lets students know what the expectations are. One participant even mentioned the importance of getting to know the students and being visible on campus daily. She stated:

> I walk the campus in the moring, during the day, and during lunch times. I talk to the students about always behaving, and I also talk to them about what happens when you come to my office. I tell them in the hallway we can say hi, but when you come to my office then we are no longer friends.

Five out of eight administrators explained that a relationship with students is a vital part of a student behavior system. One administrator even added, "By building relationships with students we can keep up with warning signs and catch student behavior concerns early". Across the interview participants, there was an agreement regarding the need to set and explain student behavior expectations at the beginning of the school year. However, not all campuses had additional support to help set and monitor the student behavior expectations on campus. *Additional campus support* was captured as a subtheme to include all participants data on the theme of student behavior exectations

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**Additional Campus Support.** This subtheme emerged due the lack of resources all campuses have. Five out of eight of the participants included additional campus support as part of their student behavior systems. Not all campuses are provided with the additional programs on their campus, however the campuses that do mentioned their additional campus support as a part of their student behavior systems. One administrator stated:

> We have the counselor, PASS, FOCUS, PPCD and Lifeskills on our campus. I've been here for nineteen years, I was here when we didn't have anything at all to now having all four programs. I definitely see that there is a benefit to having the additional programs. You don't have to wait nine to twelve weeks to go through all of the progress monitioring and the data collection to get a student into a program at a neighboring campus. Being able to have that immediate assistance is really beneficial to address the campus wide issues we have with discipline. All of the additional support on campuses really helps to meet the needs of a variety of students and helps to keep the students at their home campus.

Another participant mentioned a PASS teacher as part of their success. She explained, "Even though a student may not be in the PASS program on campus, the PASS teacher offers suggestions on how to help students struggling with behavior isses. Having a PASS teacher on campus has helped our classroom teachers with ideas and suggestions on what they could do to address students' particular needs". Even though not all campuses have this additional support, the participants who did contributed it as an additional resource to their student behaior systems.

Finally, the participants also mentioned the school counselor as additional support. When speaking to one of the participants she said:

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We have just a handful of kids that get in trouble, so usually we make pretty strong connections with them. I wont say that they don't get in trouble anymore because they definitly do. However, with the counselors support and relationship built the students behavior usually never escalates.

Another participant reflected on the counselors duties and described having the counselor meeting with students regularly and even including them giving anxiety talks to students. Towards the end of the school year many students face anxiety due to high levels of testing, and incorporating the counselor in those stages can prevent negative student behavior. The emphasis the adminstrators put on counselors shows the impact that one person can have on students and their behavior.

**Decrease in Discipline Referrals**

All eight participants agreed one of the major benefits from their student behavior systems includes a decrease in the amount of student referrals from year to year. One participant stated, "I don't have as many discipline refferals as when I first started. My first year I was in the sixties and last year I had a total of 22". Major decreases in referrals were attributed to the clear expectations set with teachers as well as students. It was also noted taking the time to explain to teachers what student activites actually result in a discipline refferal helped to decrease the number of students sent to the office. One participant added:

I think the biggest strength from the student behavior program is the counselor and PASS teacher being able to work together with the classroom teacher. The students don't have to come to the office for a refferal as much, instead there is a focus on improving the students behavior rather than giving a consequence for their behavior".

With a focus on improving student behavior the switch was made from just giving consequences to trying to improve the overall behavior of students. This proactive approach has helped to decrease the number of student discipline referrals to the front office. Not to mention, the participants agreed holding teachers accountable for their expectations and procedures really helps with the overall climate of the campus.

**Administrator Perception of Parental Involvement**

Finally, the last theme from the interviews that emerged was the perception administrators had of parental involvement. The theme was broken into three subthemes each highlighting a specific area administrators attributed parental involvement to.

**Academic impact.** Of three subthemes emerged under *administrator perceptions*, *academic success* was one that all participants agreed upon. One administrator stated, "The more the parent is involved with the school the better performance their kids have. The parents are more aware of what's important and they begin to share that with other parents to encourage students to do well". Another participant added:

Parental involvement is very, very crucial to student's academic performance. Parents help by making sure students come to tutorials and participate in any programs we have going on afterschool. To have their support means a lot because that means they really want their child to be successful.

All participants unanimously agreed that parental involvement is critical to student academic success. When speaking of how parental involvement impacts student academic performance, one participant added, "The parents don't even have to volunteer at the school. However, if they are just aware and have a relationship with the teacher its more than likely going to have a good effect on the students' academic performance."

Furthermore, all eight participants agreed that getting parents on board and involved in school can help and impact in multiple ways. One participant emphasized, "If

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the parents are involved then they see the value of education, and students want to do well because parents are showing them that education is important". Not to mention, an administrator stressed, "If the students just had somebody at home, that would work with them ten to fifteen minutes a night then that would make a big difference". Ultimately, it was agreed that support can look different ways, but parental involvement can be a difference maker when it comes to student academic success. This includes the success of the students in their core content areas.

**Attendance Impact.** Participants further agreed parental involvement impacted student attendance. Participants shared that parents who are present and make it a point to help out on the campus make it a priority to get their children to school. One administrator stated:

I've seen one of our upper grade student's parent distance themselves from the school. I often find the student running late to school and when I ask him why he explains mom isn't getting up and he has to ride a bike to school. So, you don't know if parents are working or if they simply don't want to wake up, but you do see the negative side effects from them not being involved. I also have the story of a parent volunteer who is on the campus all the time and their kid never misses school. I rarely see parents who volunteer and are involved have their students missing school.

When speaking of parental involvement and student absenteeism, the connection was made that the more parents are involved the less their child or children will miss school.

**Behavior Impact.** Finally, in conjunction with academic success and attendance rates, another subtheme emerged was the improvement of student's behavior. When parents are involved and participate in school activities student's behavior will improve.

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One administrator stated, "Knowing that mom or dad might show up at the school usually keeps students in line". Administrators agreed that having a parental figure paying attention to students can help to change negative student behavior. An administrator added, "If parents have high expectations there is a connection between discipline as well". A participant emphasized the importance of parental involvement having multiple effects, he stated:

Parental Involvement makes students more accountable for attendance, for behavior, and academics. It makes the parents more accountable as well. Good parents want to be involved with the school, those are the ones that care about their child's attendance, behavior, and academics.

When speaking of parental involvement and the impact it has on student behavior another participant added:

Sometimes you have parents you call on behalf of bad behavior and they don't always answer or call back. But for behavior wise, if we are keeping parents in communication it can still have a positive effect. I have one parent who never returned my call, but I saw the behavior improve. So even though we never physically spoke the school continuing to communicate with the parent still had a positive effect on the student's behavior.

Regarding administrator perceptions, parental involvement can make a monumental impact. It not only impacts student academic performance, but it also helps to promote attendance and put a decrease in student's negative behaviors. By promoting parental involvement in many aspects' administrators continue to find ways to reach the parents and get them involved in as many ways as possible.

## Conclusion

This chapter presented the results of the quantitative and qualitative data analysis of this study. In the next chapter, this study's findings will be compared with previous studies documented in the literature research. Additionally, the implications of this study's results will be discussed with considerations toward the influence of parental involvement, especially on the administrator's perceptions of what parental involvement can look like. Possibilities for future research will also be discussed.

CHAPTER V:

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the relationship between parental involvement and Hispanic student's academic performance, absenteeism and student behavior. Studies examining the relationship between parental involvement and student academic performance have found varying significance

To quantify parental involvement, 164 parents of fifth-grade students who were enrolled in a large school district in southeast Texas completed the *Parents and School Survey* (PASS). Additionally, student academic achievement, student behavior, and student absenteeism was documented from archival district data. Finally, eight administrators participated in semi-structured interviews in order to enhance understand perceptions of administrators and the impact parental involvement has on student academic performance, behavior and absenteeism. Within this chapter, the findings of this study are contextualized in the larger body of research literature. Implications for parents, campus administrators, and district personnel as well as recommendations for future research are also included.

## Summary

### Research Question One

Findings from this study indicate that there is not a statistically significant relationship between parental involvement and student academic achievement in relation to student STAAR scores and student overall grade averages in Reading and Mathematics. These findings are in agreement with O'Donnell and Kirkner (2014), who found no relationship between parental involvement and mathematics standardized test scores. However, the same study found a positive relationship between parental involvement and student achievement in English Language Arts standardized tests. The

work of Wilder (2014) further contradicted the findings of the current study in that parental involvement plays a significant role in children's academic achievement regardless of the child's grade level. The same study also concluded that the impact of parental involvement may be more significant if there is a more global measure of student achievement including a grade point average rather than a grade on an achievement test. Wilder's (2014) study focused on synthesizing the results of meta-analyses examining the impact of parental involvement on student academic achievement and any generalizable findings across studies. Results varied depending on the definition of parental involvement and the measure used to define student academic achievement. Furthermore, this study's findings contradicted with Jeynes (2012) and Desimone (1999), who found positive relationships between parental involvement and student academic achievement.

**Research Question Two**

Findings from this study indicate that there is not a statistically significant relationship between parental involvement and student absenteeism. None of the literature reviewed for this study agreed with the finding. A study conducted by Morrissey, Hutchison & Winslor (2013) investigated student attendance and predicting factors contributing to students' absenteeism and tardiness. While the study did not focus on student absenteeism and parental involvement it found that students with more absences and tardies received lower grades then peers with better attendance. It was also mentioned that as children grow older, parents begin to recognize the importance of school attendance which can impact student absenteeism. The findings of Smythe-Leistico and Page (2018) also dispute the findings of this study with the implementation of a texting system used as an intervention tool for chronic absentee kindergarten students. The implementation of the text-message based efforts including sending out text to parents revealed a significant decrease in absenteeism from a rate of 22.4% to a

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decrease of 13.3%. While this study did not focus on parental involvement and student absenteeism, it did incorporate the involvement of parents in an effort to improve student attendance.

**Research Question Three**

Findings from this study indicate that there is a statistically significant relationship between parental involvement and student behavior. These findings were in agreement with Sheldon and Epstein (2002) who found parental involvement to impact and improve student behavior. The longitudinal study revealed different types of family and community involvement were related to decreases in several disciplinary actions. Furthermore, Gastic (2017) had findings that concluded the risk for Hispanic and Black to be disciplined for fighting were more than twice that for White students. The study revealed Hispanic students were 2.14 times more likely than White students to be disciplined for fighting. This study differs from the current study because it does not target the impact on parental involvement and student behavior, however it does highlight the likeliness of Hispanics to get in trouble compared to others. It also contributes to the research on the racial discipline gap and the need to focus on how to improve the support for the Hispanic student population. Kaufman et al. (2010) also contributed to the research on student behavior by showing that the number of discipline referral increased as grade levels increased. The study also found Hispanics received more total referrals than others. Both studies contribute to the notion that Hispanic students are spending more time in the office compared to other groups of students.

**Research Question Four**

Research question four, which observed administrator perceptions of parental involvement and the impact it had on Hispanic student academic achievement, absenteeism, and behavior, was answered using an inductive coding process based on

semi-structured interviews by eight administrators who made up the administration team of the four campuses from data collection. Responses were organized into eight major themes: (1) parent involvement programs , (2) sense of community, (3) attendance incentives, (4) attendance committees, (5) attendance incentive benefits, (6) student behavior expectations, (7) decrease in discipline referrals, (8) administrator perceptions of parental involvement.

Participants spoke about the importance of parental involvement and the impact they believe it has on students. Participants agreed if parents were involved and set an example for their child it would impact more than just student academic achievement, which is in accord with the research by Larocque et al. (2011). Administrators agreed across campuses that parental involvement positively impacts student academic achievement. Additionally, all participants referenced at least one form of a parental involvement program on their campus. All administrators agreed that parental involvement programs help to create a sense of community within the school environment. Which agrees with the study of Yulanti et al., 2018, whose study confirmed productive partnership between parents and schools is more likely to be achieved when schools understand, acknowledge, and work together towards the same goal. Flynn and Nolan (2008) agreed that implementation of inviting parents to be involved in school activities, providing parental support, and training teachers on alliances between parents and school will attribute to student academic success,

In addition, administrators believed in the importance of setting student behavior expectations. By creating a positive atmosphere for students and setting expectations early on students are aware of the procedures and necessary consequences to their actions. This finding agrees with Gastic (2017), whose study found school leaders must be held accountable for disruptions that impede the student's ability to learn and be

successful. Not to mention, administrators must also know the impression that disciplinary actions can have on students at an early age. Raufu (2017) describes the criminalization of school discipline as a risk factor that predisposes students, particularly minority students, to coming into contact with the criminal justice system and how it may have an impact and explain the gap in academic accomplishment between students. When taking the time to get acquainted with students and being visible around campus, students are made aware that school leaders are present. Students are also made aware of school expectations. Not to mention, the additional campus support mentioned by administrators was taken into consideration and thought to be helpful on student behavior impact. Parker et al. (2016) argued guidance counselors should be proficient in Spanish to facilitate mutual understanding between students, parents. Many administrators contributed thanks to the support of their counselors and the impact that their presence and support has on student behavior.

## Implications

As a result of this study's examination on the relationship between parental involvement and student academic achievement, absenteeism, and behavior, implications for parents, administrators, and district policy emerged. For parents, this study revealed the need for parents to know the impact they have on their child. Not only the impact, but how their presence in their child's education can make a difference. For administrators, this study revealed the need to clarify the definition of parental involvement and what all it can look like. Not only do administrators need to consider parents and the role they play, but also, they need to make sure to provide several opportunities for parents to even be able to participate. Finally, for policy makers, this study shows us that further research needs to be done to determine what type of parental involvement support needs to be given to campuses to help promote involvement in various aspects.

**Implications for Administrators**

This research should first be shared with administrators. While district policies and procedures may already be in place for the district, the campus administration oversees the compliance of district policies and procedures. Depending on administrators' perceptions of parental involvement and the consequential effect they may believe it has on student success, it can determine the amount of effort school leaders are willing to put into it. The more administrators see the value of parental involvement, the more they will be willing to begin parent involvement initiatives. This cannot be a random approach. There has to be policies and procedures in place highlighting the importance of parental involvement, as well as directing school leaders to follow them in order to benefit students. Campus administrators should also keep in mind the culturally relevant interactions between parent, their children, and the school.

Parental involvement can take on various forms and some interactions can include meet-the- teacher, open house, literacy night, math and science night, or even hosting an event off campus at the neighborhood library to promote reading. In addition, some initiatives could include school year long relationship building activities for parents, students, and teachers to continue to build the open lines of communication between school and home. This could include afterschool support sessions hosted by teachers for parents on common content areas students struggle in, such as the multiple algorithms for teaching students how to add and subtract. As the state has undergone changes in the new 2019 English Language Arts and Reading (ELAR) TEKS adoption, old methods of teaching and helping students are not as effective in today's classrooms. By offering support sessions for parents throughout the school year, we can build relationships as well as help educate parents with today's research-based practices to better support their children at home. Whatever the initiative or program may be, administrators need to

consider the needs of their community and understand that one size fit all does not always work when trying to involve parents in their child's education.

Not to mention, school leaders should also consider the methods in which they are communicating and offering support. Today's parents may no longer look through their child's folder daily, so the methods in which we are communicating with parents should also change. Letters, emails, text messages, call outs, and updates to social media help to promote the initiatives and give parents multiple platforms in which they can be informed and current with the offered school support.

**Implications for Parents**

While the study did not find a significant relationship between parental involvement and an impact on student achievement, much of the literature showed strong connections between the two. Therefore, it is critical that parents understand the impact that their involvement can make on their child's academic success. Studies have shown links to parental involvement and the success it has on student academic achievement, absenteeism, and behavior (Weiser & Riggio, 2010; Jeynes, 2012; O'Donnell & Kirkner, 2014; Parker et al, 2016; Luet, 2017). It is imperative that parents are taking the time to learn just how they can help and contribute to the success of their children. They also need to be aware of the multiple opportunities the school provides for them to be involved.

Often, parents do not feel the connection between the school and choose not to make a personal connection at home either. However, studies have shown that parental involvement can look various ways and still have an impact on student academic success (Parker et al., 2016). By learning how they can be involved and the various opportunities available to them by the school they can make a better decision on how they choose to contribute to their child's success. Some common examples of ways for parents to be

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involved on campus is through school PTA (Parent Teacher Association). PTA is year-round association for parents to be a part of and holds many events throughout the school year. PTA is also big in giving back to the school and the students and can look different on every campus. By having parents, a part of the association, they can represent a voice for their child and speak on behalf of what the school may need to include that they may not already be doing. Some campuses even have parent involvement programs apart from PTA organizations and involve parents in multiple ways such as helping teachers with classroom preparations and even volunteering for school wide incentives. The more opportunities there are, the more chances parents have to feel a part of the school and be a stronger influence on their child and the community. O'Toole (2017) agrees, Parents' interactions with schools represent the most visible and perhaps most powerful of linkages between home and school for children The more parents show up and make themselves visible in front of their child, the more their child will see the connection and importance of school.

**Implications for Policy Makers**

Although the current study was limited to one school year and one school district, findings did show the connection between parental involvement and student behavior. It is possible that the more parents are involved the various aspects that it will impact on a child's education (LaRocque et al., 2011). Therefore, it is recommended that policy makers incorporate parental involvement policies and committees in place to meet the needs of the students. In order to establish a universal committee or initiative, a team should work together to create what something like that should look like across school districts. What are the districts requirements of parental involvement programs on campuses? How many members should schools be trying to recruit? The required parental involvement committee will make sure that schools are reaching out to parents

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and give those involved an opportunity to connect and be a part of an organization that helps to improve student success. All events and committees should consider the language spoken by parents, the availability they have to meet, and the opportunities being provided to them. Once the standard has been made, results could include more opportunities for parents to participate and factors addressed that could have hindered participation in the past.

## Recommendations for Future Research

Findings from this study resulted from obtaining perceptions of administrators and parents, both quantitative and qualitative data, and collecting archived data from the school district regarding their child's academic achievement, behavior, and attendance. Although this study provided an extensive amount of information about this topic, recommendations for future research will help to increase knowledge about the importance of parental involvement and student academic achievement, behavior, and absenteeism. The following recommendations are based on data and results from this study.

Regarding expanding the range of this study, future research should include multiple grade levels testing the same constructs. The current study focuses only on one grade level which limits the perception of parental involvement to only impacting one grade level. Not to mention, standardized test scores are one major achievement score that can be skewed depending on the type of day a student is having. By looking closer into a student's report card grades, or assessment that captures a better reflection of the student's academic ability a significant impact may occur. Using a state's standardized assessment may not truly capture a student's ability with the added emphasis and stress of performing well. Future research might even explore the different sub constructs of

parental involvement and look into various grade levels to see how each sub construct can impact student's academic achievement.

In order to increase the depth of the current study, an incorporation of student and parent interviews could help to capture their perceptions as well to get a bigger picture of parental involvement and its impact. The current study was limited to administrator perceptions, and therefore may not have caught a full picture and reflection of the impact on parental involvement. In addition, a longitudinal study could be conducted to follow students over a period of time. The current study focuses on one grade level at one period of time. A longitudinal study would shed light on the relationship between parental involvement and the impact it can have on various age groups of students. For example, does parental involvement differ in first grade compared to third or fifth? By conducting a longitudinal study, not only could you see the impact it has across grade levels, but you can also determine the time in which schools need to emphasize the importance of parental involvement.

Additionally, when discussing the perceptions of administrators, it would be beneficial to include perspectives of secondary administrators. The current study focused on administrators at an elementary level only, however with the inclusion of multiple perspectives could lend a greater scope on the impact that parental involvement has on students of all ages. Parental involvement is something that should take place in all levels of a child's education, by including administrators from all grade levels we can get a bigger picture of what involvement can and may look like at various stages in education.

**Conclusion**

The relationship between parental involvement and the impact it has on student academic achievement, absenteeism, and behavior have been well researched. For a majority, parental involvement in student's education has shown to have positive effects

including positively impacting student academic achievement, absenteeism, and behavior (Barnyak & McNelly, 2009; Goodall & Montgomery, 2014; Jeynes, 2012; Larocque et al., 2011; Luet, 2017; Sheldon & Epstein, 2002; Smythe-Leistico & Page, 2018; Wilder, 2014). Given that student academic success is necessary for students to move forward in their educational career, it is essential that stakeholders continuously look at the factors that contribute to student's academic success. Paying close attention to the Hispanic student population is imperative as they are now making up the numerical majority of students enrolled in public schools (Nino, 2014). Building relationships with parents and all stakeholders within the educational community would help to bridge the gaps that are seen in schools in terms of student achievement, as well as contributing to build students in various aspects of schooling such as, absenteeism and behavior. All of which could impact how they perform and work in the classroom and society later on (O'Donnell & Kirkner, 2014). This study could potentially provide insights on the importance of administrator perceptions of parental involvement and its relationship to student individual success. Future studies should focus on a variety of programs and/or opportunities for parents to become involved in multiple aspects of their children's education.

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## Galena Park Independent School District

14705 Woodforest Blvd., Houston, TX 77015
kbrown1@galenaparkisd.com

**Kareen Brown, Ed.D.**
**Program Director for**
**College and Career Readiness**

February 26, 2018

University of Houston - Clear Lake
Department of Curriculum and Instruction
2700 Bay Area Blvd.
Houston, TX 77058

To Ms. Victoria Garcia:

The Research Initiatives Committee for Galena Park Independent School District recently met to review your request to conduct research. The purpose of the study titled *The Relationship of Parental Involvement and Hispanic Students' Academic Achievement, Absenteeism, and Behavior* is to examine the relationship between Hispanic parental involvement and the academic achievement, absenteeism, and behavior of Hispanic students.

Galena Park Independent School District is honored and excited that you would like to conduct research with the students in our district. I am pleased to inform you that the committee has decided to approve your proposal.

Galena Park Independent School District is committed to serve all students with educational experiences and/or services appropriate to their unique needs. Students are provided differentiated learning experiences with an emphasis on the processes of thinking, problem-solving, research, creativity, and communication.

This letter of support is an endorsement of the districts mission to provide innovative approaches in support of programs targeting ways to improve student performance.

Please contact me to discuss which campuses will be participating.

Sincerely,

Kareen Brown, Ed.D.

# APPENDIX B:

# PARENT AND SCHOOL SURVEY (PASS)  ENGLISH

Student ID Number:_____

Please indicate your child's race/ethnicity: (circle) Hispanic  African American  Asian  Caucasian  Other

Below are several statements followed by answers. Please read them and pick the answer that best describes how much you agree with the statement. It is most helpful if you try to answer honestly and accurately.

| 1 | I feel very comfortable visiting my child's school. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 2. | My child's school work is always displayed in our home | 1 | 2 | 3 | 4 | 5 |
| 3. | If my child misbehaved at school, I would know about it soon afterward. | 1 | 2 | 3 | 4 | 5 |
| 4. | I frequently explain difficult ideas to my child when she/he doesn't understand. | 1 | 2 | 3 | 4 | 5 |
| 5. | Every time my child does something well at school I compliment him/her | 1 | 2 | 3 | 4 | 5 |
| 6. | Talking with my child's principal makes me uncomfortable. | 1 | 2 | 3 | 4 | 5 |
| 7. | I always know how well my child is doing in school. | 1 | 2 | 3 | 4 | 5 |
| 8. | I am confused about my legal rights as a parent of a student. | 1 | 2 | 3 | 4 | 5 |
| 9. | I read to my child every day. | 1 | 2 | 3 | 4 | 5 |
| 10. | I talk with other parents frequently about educational issues. | 1 | 2 | 3 | 4 | 5 |
| 11. | My child attends community programs (e.g YMCA, park, etc.) | 1 | 2 | 3 | 4 | 5 |
| 12. | I have visited my child's classroom several times in the past year. | 1 | 2 | 3 | 4 | 5 |
| 13. | I have made suggestions to my child's teacher about how to help my child | 1 | 2 | 3 | 4 | 5 |
| 14. | There are many children's books in our house. | 1 | 2 | 3 | 4 | 5 |
| 15. | In the past 12months I have attended activities at my child's school several times (e.g Fun nights, performances, awards night) | 1 | 2 | 3 | 4 | 5 |
| 16. | My child misses school several days each semester. | 1 | 2 | 3 | 4 | 5 |
| 17. | Talking with my child's current teacher makes me somewhat uncomfortable. | 1 | 2 | 3 | 4 | 5 |
| 18. | I don't understand the assignments my child brings home. | 1 | 2 | 3 | 4 | 5 |
| 19. | Reading books is a regular activity in our home. | 1 | 2 | 3 | 4 | 5 |
| 20. | If my child was having trouble in school I would not know how to get extra help for him/her. | 1 | 2 | 3 | 4 | 5 |
| 21. | I know the laws governing schools well. | 1 | 2 | 3 | 4 | 5 |
| 22. | In the past 12 months I attended several school board meetings. | 1 | 2 | 3 | 4 | 5 |
| 23. | In the past 12 months I volunteered at my child's school at least 3 times. | 1 | 2 | 3 | 4 | 5 |
| 24. | I know about many programs for youth in my community. | 1 | 2 | 3 | 4 | 5 |

**How difficult do the following issues make involvement with your child's school?**

| | | A Lot | Some | Not an Issue |
|---|---|---|---|---|
| 25. | Lack of Time | 1 | 2 | 3 |
| 26. | Time of Progress | 1 | 2 | 3 |
| 27. | Small Children | 1 | 2 | 3 |
| 28. | Transportation | 1 | 2 | 3 |
| 29. | Work Schedule | 1 | 2 | 3 |
| 30. | Other(Specify)_____ | 1 | 2 | 3 |

# PARENT AND SCHOOL SURVEY (PASS) SPANISH

Número de Identificación del Estudiante:_____

Por favor indique su raza / etnia: (circulo) Hispano Afroamericano Asiático Caucasico Otro

A continuación hay varias declaraciones seguidas de respuestas. Léelos y elija la respuesta que mejor describa cuánto está de acuerdo con la afirmación. Es muy útil si intenta responder con honestidad y precision.

|  |  | Muy de acuerdo | Parcialmente de acuerdo | Parcialmente en desacuerdo | Desacuerdo | Muy desacuerdo |
|---|---|---|---|---|---|---|
| 1 | Me siento muy cómodo visitando la escuela de mi hijo/a | 1 | 2 | 3 | 4 | 5 |
| 2. | La escuela de mi hijo/a siempre se muestra en nuestra casa (por ejemplo, cuelgan papeles en el refrigerador). | 1 | 2 | 3 | 4 | 5 |
| 3. | Si mi hijo/a se portara mal en la escuela, lo sabría pronto después | 1 | 2 | 3 | 4 | 5 |
| 4. | Frecuentemente, le explico ideas difíciles a mi hijo/a cuando no entiende | 1 | 2 | 3 | 4 | 5 |
| 5. | Cada vez que mi hijo/a hace algo bien en la escuela, lo felicito | 1 | 2 | 3 | 4 | 5 |
| 6. | Hablar con el director de mi hijo /a me hace sentir incómodo | 1 | 2 | 3 | 4 | 5 |
| 7. | Siempre sé lo bien que mi hijo/a está haciendo en la escuela. | 1 | 2 | 3 | 4 | 5 |
| 8. | Estoy confundido acerca de mis derechos legales como padre de un estudiante. | 1 | 2 | 3 | 4 | 5 |
| 9. | Yo leo con mi hijo/a todos los días. | 1 | 2 | 3 | 4 | 5 |
| 10. | Hablo con otros padres con frecuencia sobre temas educativos | 1 | 2 | 3 | 4 | 5 |
| 11. | Mi hijo asiste a programas comunitarios (por ejemplo, YMCA, Parque/teatro comunitario de recreación) regularmente | 1 | 2 | 3 | 4 | 5 |
| 12. | He visitado el salón de clases de mi hijo/a varias veces en el pasado año | 1 | 2 | 3 | 4 | 5 |
| 13. | He hecho sugerencias a los maestros de mi hijo/a acerca de cómo ayudar a mi hijo/a aprender | 1 | 2 | 3 | 4 | 5 |
| 14. | Hay muchos libros para niños en nuestra casa | 1 | 2 | 3 | 4 | 5 |
| 15. | En los últimos 12 meses he asistido a actividades en la escuela de mi hijo varias veces (por ejemplo, noches de diversión, actuaciones, premios noches) | 1 | 2 | 3 | 4 | 5 |
| 16. | Mi hijo falta a la escuela varios días cada semestre. | 1 | 2 | 3 | 4 | 5 |
| 17. | Hablar con el maestro actual de mi hijo/a me hace incómodo | 1 | 2 | 3 | 4 | 5 |
| 18. | No entiendo la tarea que mi hijo/a trae a casa | 1 | 2 | 3 | 4 | 5 |
| 19. | Leer libros es una actividad regular en nuestra casa | 1 | 2 | 3 | 4 | 5 |
| 20. | Si mi hijo estaba teniendo problemas en la escuela, no sabría cómo obtener ayuda adicional para él/ella | 1 | 2 | 3 | 4 | 5 |
| 21. | Conozco bien las leyes en la escuela. | 1 | 2 | 3 | 4 | 5 |
| 22. | En los últimos 12 meses asistí a varias reuniones de la Junta Escolar | 1 | 2 | 3 | 4 | 5 |
| 23. | En los últimos 12 meses me ofrecí como voluntario en la escuela de mi hijo al menos 3 veces | 1 | 2 | 3 | 4 | 5 |
| 24. | Conozco muchos programas para jóvenes en mi comunidad | 1 | 2 | 3 | 4 | 5 |

¿Qué dificultad tienen los siguientes problemas para involucrarse con la escuela de su hijo?

|  |  | Mucho | Algunos | No hay Problema |
|---|---|---|---|---|
| 25. | Falta de tiempo | 1 | 2 | 3 |
| 26. | Tiempo de los programas | 1 | 2 | 3 |
| 27. | Niños pequeños | 1 | 2 | 3 |
| 28. | El transporte | 1 | 2 | 3 |
| 29. | El horario de trabajo | 1 | 2 | 3 |
| 30. | Otro (Especifique _____) | 1 | 2 | 3 |

A continuación hay varias declaraciones seguidas de respuestas. Léelos y elija la respuesta que mejor describa cuánto está de acuerdo con la afirmación. Es muy útil si intenta responder con honestidad y precisión.

APPENDIX C:

SURVEY COVER LETTER



May 2018

Dear Parents,

Greetings!  You are being asked to complete the Parent and School Survey (PASS).  The purpose of this survey is to help identify what types of parental involvement techniques promote student academic achievement, attendance, and behavior. The data obtained from this study will not only help educators but will also help you as a parent on what you can do to help promote your child's academic achievement, attendance, and behavior in school.

Please try to answer all the questions.  Filling out the attached survey is entirely voluntary, but answering each response will make the survey most useful.  This survey will take approximately 10-15 minutes to complete and all of your responses will be kept completely confidential.  No obvious undue risks will be endured and you may stop your participation at any time.

Your cooperation is greatly appreciated and your willingness to participate in this study is implied if you proceed with completing the survey.  Your completion of the *Parent and School* Survey (PASS) is not only greatly appreciated, but invaluable.  If you have any further questions, please feel free to contact me, Victoria Garcia by email at vgarcia@galenaparkisd.com Thank you!

Sincerely,

Victoria Garcia M.S
Galena Park ISD

University
of Houston
Clear Lake

Mayo del año 2018

Queridos padres,

¡Saludos! Se les pide por favor completar la encuesta sobre padres y escuela. El propósito de esta encuesta es ayudar a identificar qué tipos de técnicas de participación de los padres promueven el rendimiento académico, la asistencia escolar y el comportamiento de los estudiantes. Los datos obtenidos de esta encuesta no sólo ayudarán a los maestros, pero también le ayudará como padre en lo que puede hacer para ayudar a construir la motivación y confianza en la escuela de su hijo.

Por favor trate de responder a todas las preguntas. Terminar el cuestionario adjunto es totalmente voluntario, pero respondiendo a cada respuesta hará la encuesta más útil. Esta encuesta dura aproximadamente 10-15 minutos para completar y todas sus respuestas serán completamente confidenciales. No hay riesgos y es posible detener su participación en cualquier momento.

Su cooperación es muy apreciada. Su conclusión del reconocimiento de padres y escuela no solo se valora, pero es muy valiosa. Si tiene alguna duda, no dude en ponerse en contacto conmigo, Victoria García por correo electrónico a vgarcia@galenaparkisd.com ¡Gracias!


Sinceramente,

Victoria Garcia M.S
Galena Park ISD

ADMINISTRATOR INTERVIEW QUESTIONS

1. What, if any, type of parental involvement program is currently taking place on your campus?

2. What, if any, benefits have you seen from the parental involvement program on your campus?

3. What, if any, programs are in place to improve attendance on your campus?

4. What, if any, benefits have you seen from your attendance programs on campus?

5.  What, if any, type of behavior system is in place on your campus?

6. What, if any, strengths have you seen with your behavior program?

7. What is your perception on parental involvement and how it effects students'?

8. What is your perception of parental involvement and how it impacts students' academic performance?

9. What is your perception of parental involvement and how it impacts students' absenteeism?

10. What is your perception of parental involvement and how it impacts students' behavior?