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# A study of the possible relationship between the type and frequency of parental participation and student achievement in an urban school setting.

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A STUDY OF THE POSSIBLE RELATIONSHIP BETWEEN THE TYPE  
AND FREQUENCY OF PARENTAL PARTICIPATION AND STUDENT  
ACHIEVEMENT IN AN URBAN SCHOOL SETTING

A Dissertation Presented

By

NARCISA A. POLONIO JONES

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1982

Education

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DEDICATION

To my daughter, Thanya Antonia

## ACKNOWLEDGEMENTS

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ABSTRACT

A STUDY OF THE POSSIBLE RELATIONSHIP BETWEEN THE TYPE  
AND FREQUENCY OF PARENTAL PARTICIPATION AND STUDENT  
ACHIEVEMENT IN AN URBAN SCHOOL SETTING

May 1982

Narcisa A. Polonio Jones, B.A., San Jose State University

M.Ed., Stanford University

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Directed by: Professor Barbara Love

This research project focuses on identifying different types and frequencies of parental participation as well as describing their predictability on student standardized academic achievement within an urban setting. It also examines parental participation as a predictor of student attendance and teacher evaluation of overall school achievement.

Data collected included: Metropolitan Achievement Test standard score totals for reading and math; teacher evaluation on educational progress in reading, language (English), and arithmetic; and teacher evaluation of school behavior as defined by personality and citizenship development demonstrated through social and emotional development, work habits, health and safety habits, and attendance.

The questionnaire was developed for the collection of two types of data: biographical data that would provide a detailed demographic description of the sample; and data on the types of parental partici-

pation taking place within one academic year.

The results of the statistical analysis indicated that the parental participation predictor variables as defined within instructional, governance, and overall educational activities did not enter the regression equations conducted. The data indicated that parental participation was not a good predictor of student standardized academic achievement for this sample. The results indicated that background variables such as age and place of birth were better predictors of the dependent variables: standardized achievement in math and reading. Number of years residing in the community, participation in Title I, and grade were also significant predictors of the dependent variable. The null hypotheses formulated for this study were not disproved based on the findings of analyses conducted.

The statistical analyses conducted to determine the predictability of the parental participation variables of teacher evaluation of student's academic achievement and behavior did not provide any significant results. However, in parental participation variables, instructional learner was a significant predictor, and total governance was a significant predictor of student overall attendance for the academic year.

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## Chapter I

## C H A P T E R I

### INTRODUCTION TO THE STUDY

After a child reaches a certain age (usually five) the responsibility for educating that child is often given over totally to the school. As a result, the role of the community and the family, particularly the parents, in the learning process is taken for granted and often overlooked. The purpose of this research study has been to determine the possible relationships between different types of parental participation and student achievement in an average inner city setting.

A review of related research indicated that most current research written on the effects of parental participation on student achievement provides only fragmentary evidence on possible relationships (Clasby and Stanton, 1979; Irvine, 1979). A major difficulty with available literature is the failure to differentiate the types of parental participation activities taking place or not taking place within the educational process.

This research project attempts to identify different types and frequencies of parental participation as well as to determine their predictability on student achievement. The findings are analyzed and conclusions are drawn according to the types of parental participation found and their value as predictors of student achievement. The implications of these conclusions for policy-making and future planning and implementation of parental participation in the schools



are also discussed.

Rationale for the study. The theoretical justification for community involvement in the schools is based on the same democratic principles under which this country is governed. In simple terms this means that citizens have the right to elect representatives who will represent their interests in governing the schools. The citizens also maintain the right to participate directly as individuals or in groups in all aspects of the educational process. Social scientists view the significant consequences of community participation as first the preservation of the system by providing political stability; second, promotion of political competence; and third, promoting a sense of efficacy among members of the community (Steinberg, 1977).

One of the main purposes of the school is to function as a socialization agent for the youth of the community. Therefore, it would be expected that community participation would be included in all aspects of the educational system. It is clear that while schools teach the principles of democratic participation, in reality they do not always practice it. Most educators would agree in principle to the democratic basis for community and parental participation. Nevertheless, schools have been referred to as "closed systems" where most educators feel that education should be left to the experts (Cwik et al., 1977; Cohen, 1969).

A variety of factors have contributed to the breakdown in

communication between parents and the schools resulting in the lack of parental participation. For example, the increase in population and modernization of the urban centers resulted in increases in the size of school systems and the centralization of education. In addition, the large influx of minorities and immigrants into the urban centers changed the composition and educational needs of the students. The administration of the schools was left to professional educators, who often had elitist attitudes concerning the educational competence of the new urban population to assist in the instructional or governance aspects of education. In his article, "Parent Power," Carl L. Marburger (1979) adds that the control of power and information by school administrators, the impact of teachers' unions, and the "relative impotence of citizens and their elected or appointed representatives" have all worked together to keep the schools isolated from the community. The end result has been schools founded on democratic principles that are closed to input from the community.

It can be summarized that the support for parental participation within the school is based on principles of participatory democracy, the need to keep the schools responsive to the needs of the students and the community, and as a vehicle for obtaining better student achievement. While parental participation as an educational goal requires no further justification when discussed in terms of the rights of the citizens, and as a political tool to protect our democratic system, the educational value of the different forms of parental participation and their relationship to student achievement

has not been totally substantiated in the research literature. Therefore, this exploratory study focuses on determining the possible relationship of parental participation variables as predictors of and as vehicles for improving student academic achievement.

Background of the problem. The demands of minorities and the poor in the 1960's made society aware that while this country is structured on democratic principles, not all members of society have been given access to representation and participation within public institutions (Steinberg, 1977). It became clear that the lack of participation by some segments of society was not due to satisfaction, ignorance, or apathy, but rather to inequitable distribution of power and resources. This necessitated demands for a distribution of power and resources within these communities (Davis, 1976). The demands for redistribution of power and resources thus brought many of the problems of the urban inner city to the surface.

The social and economic context in which schooling occurs has significant impact on the efforts of the school to provide quality education. One of the major changes in urban centers effecting the schools has been the overall change in the composition and economic status of the population. These changes came about as a result of many factors, which can be summarized as: housing policies which lead to the concentration of the poorest people in the inner city; exodus of industry; amendments to the immigration laws; the Civil Rights Movement and; reawakening of ethnic consciousness (Steinberg,

1977).

Educators began to realize that the schools could not counteract, or function productively, in spite of the many changes taking place, including the many problems of the urban community. It was hypothesized that the schools were not able to accomplish the goal of equipping students with the academic preparation needed to meet the challenges of society because they lacked the support of the community and in particular the assistance of the parents.

This need for overall community support and parental assistance is reflected in the educational literature. The literature indicates that parental participation in the educational process is one of the major issues concerning educators today. The present interest in parental participation results from social, economic, and political changes which affect the schools and the community at large. School administrators have come to realize that schools cannot exist in a vacuum. The schools must be aware of and responsive to changes in the community, so that they can effectively direct their efforts towards meeting the academic needs of the urban student. Parental participation has been projected as one of the necessary elements needed for the schools to be able to cope successfully with the many problems of urbanization.

Interest in parental participation has also been influenced by government mandates and guidelines. The reasoning behind the government intervention has been to assure equal educational benefits for all students, and to guarantee that the local educational agencies be

more responsive to the needs of the poor. The government's present involvement in education was highlighted in the Brown vs. Board of Education Supreme Court decision, a cornerstone for government intervention in trying to assure equal educational benefits. The policy of "maximum feasible participation" was intended to make the agencies more accountable to the community while incorporating the poor into the power structure (Cahn and Cahn, 1971). Government policies on community participation were written under the assumption that parental participation within the schools would result in the attainment of equal educational benefits for the students, hold teachers and other school officials accountable, and involve the parents in the governance of the school (Fox, 1971).

Government policy on parental participation generally emphasizes the role of the parent in the governance aspects of education, as in the Elementary and Secondary Education Act (E.S.E.A.) Title I and Title VII regulations. At the same time, educational research emphasizes the importance of parental participation in early instructional intervention programs, such as the Head Start and Follow Through Programs. In these programs, parental participation included a range of activities that could be generally categorized into two areas: instruction related activities, and governance related activities. Both areas need to be examined within the same setting to better evaluate the complex relationship between parental participation and student achievement.

The controversial Coleman Report entitled, "Equality of Educa-

tional Opportunity" was supposed to bring light to the reasons why some schools were failing to teach minorities as indicated by standardized achievement measured by racial groups. The study concluded that "schools bring little influence to bear on a child's achievement that is independent of his background and general social context" (Coleman, 1966). The results of the study brought attention to the important role played by the child's family and community in the educational process. Educators began to examine the failures of schools within the context of the overall community. The Stanford Research Institute Report (1973) on parental participation synthesized research on why schools were failing to teach into four models: (1) Environmental Deficit Model; (2) School as Failure Model; (3) Cultural Differences Model and; (4) Social Structural Change Model. While each model places the blame for school failure differently, each sees parents as part of the solution. A review of the models gives a clearer picture of the different philosophies behind the types of involvement by parents.

The Coleman report would support the hypothesis espoused by advocates of the "Environmental Deficit Model." In this model, academic failure of low income and minority students is attributed to inadequacies in their background which result in retarded intellectual and social development. One answer to this dilemma is providing parents with the appropriate training so that they could intellectually and socially stimulate their offspring. The "School as Failure Model" puts the blame solely on the school which is not

meeting the needs of its students. Similarly, the "Cultural Difference Model," also blames the school since it does not recognize the culturally different student. The answer proposed for these two similar models, "School as Failure" and "Cultural Difference," is the incorporation of parents into the school (i.e., parents as paraprofessionals). The last model presented in the Stanford Report was the "Social Structural Change Model." In this model it would be necessary to bring overall changes in society, which would then include minorities within the power structure. The answer proposed in this last model would include the incorporation of parents as decision-makers within the school and the community. All the models presented support parental participation as a way of resolving some of the difficulties schools encounter in teaching the children of the minority and the poor. Since each model places the blame differently, the type of parental involvement prescribed is different. Examples of activities for parental involvement in each model would include the following:

Figure 1, Parental Participation Activities

---

1. Environmental Deficit	Training	Learner
2. School as Failure	Paraprofessional	Teacher
3. Cultural Difference	Volunteer	Resource
4. Social Structural Change	Advisory	Decision-maker

---

The first three models see parents functioning only in instruction related activities while the fourth model prescribed a parental role in governance related activities. Though each model is limited in its scope, they suggest that educators look further at the re-

search on parent behavior and child development which supports "the need to develop a life time and life space perspective on education which recognizes the major educational role of parents." (Schaefer, 1972). The student's academic success or failure cannot be totally attributed to the school, or to the student's background as provided by their parents. Rather, academic results depend upon the interaction between the parent/community and the school (Lapote, 1970).

There is no question that educational research has built a theoretical framework which links the home and community to student success within the school. This is supported by early educational research which generally indicates the positive results of parental involvement and its effects on student achievement (Lazar, 1979; Guinagh and Gordon, 1976; Goodson and Hess, 1976; Irvine et al., 1979; Willmon, 1969).

The basic philosophies underlying those programs with parental participation have limited the role of the parent. Much of the research on parental participation has been based on early education programs (pre-kindergarten, Headstart, Follow-through), where the major role of the parent has been as a learner or as a resource in instructional related activities. In studies documenting the effects of parent participation on achievement under the Elementary and Secondary Education Act (E.S.E.A.) Title I and Title VII (Bilingual Education) programs, the role of the parent has been mainly as a resource or as a limited decision-maker in governance related activities. (Stanford Research Institute, 1973). In particular, the



impact of parental participation as a decision-maker in the advisory capacity (as mandated by federal and state regulations), has not been conclusively documented as having an effect on student achievement (Clasby and Stanton, 1979). The research on parental participation and its effect on student achievement has not satisfactorily examined the entire and complete picture of parental participation which would include: (1) the different forms of parent participation as supported by different philosophies and; (2) satisfactorily determined the complex relationship of parental participation as a factor related to student achievement. A total approach would include students in funded programs with parental participation components and students in the regular classroom setting. It would not limit itself to early childhood education where parents are more apt to participate because of students' age, dependency on parent and the acceptance of parental participation as essential at this early stage of school indoctrination. An examination of parental participation activities should include the different types of parental participation in terms of parent as learners, teachers, resources, decision-makers and change-agent.

Statement of the problem. Is the type and frequency of parental participation a reliable predictor of student academic achievement, where there are different avenues of instructional and governance related parental participation available and where the current level of parental participation has been determined? More specifically,

answers to the following questions are sought:

1. What is the relationship between types of parental participation and student academic achievement?
2. What is the relationship between frequency of parental participation and student academic achievement?

In addition, descriptive information will answer the following questions:

1. What avenues for parental participation are available within an urban-inner city school?
2. What is the current level of parental participation within the different avenues available for participation?
3. What is the relationship within different types of parental participation?

#### Statement of the hypotheses.

H<sub>1</sub> - There will be no significant difference between the academic achievement as indicated by standardized achievement data of students whose parents participated in different types and levels of instructional educational related activities.

H<sub>2</sub> - There will be no significant difference between the academic achievement as indicated by standardized achievement data of students whose parents participated in different types and levels of governance educational related activities.

H<sub>3</sub> - There will be no significant difference between the academic achievement as indicated by standardized achievement data of students whose parents participated in different types and levels of educational related activities.

In addition, this study will try to answer the following related research questions:

Q<sub>1</sub> - Is parental participation a good predictor of student school attendance?

Q<sub>2</sub> - Is parental participation a good predictor of student performance as indicated by teacher evaluation?

Q<sub>3</sub> - Is there a relationship between instructional related parental participation and governance related participation?

Significance of the study. The need for this study grows out of the inconclusive results of previous studies dealing with the effects of parental participation on student achievement. This research is needed to further clarify the impact of parental participation and to provide direction for future trends and further study regarding parental participation policies. This study is important because it will:

1. define parental participation in terms of instructional and governance related activities found within an average urban school setting, and its possible effects on student achievement;

2. determine if certain types of parental participation variables are better predictors of student achievement;
3. determine if there is a definitive statistically significant correlation between certain levels of parental participation and student achievement.

Limitations. This is an explanatory descriptive study that would involve only the self-reported level of involvement of parents in an urban educational setting. It will not include objective measures of their actual behavior. The population of the study will be represented by a random sample of parents and students from one elementary school in an inner city school district. It is clear that the findings cannot be generalized to the entire population. The gain of limiting the study to one school will be a more detailed study of an investigation which includes all types of parental participation activities within an average urban school setting.

Definitions of terms. Existing achievement data collected by the school system was used to determine level of student achievement. This included the Metropolitan Achievement Tests (MAT), teacher evaluation of academic and behavioral achievement and attendance. The operational definition of parental participation includes instructional and governance related activities which can take place within the home, the school or the community. Instructional related activities were subdivided into the role of the parent as:

LEARNER - The parent participates in learning methods on how to help their children learn to do better in school. The parent functions as a consumer, receiving information from the school.

RESOURCE - The parent functions as a source of support by providing assistance to the school as a volunteer.

TEACHER - The parent takes on the role of teaching or supervising the learning of their children and/or other children. The parent functions as an instructor.

Governance related activities were subdivided into the role of the parent as a:

DECISION-MAKER - The involvement of parents in a role where they make judgements on school matters. (i.e. The involvement of parents in the development, implementation and evaluation of a program as defined by federal regulations.)

CHANGE-AGENT - The parent takes on a role that will impact to alter or bring changes in the school. The parent functions as an advocate for changes.

Design of the study. One elementary school from an urban inner city school district was selected from all elementary schools in the district. The sample consists of the randomly selected parents of a representative number of students, in grades pre-kindergarten to 6 of the school. Information gathered from the school staff and

official demographic reports were used to provide a description of the school, student population, and the community at large.

To determine avenues for parental participation, data on federal, state and local programs which include any type of parental participation was reviewed. This information was obtained by reviewing federal, state and local guidelines and by interviewing central administration and school based staff. All the information collected was used to develop a parental participation checklist which included all the types of parental participation identified in these sources (see Figure 2).

The parental participation checklist compiled from data on existing avenues for parental participation was used to develop a questionnaire. The questionnaire included questions on actual mechanisms available for parental participation within the school.

The following procedure was implemented to establish internal validity and clarity of the questionnaire; each variable was defined within the context of the questionnaire (learner, resource, teacher, decision-maker and change-agent). All items in the questionnaire were presented to a panel of professional educators, community representatives and parents. They indicated which type of parental participation each item measured. To test for reliability, the questionnaire was administered twice to a selected group of parents, under the same conditions, at different times. The paired scores were compared to determine reliability. Specific descriptive phrases of the numerical symbols were developed to give the raters a clearer

Figure 2, Checklist

---

Avenues that are available for parent participation in the  
~~Public~~ Public Schools.

Instructional

- Parents and Teachers Association (P.T.A.)
- Communication with parents by the school
- Letters (principal, teacher, guidance, nurse, etc.)
- School newsletter
- Report cards
- Cultural activities, shows, etc.
- Open school day/evening
- After school programs
- School programs, parents as volunteers, tutors, chaperones
- Adult education, evening programs
- Others

Governance

- Parent association
  - Federal and State funded programs
  - Title I - advisory council
  - Title VII - advisory councils
  - Attendance at School Board meetings
  - Participation at other community agencies
  - Other
-

standard for judgement (0 = never, 1 = seldom, 2 = sometimes, 3 = often, 4 = always). The questionnaire solicited certain demographic information that may affect how or if individuals participate. Background data collected included: parent's education, income, ethnic background, language background, mobility, student's sex, number of siblings, and one or two parent family. The complete questionnaire including demographic information was reviewed by a panel of experts in the fields of education and community affairs. Their recommendations on appropriateness of the questions, clarity, relevance, language and other items were used to make further revisions.

The revised questionnaire was administered to the parents via a personal interview of the parents. The interviews were conducted at the home or the school. The personal interview technique was deemed the most desirable method for collecting data because it provides assurance that the data will be gathered from those parents selected to participate. Precautions were taken to prevent the examiner's behavior from influencing the responses of the participants.

Student achievement data was defined as school gathered standardized test data in the form of the Metropolitan Achievement Tests (MAT). (Buros, 1978). The MAT has been in use since the 1930's and has been carefully developed and standardized to measure learning skills and knowledge outcomes. Other school data on student's attendance and report card evaluation was included.



Analysis of data. A regression analysis was used to find the combinations of parental participation variables which best predicts the dependent variable; student academic achievement as indicated by standardized achievement test and; attendance and teacher evaluation (y). A score for each parent describes their level of involvement in governance related activities and in instructional related activities. A score was also assigned for attendance level and other student evaluation data as indicated by student's report card. A regression analysis was used to test the following hypotheses:

\*total instructional parental score is a predictor of student academic achievement  $(y = a + b_1 x_1 + b_2 x_2)$

\*total governance parental score is a predictor of student academic achievement  $(y = a + b_1 x_1 + b_2 x_2)$

\*total parental score will be a better predictor of student academic achievement than parents' education, income, ethnic background, language background, mobility, student's sex, number of siblings and one or two parent family.

In the analysis, the effect of background variables was controlled to obtain a more accurate interpretation of the relationship between the dependent and independent variables.

Summary. The role of the school within our society is to prepare our youth to function as adults and to be productive citizens. Many urban schools have been unable to carry out this role since their efforts have been overshadowed by social and economic factors beyond the school's control. Regardless of the urban decay that has penetrated our cities we still depend on the schools to carry out their mission and prepare youth to function in this democratic

society.

While schools teach democratic principles, the schools have not always practiced what they have preached. Many urban schools function under a "closed" system maintaining the school in isolation of the community it serves. Pressures from the government, the community and educators themselves have persuaded schools to become more aware of the need to set up linkages with parents. One of the main justifications for encouraging parental involvement has been the general belief that parental participation would improve the academic achievement of students. This study focuses on the need to substantiate the academic benefits of parental involvement in an urban setting and the value of different types and levels of parental participation as predictors of student standardized academic achievement in an inner city school.

## Chapter II

C H A P T E R   I I  
R E V I E W   O F   R E L A T E D   L I T E R A T U R E

Introduction

The purpose of this chapter is to provide a historical framework of previous research in the area of parental participation as a predictor of student academic achievement. The review of previous research is organized as follows:

Typology of Parental Participation,  
Parental Participation in Early Childhood Education,  
Parental Participation in Follow Through Programs,  
Parental Participation in Instructional Activities,  
Parental Participation in Governance Activities,  
School and Community Relations,  
Conclusion.

The literature review is limited to studies that have focused on the possible correlation between parental participation and student academic achievement.

Review of Related Literature

Typology of Parental Participation. The review of the literature on parental participation by Filipczak (1977), Fantini (1979), Gordon (1978), and Clasby and Stanton (1979), has demonstrated the lack of

agreement on what defines parental participation in previous research. Each of the above reviewers has attempted to bring clarity and organization to the previous research by identifying and/or categorizing some of the different aspects of parental participation that have been studied.

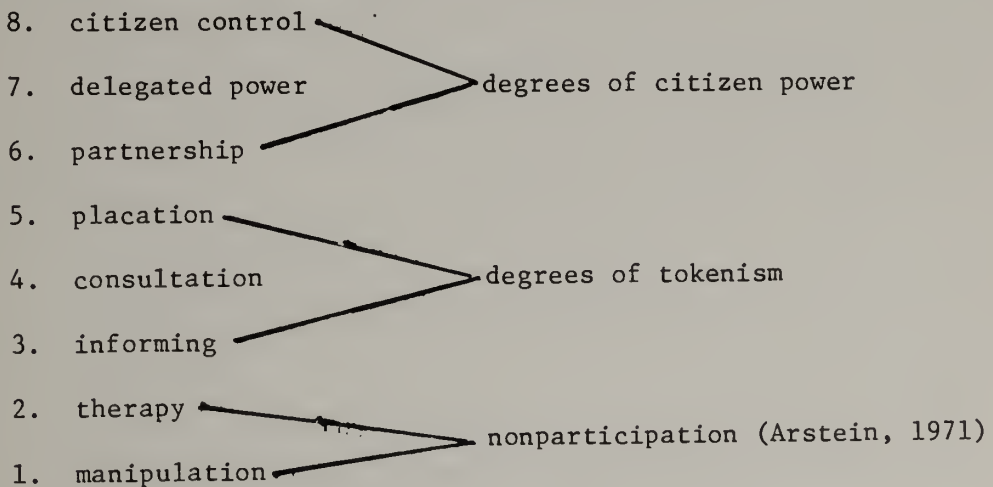
Parental involvement can involve many activities ranging from a parent simply walking their child to school, to a parent serving as a member of the School Board. Often the parental role being examined is limited to activities which define parental involvement according to the setting in which the investigation takes place.

Filipczak (1977) categorizes parental participation into four basic areas depending on how parental participation was operationalized in the literature. These are: (1) volunteerism; (2) parent-school communications; (3) parent training or parent education and; (4) policy making. These categories indicate that in general the research on parental participation has limited the role of the parent according to the specific objectives of the program being investigated.

Mario Fantini (1979) starts by presenting a more complete approach to parental participation. He first divides parental participation into two general areas that include all of Filipczak's categories. The two areas include: first, child development activities and second, school governance activities in the home, school and/or the community setting. The two general areas were further sub-divided into a continuum of activities such as: client

(school controls parental participation), producer (parents join in labor of education) and consumer, (school is a center for community services). Within the continuum, participation patterns take place as a result of: participation for public relations; instructional support; community service crisis resolution; accountability and; school governance.

While Fantini's model represents a more complete approach, certain details are not clear. The Fantini model suggests that each pattern of participation takes place in a vacuum and that some patterns are more important than others. This assumption appears to follow Arstein's (1971) hierarchical ladder of citizen participation, where types of citizen participation are defined and are placed on a hierarchical ladder representing the level of control by the citizens. The steps in Arstein's ladder are:



This typology of citizen participation can be applied to most public schools. One must be cautious, however, not to apply special importance to a single type of parental participation. While schools

are part of the political system, they also have instructional goals as their main objective. Therefore, any model of the role of the parents within the educational system must incorporate a range of activities which include the many roles that individual parents choose to play. This would include both political and educational activities.

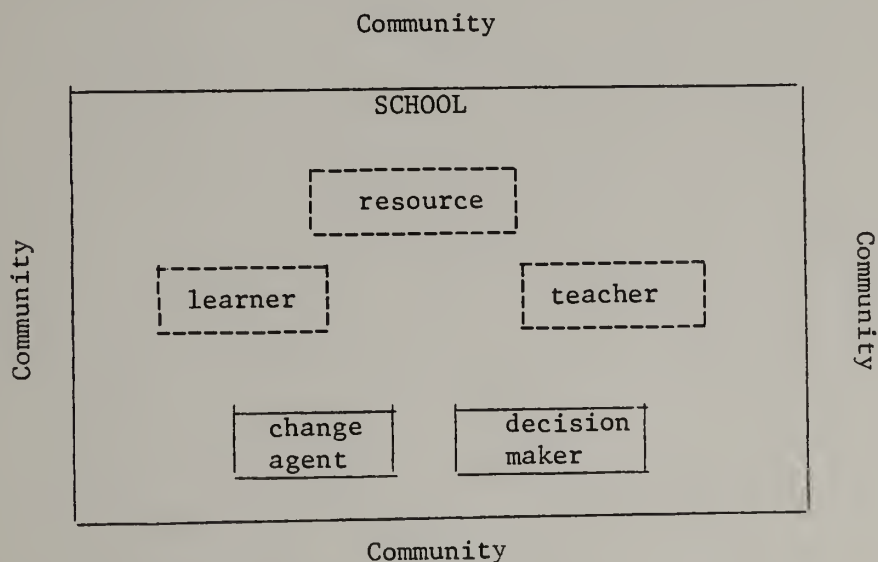
Ira Gordon (1978) identified three models which represent the different political and educational philosophies behind parental participation. He categorizes parental participation according to three models: (1) the Parent Impact Model provides parent education so that the family can provide a better learning environment; (2) the School Impact Model involves the parents so that they can make the school more responsive; and (3) the Community Impact Model, where parents play numerous roles which influences both the agencies and the home environment. These models represent the same philosophies presented in the Stanford Research Institute Report (1973). School failure is believed to be as a result from inadequate environment, as in family background, or the inability of the school to be responsive to the specific needs of the community.

These attempts to classify parental participation have not demonstratively aided in understanding the body of research conducted on parental participation, for they can be interpreted as indicating that each category or model exists in isolation. One result of this type of classification is that researchers may choose to study only one category, as represented by one activity, consequently ignoring

parental involvement in other educational activities. Ira Gordon (1976) attempts to address this issue by adding that parental participation should be represented in the form of a wheel, because one type of parental participation is not more important than another; each is necessary. His parental involvement model views the parents role as spokes in a wheel, which include: parents as audience; parents as teachers at home; parents as volunteers; parents as paid employees; and parents as decision makers.

The Parental Involvement Model (Figure 3) represents different instructional and governance activities within the same setting.

Figure 3, Parental Involvement Model<sup>\*</sup>



\* ---- Instructional activities

\_\_\_\_\_ Governance activities



Clasby and Stanton (1979) indicated that if the constructs isolate each type of parental participation and thus imply that each exists in a vacuum, the usefulness of the model for examining research findings is limited. According to them, an appropriate model must represent the school as an open public institution with a variety of two way channels available for the school and the community to exchange instructional related and governance related communications. The model presented in Figure 3 takes into account simultaneous involvement by parents in different types of instructional and governance activities within the same school.

Parental participation in early childhood education. One of the crises in education has been and still is the failure of the schools to bring the educational level of underprivileged children to national norms (Dehenham, 1978). One answer to this dilemma has been to blame the child's environment for this educational failure. The importance of a child's environment as a predictor of a child's success in learning has been supported by research conducted by Coleman (1966) and Bloom (1964). The field of Early Childhood Education and Psychology have supported the importance of a child's environment in allowing the child to reach the maximum potential in overall development (White, 1973; Bronfenbrenner, 1977). As a result of the emphasis on early environmental factors, much of the literature on parental participation has strong ties to early child-

hood education.

The preschool level studies generally show parental participation as beneficial (Gordon, 1973; Levenstein, 1977; Palmer, 1977). The role of the parent in these studies is generally limited to instructional related activities. The parent first functions as a learner of instructional activities and then as a teacher or role model for his/her own children.

Lazar and Darlington's report "Lasting Effects After Preschool" (1979) included the results of twelve investigators of independently run early intervention programs. Included were longitudinal studies by Gordon (1973), Levenstein (1977), Palmer and Siegel (1977), Weikart et al. (1974) and others. The data analyzed showed that early education does significantly reduce the assignment of children to special education and reduces retention in grades (or "holding back.") The analysis of non-cognitive outcomes included an investigation of parents' attitudes; there was some evidence as well that participation in preschool affected parental aspiration. The mothers of children who participated in preschool were more likely to have higher aspiration for their children. While these findings do provide some support for parental involvement, it does not provide enough data to indicate the specific role of the parent. The type of parental involvement within all of the programs can be categorized into three groups: (1) the program took place in a center outside the home and the parents were kept informed but did not actively participate in everyday activities; (2) the program was centered

on the home, educating the mother so that she could better influence the child's academic development; and (3) a combination of the above two types of programs, including a center outside the home and home visits. It was not clear how important it was who provided the extra educational support, if it would have to be the parent or if the teacher would accomplish as much. An analysis of center base versus home base programs is lacking. More data on the importance of the role of the parents must be provided before any conclusions can be reached.

Other early intervention studies showed similar gains (see Table 1). Goodson and Hess (1976) carried out a cross program comparison of 28 intervention preschool programs which included parent training. The study concludes that the programs produced immediate gains in IQ and lasting advantages in test scores. Since the investigators did not observe all the techniques used in the various programs, the question remains whether the gains in achievement are also due to parental participation in training or occur simply because of the added instruction provided by the teachers in the programs. The need for parental involvement in early education as a necessary variable leading to academic achievement is not clearly established.

Betty Willmon's (1969) study on "Parental Participation as a Factor in the Effectiveness of Head Start Programs" would indicate that the parent serves as an intervening variable that influences academic motivation. Her study included 541 Head Start students

Table 1  
Parental Participation in Early Childhood Education

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Guinagh, B.J. Gordon, I. 1976, Florida Univ.	Parent Ed. Projects	I. training	1-3 grade age 6	91 students, 80% Black, 20% White, all below poverty level, seven dif- ferent treatment groups and con- trol groups	teacher rating of parental classroom involvement and parental involve- ment, Stanford Binet IQ scores
RESULT: for home visit group results indicated clear lasting gains in school performance and achievement; no indication of different parent behavior as a result of program.					
Goodson, B. Ress, R. 1976, Stanford Univ.	Home Start Program	I. training	pre-school	20 federal fund- ed and non-fund- ed programs	IQ scores, a- chievement tests, grades and grade placement
RESULT: gains in IQ scores consistent in displaying evidence of gains in program.					
Irvine, D. et al. 1979, N.Y.	N.Y. State Experimental Pre-K Program	I.	age 4	Low income, disadvantage	Walker Readiness Test Cooperative Preschool In- ventory, Peabody Pict Vocabulary Test, Hours of Parental Partici- pation in school
RESULT: highly significant effect of parent involvement on three different dimensions of cognitive development.					

Table 1 cont.

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Willmon, B. 1969, Florida	Head Start Programs in Tallahassee	I.	preschool	541 parents, 10% White, 90% Black, divided into three groups according to level of P.P.	Detroit Group Intelligence Test, Metropolitan Read- ing Test, type and amount of P.P. as recorded by teacher
RESULT: highly P.P. appeared to serve as an intervening variable which influenced academic motivation.					
Read, Martha 1973-1977 Calif.	Bilingual/ Bicultural preschool program	I.	k-3	104 Spanish speaking students, low socio-economic, 30 parents interviewed	school achieve- ment obtained by teacher question- naire, P.P. ob- tained by home interview.
RESULT: slight tendency for children of parents who participate to do better.					
Wittes, G. Radin, N. 1969, Ypsilanti Mich.	two approaches to group work with parents	I.	preschool	65 women, 2 exp. groups 1 control.	
RESULT: positive.					

Table 1 cont.

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Barbrack, C. Tenn. 1970	three home visiting strategies	I.	1st. graders who had par- ticipated in a summer Head Start Program	72 Black mothers, one hr. visit for 30 weeks	pre-post tested on intelligence readiness and achievement, maternal teaching style instrument
RESULT: positive.					
Kuipers, J. et al. 1968, Mich.	12 week parent training	I.	72 families 6 exp. Head Start classes, rural treat- ment and exp. groups		Wechsler Pre- school and Primary scale, Brown IDS Self-Concept Ref. Test, and other tests
RESULT: children whose parents participated in training treatments increased in language skills.					
Kuipers, J. et al. 1968, Mich.	12 week parent training	I.	Urban study 6 Head Start classes, 34 parents		Wechsler Pre- school and Primary scale, Brown IDS Self-Concept Ref. Test
RESULT: experimental group had higher scores.					
I. = Instructional	G. = Governance	P.P. = Parental Participation	exp. = experimental		

and their parents who were grouped into three categories according to the level of parental participation. One weakness in this study is that data on type and amount of parental participation was recorded by the teachers and did not come directly from the parents. The categories used to differentiate between a highly active parent and an active parent lack clarity.

Kuipers et al., (1968) conducted three studies in the "Parents Are Teachers Too Program". Results indicated that children whose parents participated made gains in intelligence quotient (IQ) scores and improved self-concepts. Irvine et al., (1979) and Wittes and Radin (1969), had similar findings in students' academic gains. Read (1973), in a similar study of Bilingual preschool programs, found a slight tendency for children to do better if their parents participated in school activities. A weakness of Read's study, however, is that school achievement is based on teacher evaluation. The teachers were asked to rate the children according to language skills, even though many teachers indicated that they had minimal Spanish language skills.

A general limitation of early childhood intervention education research is that the role of the parent is limited to involvement or simple attendance at instructional related activities. The Read, Irvine and Willmon studies based parental participation on simple attendance as recorded by the teachers. This makes it difficult to adequately determine the actual level of involvement or understanding by the parents since the data collected comes from a secondary source.

Parental participation in follow through programs. The Follow Through Program was developed by the Federal government in 1967 to build on the benefits received from participation in early childhood intervention programs. This program follows the philosophy that the environment affects the total development of the child, and that a deficit in environment will affect the child's future chances for success. The Follow Through Programs (FT) include parental involvement activities that will assist the parents in providing an environment conducive to learning. It also includes parental participation in the governance of the program through an advisory council. A review of the literature on the Follow Through Program is inconclusive, particularly on parental involvement in governance related activities (see Table 2). Cline (1974) reported on the impact of project Follow Through by analyzing data on 3,974 Follow Through/Non Follow Through (FT/NFT) parent interviews completed upon entry and exit at kindergarten and entry into third grade. This study included data from rural areas, small, medium and large cities. Both the FT and NFT populations reported a moderate amount of parent school interaction and no difference in the amount of parent-child school oriented behavior.

In a Stanford Research Institute study (1969) of 3,601 FT parents and 1,843 NFT parents, all the parents were administered a multipurpose survey. Parent awareness, influence and satisfaction of FT and NFT parents were analyzed. The results of the study were inconclusive since only 21% of FT parents knew of the existence



Table 2

## Parental Participation in Follow Through Programs

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Ware, W. et al. Florida 1977	Parent Ed. Follow Through Program	I. G.	Elementary	11 communities	Cincinnati Autonomy Test, Pre and Post Test, Home Environment Review, Governance Activities
RESULT: Results inconclusive, need further research.					
Follins, J. 1979, Clark College	Home-School Partnership Model	I.	k-3	focus to stimuli home environment	criterion refer- ence test in read- ing/math
RESULT: further refinement and evaluation needed.					
Olmsted, P. 1977, North Carolina Univ.	Parent Ed. Follow Through Program	I. parent teaching activities	1st grade	63 program families, 46 non-program families, 2 sites low income	Stanford Achieve- ment Test, video tapes of parent/ child
RESULT: ways parents teach their children related to the child's school performance.					

Table 2 cont.

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Stanford Research Institute, 1969-1970, Calif.	Follow Through Programs	I. G.	k-2	3,601 parents of FT students in 49 communities of 67 programs	parent interview awareness, in- fluences and satisfaction
RESULT: middle range awareness, only 21% new of P.A.C., P.A.C. involved a small proportion of parents.					
Shea, J. Hanes, M. 1971, Florida	Follow Through Program	I.	k-2	51 White children, rural community, 102 Black children, urban community	Metropolitan Achievement Test, parent interview at home
RESULT: home environment variables accounted for some of the variance in achievement.					
Cline, M. 1974, Wash., D.C.	Follow Through Analysis of Parent Data	I.	k and 3	2,382 FT parents, 1,592 NFT parents	parent interview instrument
RESULT: both FT/NFT moderate amount school interaction					

of any parent advisory councils. This suggests that the programs may not have been implemented as was originally intended by the federal regulations, or that efforts to communicate with parents regarding the existence of the FT programs were limited to poor. The William Ware et al. report on Parent Education Follow Through Programs in 11 communities, was also inconclusive and he concluded the need for further research. A small study by Patricia Olmsted (1977) on parent education in Follow Through Programs, which included 63 FT families and 46 NFT families, examined the role of the parent in instructional activities. Her findings indicated that the way parents teach their children is related to the child's school performance.

Parental participation in instructional activities at the elementary school level. Other studies conducted at the elementary level examined the relationship between student achievement and parental participation (see Table 3). Rosie Berlin and Irving Berlin (1973) conducted three small studies on parental participation. In two of these studies parents participated in using educational games with their children. The results were statistically significant. In the third study, (which included only 19 Black parents as regular observers in the schools), the achievement of these students increased from year to year. In Gillum's (1977) study, achievement was higher for groups where parental participation included deciding what was taught in the classroom and where parents had the respon-

Table 3  
Parental Participation in Instructional Activities

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Schaefer, E.S. 1974, North Carolina	Parent and Teacher In- volvement	I.	k-2	60 children 20 parents completed inventory	parent and teacher inventory
RESULT: only pilot tested.					
Henderson, R.W. Swanson, R. 1974, Tucson Arizona	home training for Indian mothers	I.	1st grade	30 mothers of Papago child- ren, 3 treat- ments	questions asking response to a set of stimuli cards
RESULT: experimental group performance on the questions asking tasks increase significantly.					
Gross, M. et al. 1974, Wash., D.C.	comprehensive development programs for staff, parents and community	I.	elementary	inner city, dis- advantage, seg- regated popula- tion	St. Ach., Com- munity Participa- tion
RESULT: increased gains in St. Ach. and in community participation.					

Table 3 cont.

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Bedford-Stuyvesant 1974-1975, N.Y.	Family Ed. Program	I.	326 Black students, sub- ject group and control group	five and six graders	MAT, and parent, teacher, student questionnaire
RESULT: not consistent or significant.					
Berlin, R. Berlin, I., 1973 Wash., D.C.	three small studies	I.	k	2 classes, 1 experiment, 1 control, 10 demonstrations of education games	Pre and post test, Boehm Test.
RESULT: Results were statistically significant.					
Berlin, R. Berlin, I., 1973 Wash., D.C.			disadvantaged inner city	2 classrooms, 3 groups, ex- periment con- trol, external control	Peabody Picture Vocational Test, MAT
RESULT: Significant improvement.					

Table 3 cont.

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Hofmeister, A. Erken, N.F. Utah State Univ., 1976	Parent Training Model	I.	150 student grades 2-6	5 schools in treatment group, 4 schools in control groups	Pre and post test, Standardized achievement test, Parent teaching package
RESULT: No significance.					
Gillum, R.M. et al. 1977 Mich.	Performance Contracting Program	I.	grades 2-6	children/ parents from 3 school dis- tricts	Stanford Achieve- ment Test, The Metropolitan Achievement Test.
RESULT: Achievement higher for the group where parental participation included deciding what was taught and had responsibility for working with the teachers and children.					
Hawkins, R.P. Slvyter, D.J. 1970, Mich.	Daily despensing of dittoes notes to the home	I.	elementary	7 underachieving students due to low motivation	talking out of turn, inattentiveness
RESULT: six showed positive improvements.					

Table 3 cont.

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Lincoln, E. et al., 1975	joint math tutoring program for participants/ students	I.	4th grade	six week pro- gram of joint tutoring for low achievers	
RESULT: gains in computational skills.					
Heisler, F. Crowley, F. 1966-1969, N.Y.	Parental Involvement Program (P.I.P.)	I.	1, 2 grades	95% Black, 263 1st. graders prior to P.I.P. 1966-1967. 261 1st. graders attending during 1968-1969. 87 2nd graders attending 1968- 1969	
RESULT: no immediate educational improvement.					

Table 3 cont.

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Flint Public Schools 1961-1962, Mich.	School and Home, A Reading Incentives Program	I.	2, 5 grades	3 elementary schools, 1,000 students, parents, teachers and under-achieving students. Experimental group, control group	pre and post tests, Gates revised Reading Test
RESULT: gains by experimental group generally greater.					
Della-Piana, G. et al. Utah 1967	Parent-training Program	I.	3-6 grades	13 experimental parents in training group. 16 parents in control group, 2 elementary schools	Pre-test, Cal. Reading Test, Gilmore Oral Reading Test
RESULT: Experimental groups gains greater.					



Table 3 cont.

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
McKinney, John 1975, Florida	Tutorial Program for Parents in Reading and Math	I.		Blacks, White and Spanish surname students; 50 parents in control groups 50 parents in experimental groups. Two hrs. of training for 15 weeks	Achievement data, parental attitudes towards school

RESULT: Reading and math scores of experimental groups showed marked increase.

sibility of working with the teachers and children. An early study conducted by the Flint Public Schools (1963) also indicated greater academic gains by underachieving students, once their parents participated in a reading incentive program. Since the pre and post tests were administered only five months apart we do not know if gains were lasting over time. Studies conducted by Heisler and Crowley (1966), Hofmeister and Erken (1975) and a study conducted at Bedford-Stuyvesant Restoration Corporation (1974), showed no significant educational improvement for students whose parents were involved in educational activities.

Parental participation in governance activities. The relationship between parental participation in governance related activities and student achievement is not substantiated in the literature. Kaplan and Forgione's (1978) article on "Parent Involvement in Compensatory Education Programs: Problems and Potential Strategies Across 32 School Districts", examines parental participation in Title I parent advisory councils. The E.S.E.A. Title I guidelines require each school district receiving funds to establish parent advisory councils at the district and individual school level. The purpose of the parent advisory council is governance related participation in the development, implementation and evaluation of the programs. This study found little effort to carry out the role of the parent advisory council by school officials. In the 32 districts included, 116 schools participated and in all of them parental involvement

was found to be the exception rather than the rule. Four areas were identified as causing the lack of parental involvement. The first was educator's apathy and lack of commitment; second, the limited role of the parent advisory council; third, lack of recruitment and training efforts; and fourth, membership regulations. The results of this study are also supported by the results of the Austin Independent School District Title I final evaluation (1977). Research in this area of parental involvement in governance related activities does not indicate positive gains in student achievement.

School and community relations. The University of Wisconsin-Madison Research and Development Center for Individualized Schooling, has conducted a number of studies on school community relations (see Table 4). Their approach to parental participation includes a more complete approach which examines both educational and political goals of education. Liechty (1977) conducted a study with the goals of describing the frequency, distribution and mode of educational parental participation. Using a modification of Verba and Nie's (1972) framework on participation, four types of educational participators were identified: activists, citizens, voters, and inactives. This type of participation represented educational activities within four modes: parochial mode (child oriented, non-conflictual, requires much initiative); cooperative mode (group oriented, requires some initiative); electoral mode (voters oriented, conflictual, requires little initiative) and; dynamic mode (school

Table 4

## School and Community Relations

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Ingram, J.E. 1978, Wisc.	Home-School Community Relations Project	parental variables: communica- tion in- volvement resolution access.	grade 4-6	65 parents	Parent interview, Iowa Basic Skills, math and reading
RESULT: Resolution served as an intervening variable.					
Raskas, H.I. 1979, Wisc.	"	"	elementary	60 parents	Interviews, read- ing score
RESULT: There appeared to be little relationship between effect of school-community relations and student achievement.					
Oinonen, C. 1979, Wisc.	"	"	elementary high school	4 and 5 grades 5 students and parents, 11 students and parents	student/parent interviews
RESULT: There appeared to be little relationship between effect of school-community relations and student achievement.					

and community oriented, conflictual, requires much initiative). The examination of intermode correlations in this study, indicated that parochial mode correlated less with all three other modes. This suggests the major differences between governance and instructional related activities within the same setting, the difference being that instructional activities are child oriented and non-conflictual while governance activities are overall school and community oriented and conflictual in nature. This supports the need to further study the relationship between governance and instructional activities within the same setting.

In three other studies conducted at the Wisconsin center, involving a wide range of parental activities, the results indicated that there appears to be no relationship between parental participation and student achievement, support or effective school-community relations (Ingram, 1978; Raskas, 1979; and Oinonen, 1979), (see Table 4). These studies were primarily exploratory and their negative findings may be as a result of the school's attitude towards involving the parents. Further research is necessary to determine the complex relationship between all the variables involved.

This review of the research literature identified several studies which look at both instructional and governance modes of parental participation within the same setting. In a study conducted by Theodore C. Wagenaar (1974) 135 elementary school principals completed a survey on community involvement and support (see Table 5). The findings indicated a moderately positive relation between student

Table 5

Parental Participation in Instructional and Governance Activities

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
Austin Ind. School District Texas 1977	ESEA Title I Program Final Evaluation	I./G.		5,500 students 20 public schools, 2 non public schools, 1 agency for neglected and delinquent children	mailed questionnaire to parents, attendance at PAC, rating of students classroom behavior Cal. Achievement Test
<p>RESULT: the program's use of school staff and parents did not produce improved achievement, local and district PAC did not function as mandated.</p>					
Wagenaar, T.C. 1974, Ohio	School Achievement Level vis-a-vis Community Involvement and Support	I./G.	elementary	135 elementary Principal questionnaire	data collected from principals on parental involvement, Standardized achievement scores
<p>RESULT: several dimensions of community and support are moderately related with achievement in both high and low socio-economic schools, no relationship between student achievement and community participation in decision-making.</p>					

Table 5 cont.

INVESTIGATOR	PROGRAM	TYPE P.P.	AGE/GRADE	POPULATION	MEASURES
McConnell, B. 1975-1976, Wash.	Bil. Migrant Mini-School Tutoring Project	I./G.		156 Mexican- American families	
RESULT:	report indicates successful involvement of parents in both Instructional and governmental activities.				
McDill, E. et al. 1964- 1965, MD	Parent and Community Interest in Quality Education	interest of parents	high school	20 high schools in 8 states	two academic tests from pro- ject talent administered to students
RESULT:	the degree of participation and community interest was found to be the critical factor in explaining the high school environment on the achievement aspirations of student.				

achievement and several dimensions of community involvement and support. Community participation in decision making had no relationship with student achievement. The possibility that the last finding could have been contaminated by the administrators' bias against parental involvement in governance activities is left unclear.

McConnell (1976) conducted a study that was limited to Mexican American migrants; the results did indicate successful involvement of parents in both instructional and governance activities. In McDill's (1965) study on parent and community interest in quality of education, there is evidence of parental interest influencing the overall school environment in respect to student academic aspirations.

In "What Research Says About the Effects of Parent Involvement on Schools," Ira J. Gordon (1978) concludes that the only way to approach research on parental participation is to use a very weak "signs test". He indicates that more of the reports turned out positive than negative, and goes on to question the validity of the methods used. The studies range in size of samples from a few cases to thousands of cases, the age group includes three month old infants to high school students. The list of testing instruments used is extensive. Not all studies included background data or the population data collected from parents, teachers, administrators, and students. Gordon's conclusions are further supported by this researcher's review of the literature. While the literature on



programs that include parent training in instructional activities tends to be positive in its longitudinal effects on student achievement, the same results are not found in studies where parents participated as decision makers.

In reviewing the research findings one must make an effort to identify how the construct was defined and operationalized. The definition of the term parental participation can include any form of education involvement within the home, the community and/or the school setting. While many studies have established a link between parental participation and student performance, the value of their findings can only be generalized to the extent that parental participation was operationalized.

Summary. The basic philosophies under which programs with parental participation have been implemented have failed to define the role of the parent. For example, in studies of the effects of parental participation in early education programs, the major role of the parent has been as a learner or as a resource in instructional-related activities. In studies documenting the effects of parental participation on achievement under Title I programs, the role of the parent has been mainly as a resource or as a limited decision-maker in governance related activities (Stanford Research Institute, 1973; Kaplan, 1978; McConnell, 1975). However, research has not conclusively documented the impact of parental participation as a decision-maker in an advisory capacity (as mandated by federal and

state regulations) on student achievement (Clasby and Stanton, 1979).

The research on parental participation and its effect on student achievement has not included an examination of all the types of parental participation activities. A complete examinational approach would include students in funded programs with parental participation components and students in the regular classroom setting. It would not limit itself to early childhood education where parents are more apt to participate because of student's age, dependency on parent and the acceptance of parental participation as essential at this early stage of school acceptance. The different types of parental participation in terms of parents as learners, teachers, resources, decision-makers, and change-agents should also be included.

One of the strongest arguments that has been made for parental participation has been that there is a positive association between parent-school involvement and student achievement (Mann, 1974). Educators and the government see parent participation as a positive factor which can assist the schools in maintaining quality education in spite of the social, economic and political changes taking place in our urban centers.

Unfortunately, a review of the research supporting the hypothesis that there is a positive effect between parent participation and school achievement, yields inconclusive evidence. Most research papers conclude that more research is needed to better evaluate the type and level of parent participation and to determine if there is a correlation with student achievement. We still do not conclusively

know if parent participation affects student achievement. This study is an attempt to respond to the need for specific research on one of the major justifications for parental participation: the common assumption that parental participation will improve student's academic achievement.

### Chapter III

C H A P T E R   I I I  
M E T H O D O L O G Y   O F   T H E   S T U D Y

Introduction. The scenario for conducting the descriptive study is presented in this chapter. The study examines parental participation from a complete approach, including a spectrum of activities which encompass both instructional and governance related activities as predictors of students academic achievement. First, a detailed description of the community, the school, and the sample selected for the study is presented. This provides the reader with an overview of the general representation of the community and more specifically, of the sample included in the study. The procedures followed in collecting the data from the sample population are outlined. In examining the reliability and validity of the data collection instrument, a description of the development of the questionnaire, including an item by item analysis of the parental participation variables represented in each question, is reviewed and discussed.

In this chapter, a description of the demographic (background variables) composition of the sample included in the study substantiates the actual representation of the sample. In addition, the statistical analysis to be used in answering the hypotheses of the study and the related research questions are presented.

Overall, this chapter includes all the procedures that were followed in carrying out this descriptive study.

Description of the community. The city in which this study was conducted is located in the northeastern part of the United States. A total city population of over 313,000 was reported for the year 1980. It can best be described as a low income, predominantly Black and Hispanic urban center. The economic decline of this city has resulted in urban decay: a fate that has overtaken many American cities. With the flight of whites to the suburbs, the poor, Black and immigrants have been left behind in the cities. For the year 1974, state employment statistics indicated an unemployment rate of 15.4% for this city. A median income of only \$7,735 was reported for 1970 (United States Department of Commerce).

This city is representative of the economic, social, and political trends that can be found in many modern day urban centers. The population makeup of the city is reflected in the overall racial breakdown by school enrollment. There were 61,438 students enrolled in the public schools of which 44,051 (71.7%) were Blacks, and 11,528 (18.8%) were Hispanics. Minority students constituted 90.9% of all students attending public schools in this city.

Selection of the school. In this study parental participation includes a spectrum of activities which encompass both instructional and governance related activities. As a descriptive study of a school with a history of parental participation, caution was taken in identifying an appropriate school. Many months of research and effort went into the final selection of the school and the sample

to be included in the study. After a series of meetings and the review of the research proposal by the Superintendent's Office, approval was obtained to contact the schools directly. The criteria for selection and other factors resulted in certain limitations in the selection of the school. The school was not randomly selected due to the following factors: Schools are not willing to let researchers conduct their studies unless those schools have some control over what the researchers will be doing in the school district. Interviews of administrators from the Superintendent's Office revealed that parental participation was not one of the priorities within all the schools and therefore, certain schools were deselected. This automatically limited the selection of the school since a random selection did not take place from all of the elementary schools in the district, the key criteria for selection was a history of parental participation.

Through the selection procedures utilized, this researcher sought to avoid the problems created by the scope of parental participation activities found in previous studies. Criterias for selection were defined as follows:

1. A school that included a range of parental participation activities.
2. A school with a documented history of parental participation.
3. A school with a variety of programs, including federal and/or state mandated parental participation.
4. A school principal supportive of both the study and the need for parental participation. The principal could be very influential in encouraging parental participation within his/her school.

5. A school principal who could exercise the authority to make school records available and encourage the staff to provide assistance to the researcher.

Other factors also had to be taken into account in selecting the school. For example, the acceptance of an outside researcher by the school staff was particularly important since the researcher needed to rely on the assistance of the school staff to complete the questionnaire. In addition, school staff could provide assistance by obtaining general school information and accessing school records.

The school district chosen was one that had previously had very vocal parent groups attack and confront its administration. Therefore, administrators were not happy to allow a complete stranger to come in for the purpose of interviewing their parent population.

A checklist was developed which included a variety of educational programs that had been used previously to examine the relationship between parental participation and student achievement. The list included programs which, according to federal and/or state guidelines, would allow the parent the opportunity to participate in governance and instructional related activities (see Figure 2). The schools which had the majority of programs and/or activities presented in the checklist were identified. From this group, four schools were selected as having a history of parental participation. The principals were informally interviewed to determine their interest and the amount and type of assistance they would be willing to supply in carrying out this study.

The final criteria for selecting the school within the chosen



district was enthusiasm for participation in the study.

Selection of the sample. The school selected for the study was located in a low income part of the city. The school served children in grades Kindergarten through 6th. There was a morning and afternoon session of pre-kindergarten for a total of about 30 students. The fourth grade students were housed in an annex three blocks from the main building. The school staff was composed of administrators, 35 teachers, 9 teacher aides, 5 school aides, 8 cafeteria workers, 7 custodians, and 2 security guards.

Using the school files on all students in the school, 200 names were randomly selected in the Spring of 1980. The files were kept in alphabetical order. In the selection procedure the total school population was divided by the desired sample size, in this case 200. A starting point of three was randomly selected. Only one child per family was included in the study. The first three names in the cards were skipped and every sixth name after that point was selected.

Developing the questionnaire. The first step in developing the questionnaire was the identification of a survey successfully used to interview parents. An Educational Resource Information Center (E.R.I.C.) search and a review of questionnaires used in previous research, was conducted. Four questionnaires were identified as models for the initial development of the questionnaire used in this study. (Fuentes, 1976; Vineland Board of Education, 1971; La

Cruces School District, 1971; Healdsburg Union School District, 1971). Questions that examine the parental role with the spectrum of activities previously defined (learner, teacher, resource, decision maker, change-agent) were adopted when possible or new questions were developed.

The questionnaire completed by the parents was composed of 50 items. Thirteen of these items requested demographic information on the parent and the students. These items included information on the grade, age of the students, parents' age, marital status, race and/or ethnic background, language, and educational level of both parents, family income, mobility, siblings also attending public schools, and parental participation in adult education. Statistics on frequency findings of background information is presented later in this chapter.

The other thirty-six items in the questionnaire were developed to collect information on the five types of parental participation activities as previously defined. The items were developed using: material drawn from the four previously developed questionnaires; the description of actual avenues of parental participation obtained from schools' central administration; and information obtained from interviews with the four principals. These 36 questions plus 13 biographical questions were compiled to make up the questionnaire.

Several steps were taken in examining the reliability and validity of the questionnaire. The questionnaire was administered to five volunteers who completed all the questions twice. A time period of three weeks elapsed before they completed the questionnaire the second

time. There was no significant difference in the answering pattern of each of the individuals who completed the questionnaire.

In an effort to validate the representation of each question, a different type of parental participation variable as previously defined was used. Seven educators with an extensive background in community involvement reviewed the questionnaire. They were given the definition of the parental participation variables (see page 14) and a copy of the questionnaire. They were instructed to match each question with one of the parental participation variables. The results are presented in Figure 4 and were used in the final classification of each item. Each item was classified according to the type of variable it represented.

The parental participation variables are defined within the context of activities representing the five types of parental participation within the educational process. Each parental participation activity was defined as a separate variable represented by the following items in the questionnaire:

Parent as a learner activity: Items 13, 18, 20, 21, 37, 38, 40, 41

Parent as a teacher activity: Items 15, 16, 43

Parent as a resource activity: Items 22, 23, 42

Parent as a decision maker activity: Items 24, 28, 29, 30, 31,  
44, 45, 46

Parent as a change agent activity: Items 25, 27, 32, 33, 34,  
35, 48

Total instructional activity: Items 12 - 34, 37 - 43

Total governance activity: Items 24 - 36, 44 - 48

Figure 4, Difinition of Variables Within the Questionnaire

Classifications			Classifications		
	by educators	in questionnaire		by educators	in questionnaire
Q. 13	5L, 2T	I, L	Q. 32	7CA	G, CA
Q. 14	4L,2T,1R	I	Q. 33	7CA	G, CA
Q. 15	5T,1R,1L	I, T	Q. 34	5CA,2DM	G, CA
Q. 16	7T	I, T	Q. 35	6CA,1DM	G, CA
Q. 17	4T,2L,1DM	I	Q. 36	3CA,2DM, 1L,1?	G
Q. 18	5L,2T	I, L	Q. 37	6L,1T	I, L
Q. 19	4L,2T,1DM	I	Q. 38	5L,2R	I, L
Q. 20	6L,1R	I, L	Q. 39	5L,1R,1DM	I
Q. 21	7L	I, L	Q. 40	6L,1R	I, L
Q. 22	5R,2T	I, R	Q. 41	5L,2R	I, L
Q. 23	5R,2T	I, R	Q. 42	6R,1T	I, R
Q. 24	7DM	G, DM	Q. 43	5T,2R	I, T
Q. 25	7CA	G, CA	Q. 44	7DM	G, DM
Q. 26	6CA,1DM	G, CA	Q. 45	5DM,1CA,1R	G, DM
Q. 27	6CA,1DM	G, CA	Q. 46	6DM,1CA	G, DM
Q. 28	6DM,1CA	G, DM	Q. 47	3DM,2CA,2L	G
Q. 29	5DM,2L	G, DM	Q. 48	7CA	G
Q. 30	6DM,1L	G, DM	Q. 49	7L	I, L
Q. 31	6DM,1L	G, DM			

L=Learner  
T=Teacher  
R=Resource  
DM=Decision-maker  
CA=Change-agent

I=Instructional  
G=Governance  
?=left blank  
Q=question  
N=7

A copy of the questionnaire is included in the appendix A.

This questionnaire was developed for the collection of two types of data: (1) biographical data that would provide a detailed demographic description of the sample; and (2) data on the type(s) of parental participation taking place within one academic year.

Description of measures employed. Data on academic achievement, the dependent variable, was collected directly from the student's cumulative records the day after the closing of school for the summer. By then all teachers were required to have completely entered all information into the student's cumulative records. The data collected included: (a) Metropolitan Achievement Test standard score totals for reading and math; (b) teacher evaluation on educational progress in reading, language (English), and arithmetic; (c) teacher evaluation of school behavior as defined by personality and citizenship development demonstrated through social and emotional development, work habits, health and safety habits, and (d) attendance. Evaluation of educational progress was recorded by the teacher using the traditional A, B, C, D, F scale of grading. Evaluation of personality and citizenship development was recorded by the teacher using an E = excellent, S = satisfactory and UN = unsatisfactory scale.

Items 13 - 48 represented the five predictor variables on types of parental participation activities. The level for each predictor was measured using a Likert-type scale of 0-4 and defined as: 0 = never,

1 = seldom, 2 = sometimes, 3 = often, 4 = always.

Responses to predictor variables referring to parental participation were entered on the questionnaire using numerical values on a Likert-type scale as indicated above. (Numerical values were also assigned to the dependent measure of teacher evaluation of student academic achievement, behavior and attendance). For the purposes of analysis, the background variables that had a nominal scale value were dummy coded.

To substantiate the reliability of the questionnaire a reliability analysis for internal consistency was conducted. Results indicated that internal consistency reliability for total instructional variable was  $\alpha = .78598$ , for the total governance variable it was  $\alpha = .87853$ . Scores indicated a good internal consistency for both variables.

Data collection. The parents were interviewed during the period between June 6 and June 30, 1980. Initially, letters were sent to all the selected parents at their homes, by way of the students, asking them to come to the school (see Appendix B). A second request to come to the school was sent to parents who did not respond. For all the parents who did not respond a home visit was conducted. The questionnaire was administered to all parents, who were told that their responses would remain anonymous (see Appendix C). In addition, a brief explanation was given to all parents on the purpose of the study. If they were Spanish speaking, a choice was given as to

which language they would prefer to use during the interview. If a language other than English or Spanish was preferred, the researcher sought the help of an older student or a neighboring family member who could communicate with both the parent and the interviewer. This method was only used in interviewing one Chinese parent, one Portuguese parent and a hearing impaired parent.

Since the researcher indicated the parental responses on the questionnaire and read all questions to the parents, literacy or the degree of literacy evidenced by the parents did not interfere in carrying out the project. In spite of the fact that it is a high crime area, the parents were very receptive and welcomed the researcher into their homes. This can probably be accounted for by the high respect that the parents have for the educational system. They continuously went out of their way to assist, by taking time to complete the questionnaire. Only one parent refused to complete the questionnaire.

Biographical description of subject. To provide a detailed description of the sample population, a study of one-way frequency distributions was conducted to determine the basic distributional characteristics of the background variables (Tables 6 - 24). A review of the results will facilitate determining to what degree the research sample is representative of the population and provide an extensive description of the subjects.

Tables 6 - 10 include student data gathered from the student's

cumulative records at the school.

Student's Age, Table 6. The sample included students ranging from 4 to 14 years of age. Two students, aged 4, were from the pre-kindergarten class and two students, aged 13 and 14, had been retained more than once. These four cases were the only ones where age deviated from the normal age distribution at the elementary level, which is ages 5 - 12.

Table 6

Age of Students in Sample Population					
AGE CODE	ABSOLUTE FREQ	RELATIVE FREQ			
4.	2	1.2			
5.	15	8.4			
6.	26	15.2			
7.	20	11.7			
8.	26	15.2			
9.	26	15.2			
10.	19	11.1			
11.	20	11.7			
12.	14	8.2			
13.	2	1.2			
14.	1	.6			
TOTAL	171	100.0			
MEAN	8.415	MEDIAN	8.365	MODE	6.000
STD DEV	2.241	RANGE	10.000		



Student's sex, Table 7. The sample represents a fairly even distribution by sex. The overall school district breakdown by sex was 30,656 male students and 30,782 female students.

Table 7

Sex of Students in Sample Population					
	CODE	ABSOLUTE FREQ		RELATIVE FREQ	
Female	1.	81		47.4	
Male	2.	90		52.6	
TOTAL		171		100.0	
MEAN	1.526	MEDIAN	1.550	MODE	2.000
STD DEV	.501	RANGE	1.000		

Place of birth, Table 8. The place of birth data collected indicated that 77.8% of the students in the sample were born in the mainland United States.

Table 8

Place of Birth of Students in Sample Population					
	CODE	ABSOLUTE FREQ		RELATIVE FREQ	
<del>XXXXX</del> City	1.	101		59.1	
<del>XXXXXX</del> State	2.	18		10.5	
United States	3.	14		8.2	
Puerto Rico	4.	32		18.7	
Latin America	5.	4		2.3	
Other	6.	2		1.2	
TOTAL		171		100.0	
MEAN	1.982	MEDIAN	1.347	MODE	1.000
STD DEV	1.352	RANGE	5.000		

Student's grade, Table 9.

Table 9

Grade of Students in Sample Population					
	CODE	ABSOLUTE	FREQ	RELATIVE	FREQ
pre-kinder	1.	5		2.9	
kindergarten	2.	18		10.5	
1st grade	3.	37		21.6	
2nd grade	4.	27		15.8	
3rd grade	5.	25		14.6	
4th grade	6.	18		10.5	
5th grade	7.	18		10.5	
6th grade	8.	<u>23</u>		<u>13.5</u>	
	TOTAL	171		100.0	
MEAN	4.696	MEDIAN	4.444	MODE	3.000
STD DEV	2.027	RANGE	7.000		

Grade of retainment, Table 10. The retention data indicates that 17% of the sample had been retained at least once. There was a tendency for students to be retained at the earlier grades. This tendency towards early retention could be partially explained by the teachers commonly stated concerns that some of the students were very immature for their age and repeating first grade would give them the opportunity to catch up.

Table 10

Grade of Retainment of Students in Sample Population					
	CODE	ABSOLUTE	FREQ	RELATIVE	FREQ
none	0	142		83.0	
kindergarten	20.	2		1.2	
1st grade	30.	15		8.8	
1st,2nd grade	34.	2		1.2	
2nd grade	40.	4		2.3	
2nd,3rd grade	45.	1		.6	
3rd grade	50.	3		1.8	
3rd,6th grade	58.	1		.6	
4th grade	60.	<u>1</u>		<u>.6</u>	
	TOTAL	171		100.0	
MEAN	6.029	MEDIAN	.204	MODE	0
STD DEV	13.993	RANGE	60.000		

All responses included in the data presented on Tables 11 - 24 was collected directly from the parents who were interviewed. The question for each item is stated before the presentation and discussion of the data.

Working mother, Table 11. QUESTION: Are you working? Do you have a job?

Table 11

## Employment Status of Mothers

	CODE	ABSOLUTE FREQ	RELATIVE FREQ
not working	0	139	81.3
working mother	1.	22	12.9
wk female guardian	2.	2	1.2
wk female other	3.	1	.6
	BLANK	7	4.1
	TOTAL	171	100.0
MEAN	.177	MEDIAN	.090
STD DEV	.456	RANGE	3.000
		MODE	0

Relationship to student, Table 12. QUESTION: What is your relationship to the child in this school?

Most mothers did not work and thus, they were the ones who were available to complete the questionnaire. Five of the six fathers who completed the questionnaire came personally to the school to participate in the study. In cases where both parents were present, the parents themselves decided who was more involved in the child's education and that parent completed the questionnaire.

Parent's age, Table 13. QUESTION: What is your age?

The parents who completed the questionnaire represent a young group of parents since 84.2% were in the age group between twenty and thirty nine.

Table 12

Relationship of Guardian to Student					
	CODE		ABSOLUTE FREQ		RELATIVE FREQ
	mother	1.	158		92.4
	father	2.	6		3.5
	female guardian	4.	5		2.9
	other	5.	2		1.2
	TOTAL		171		100.0
MEAN	1.170	MEDIAN	1.041	MODE	1.000
STD DEV	.678	RANGE	4.000		

Table 13

Age Distribution of Parents					
	CODE		ABSOLUTE FREQ		RELATIVE FREQ
	20 or less	1.	1		.6
	21-29	2.	64		37.4
	30-39	3.	80		46.8
	40-49	4.	20		11.7
	50 +	5.	6		3.5
	TOTAL		171		100.0
MEAN	2.801	MEDIAN	2.756	MODE	3.000
STD DEV	.787	RANGE	4.000		

Marital status, Table 14. QUESTION: What is your marital status?

The majority of the households did not have a father present, 57.9% were either single, separated or divorced. Only 40.4% of the households visited had a male as a head of the household.

Table 14

## Marital Status of Parent

	CODE	ABSOLUTE FREQ	RELATIVE FREQ		
single	1.	35	20.5		
married	2.	69	40.4		
separated	3.	40	23.4		
divorced	4.	24	14.0		
widowed	5.	1	.6		
other	6.	<u>2</u>	<u>1.2</u>		
	TOTAL	171	100.0		
MEAN	2.374	MEDIAN	2.232	MODE	2.000
STD DEV	1.052	RANGE	5.000		

Race or ethnic background, Table 15. QUESTION: What is your race?

What is your ethnic background?

Of the families included in the study 92.4% or 158 families were Puerto Ricans or belong to another hispanic nationality. If we compare this data to the place of birth data on Table 8 one finds that 77.8% of the students were born in mainland United States. While 83.6% were Puerto Ricans only 18.7% were actually born in Puerto Rico. Over 70% of the students included in the study were born in ~~XXXXXXXXXX~~.

Table 15

Race and/or Ethnic Background of Parent					
	CODE	ABSOLUTE	FREQ	RELATIVE	FREQ
Black	1.	6		3.5	
white	2.	2		1.2	
Puerto Rican	3.	143		83.6	
other Hisp.	4.	15		8.8	
other	5.	5		2.9	
	TOTAL	171		100.0	
MEAN	3.064	MEDIAN	3.042	MODE	3.000
STD DEV	.596	RANGE	4.000		

Female parent's education, Table 16. QUESTION: Circle the last year which you completed in school. Circle the last year which your husband or wife completed in school.

Educational data was collected on both parents whenever possible. Of the total group, only 24.6% of the female parents and 18.8% of the male parents completed high school or higher. Only three parents completed college. The one male who indicated 18 years of education (Master's Degree) was a member of the school board and chose to live within the community.

Table 16

## Mother's Educational Background

	CODE	ABSOLUTE FREQ	RELATIVE FREQ		
last grade	0	3	1.8		
completed	1.	2	1.2		
	2.	5	2.9		
	3.	7	4.1		
	4.	10	5.8		
	5.	14	8.2		
	6.	19	11.1		
	7.	14	8.2		
	8.	19	11.1		
	9.	18	10.5		
	10.	9	5.3		
	11.	9	5.3		
	12.	32	18.7		
	13.	1	.6		
	14.	5	2.9		
	15.	2	1.2		
	16.	2	1.2		
	TOTAL	171	100.0		
MEAN	8.111	MEDIAN	8.105	MODE	12.000
STD DEV	3.512	RANGE	16.000		



Male parent's education, Table 17.

Table 17

Father's Educational Background					
	CODE	ABSOLUTE FREQ	RELATIVE FREQ		
last grade	0	6	3.5		
completed	1.	1	.6		
	2.	2	1.2		
	3.	6	3.5		
	4.	5	2.9		
	5.	8	4.7		
	6.	16	9.4		
	7.	8	4.7		
	8.	14	8.2		
	9.	25	14.6		
	10.	19	11.1		
	11.	5	2.9		
	12.	25	14.6		
	13.	1	.6		
	14.	3	1.8		
	15.	1	.6		
	16.	1	.6		
	18.	1	.6		
	BLANK	24	14.0		
	TOTAL	171	100.0		
MEAN	8.306	MEDIAN	8.800	MODE	9.000
STD DEV	3.469	RANGE	18.000		

Family income, Table 18. QUESTION: What is your family income?

Be sure to include the income of all working members of the family from all sources.

The income level represented the income of the whole family including working children and/or any other working adult. The results showed that 71.4% of all the families had an income of less than \$7,000 indicating that this was a very poor community.

Table 18

Family Income

	CODE	ABSOLUTE FREQ	RELATIVE FREQ		
\$5,000 or less	1.	81	47.4		
\$5,001 - \$7,000	2.	41	24.0		
\$7,001 - \$10,000	3.	18	10.5		
\$10,001 - \$12,000	4.	12	7.0		
\$12,001 - \$15,000	5.	6	3.5		
\$17,000 plus	7.	12	7.0		
	BLANK	1	.6		
	TOTAL	171	100.0		
MEAN	2.229	MEDIAN	1.598	MODE	1.000
STD DEV	1.706	RANGE	6.000		

Families receiving public assistance, Table 19. Since the income reported for the majority of the families was so low, data on families receiving public assistance was collected.

Table 19

Families Receiving Public Assistance					
	CODE	ABSOLUTE FREQ		RELATIVE FREQ	
yes	1.	112		65.5	
no	2.	55		32.2	
don't know	3.	3		1.8	
	BLANK	1		.6	
	TOTAL	171		100.0	
MEAN	1.359	MEDIAN	1.259	MODE	1.000
STD DEV	.517	RANGE	2.000		

Mobility, Table 20. QUESTION: How many times have you moved in the last 10 years?

The mobility data indicated that 70.2% of all the families had moved less than three times in the last 10 years.

Table 20

## Mobility

	CODE	ABSOLUTE FREQ		RELATIVE FREQ	
number of times	0	14		8.2	
the family has	1.	33		19.3	
moved in the	2.	34		19.9	
last ten years	3.	39		22.8	
	4.	16		9.4	
	5.	16		9.4	
	6.	7		4.1	
	7.	4		2.3	
	8.	3		1.8	
	9.	3		1.8	
	BLANK	2		1.2	
	TOTAL	171		100.0	
MEAN	2.858	MEDIAN	2.590	MODE	3.000
STD DEV	2.010	RANGE	9.000		

Residency in ~~XXXXXX~~, Table 21. QUESTION: How long have you been living in ~~XXXXXX~~ ?

The data indicated that 81.3% of the sample has been living in the city of ~~XXXXXX~~ for more than four years. Further analysis of the data shows that 53.2% of the sample has been living in this city for over ten years. If one compares the data on residency with the data on mobility one sees that many of the families moved frequently within the city.

Table 21

## Residency in City

	CODE	ABSOLUTE FREQ	RELATIVE FREQ		
less than one yr	0	8	4.7		
1-3 yrs	1.	24	14.0		
4-6 yrs	2.	16	9.4		
7-9 yrs	3.	32	18.7		
10-12 yrs	4.	30	17.5		
13-15 yrs	5.	21	12.3		
16-18 yrs	6.	4	2.3		
19-21 yrs	7.	7	4.1		
21 plus	8.	<u>29</u>	<u>17.0</u>		
	TOTAL	171	100.0		
MEAN	3.988	MEDIAN	3.683	MODE	3.000
STD DEV	2,430	RANGE	8.000		

Other children attending public school, Table 22. QUESTION: How many other school-age children do you have in the Public Schools?

Table 22

Other Siblings Attending Public School

	CODE	ABSOLUTE FREQ	RELATIVE FREQ		
number of	0	50	29.2		
brothers and	1.	57	33.3		
sisters in	2.	40	23.4		
school	3.	9	5.3		
	4.	11	6.4		
	5.	2	1.2		
	6.	2	1.2		
		171	100.0		
MEAN	1.345	MEDIAN	1.123	MODE	1.000
STD DEV	1.293	RANGE	6.000		

Students participating in Title I, Table 23. This data was collected from the records maintained on students receiving services funded under Title I.

Table 23

Students Participating in Title I

	CODE	ABSOLUTE FREQ	RELATIVE FREQ		
not Title I	0	70	40.9		
in Title I	1.	78	45.6		
	BLANK	23	13.5		
		171	100.0		
MEAN	.527	MEDIAN	.551	MODE	1.000
STD DEV	.501	RANGE	1.000		

Parents in adult education programs, Table 24.

Table 24

Parents in Adult Education Programs					
	CODE	ABSOLUTE	FREQ	RELATIVE	FREQ
never	0	135		78.9	
1 month	1.	8		4.7	
1-3 months	2.	7		4.1	
4-6 months	3.	3		1.8	
one year	4.	18		10.5	
	TOTAL	171		100.0	
MEAN	.602	MEDIAN	.133	MODE	0
STD DEV	1.304	RANGE	4.000		

Research design and procedures. To test the hypotheses, a regression analysis was utilized. The Statistical Package for the Social Sciences (SPSS) was the computer program selected to calculate the statistics. In order to identify and isolate the best predictors of student academic achievement, a forward stepwise inclusion regression equation was employed. A pre-established hierarchy among sets of variables was used.

Independent variables were entered first in a forward inclusion and the background variables entered next. The advantage of using a regression analysis is that it identifies most effectively the importance of each predictor variable which is entered. In a stepwise inclusion, the variables are retained only if their predictive utility is sustained as other variables are entered in

subsequent steps.

Five regression and two one-way analyses of variance were computed to test the null hypothesis and the related research question of this study. A null hypothesis was rejected if the observed value of the statistic computed was at the .05 level of significance or greater.

Through the use of multiple regression techniques, prediction equations were developed for the null hypothesis of the study. Biographical variables that did not add substantially to the prediction equation were deleted. This technique worked to simplify the equation by deleting variables that did not add to the prediction value of the equation. A stepwise inclusion was employed for entering the parental participation variables and other biographical variables which entered the equation. The stepwise procedure allows for controlling for other confounding variables (ie. biographical variables), resulting in a more accurate evaluation of predictability. Another advantage of using a regression equation is that it will yield a single formula which combines the value of several measures.

Further analyses were conducted using other techniques when regression was not the appropriate analytical tool. A description of other analytical treatments given to the data is also presented. One-way, breakdown, frequency, and reliability analyses were also conducted.

Summary. In this chapter a detailed description of the urban inner

city community where the study takes place is presented. A step by step review of the data collection conducted is described.

The demographic data on the sample indicated that of the 171 students included in the study there was almost an equal representation of both sexes. Students in every grade from pre-kindergarten to grade 6 were included in the sample and the age distribution was from 4 years to 14 years of age. The majority of the students were from a Spanish speaking background and born in the United States. Of the total group 29 had been retained once, of which 4 had been retained twice. The 171 parents included in the sample who completed the questionnaire were generally representative of non working mothers within the 21-29 age group. Over half of all the households had single female parents as head of the households. The majority came from a Puerto Rican ethnic background and only 42 female parents completed high school or higher. The majority came from low income families who received public assistance. All of the demographic data was entered in the regression analysis of the dependent variable.

The research design utilized to test the hypotheses was a regression analysis. This technique allowed the entering and analysis of all the demographic variables and the parental participation variables to determine their values as predictors of the dependent variable. Overall this chapter presented the scenario for conducting the descriptive study.



## Chapter IV

C H A P T E R   I V  
ANALYSIS OF THE DATA

Introduction. In this chapter the findings from the data analysis conducted to determine the predictability of the independent variables in the null hypothesis and the related research questions are presented and discussed. Further analysis of the data conducted as a result of reviewing the raw data is also included.

This study has focused on determining if different instructional and governance parental participation variables predict student school achievement as defined by standardized achievement tests. The study also focuses on determining whether the parental participation variables were also predictors of student academic achievement as defined by teacher behavioral and academic evaluation, and overall school attendance. While it is clear that academic achievement or what can be defined as overall school achievement is determined by many factors, it is not clear whether parental participation variables would enter a regression equation as significant predictors of academic achievement. The complexity of factors involved in predicting academic achievement dictated the use of a multivariate approach in developing an equation and selecting the procedure for analyzing the data. The multivariate approach used in this study was multiple regression. The reasons for employing different statistical techniques are presented in more detail with

the presentation of the data in this chapter.

Presentation of data. In Tables 25 and 26 are presented the results of the regression equations to the hypothesis of this study.

H<sub>1</sub> - There will be no significant difference between the academic achievement as indicated by standardized achievement data of students whose parents participated in different types and levels of instructional educational related activities.

H<sub>2</sub> - There will be no significant difference between the academic achievement as indicated by standardized achievement data of students whose parents participated in different types and levels of governance related educational activities.

H<sub>3</sub> - There will be no significant difference between the academic achievement as indicated by standardized achievement data of students whose parents participated in different types and levels of educational related activities.

Standardized scores from the Metropolitan Achievement Test administered to the sample population were used as the measures for the dependent variable: academic achievement. One limitation of using these scores was that the total reading and total math subtest scores are not directly comparable (Metropolitan Achievement Tests 1971). This necessitated the development of two separate regression equations, one for standardized total score in reading as the dependent variable and another for standardized total score in math as the dependent variable.

In Table 25 the data on the regression equation with standardized reading scores as the criterion variable and parental participation and biographical variables as independent variables is presented. The multiple correlation coefficient for the sample was multiple  $R = .84593$   $F(31, 74) = 6.00$ ,  $p < .001$  and accounted for 71% of the variance in the predicted measure. None of the instructional or governance parental participation variables entered the equation. Only biographical variables entered the equation as significant predictors of academic achievement.

In reference to  $H_1$  the instructional parental participation variables did not enter the equation. Therefore, for the sample studied, parental participation variables were not predictors of student academic achievement as defined by standardized reading scores.

In reference to  $H_2$  governance parental participation variables did not enter the equation as predictors of student academic achievement as defined by standardized reading scores.

In reference to  $H_3$ , total instructional and total governance parental participation did not enter the equation as significant predictors of student academic achievement as defined by standardized reading scores.

In Table 26 the data on the regression equation with standardized math scores as the criterion variable is presented. The multiple correlation coefficient for the sample was multiple  $R = .79292$   $F(10, 95) = 16.09$ ,  $p < .0001$  and accounted for 63% of the

Table 25

Regression Analysis with Standardized Reading Scores				N=106
Variables	B	F	P	R <sup>2</sup>
Age	-3.007	3.29	p<.074	.3054
<u>Place of Birth</u>				
Mainland U.S.	15.245	9.25	p<.003	.3651
Latin America	3.849	.24	p<.623	.3904
Other	5.066	1.34	p<.251	.3965
Puerto Rico	-3.797	.89	p<.348	.4226
<u>Years living in <del>XXXXXX</del></u>				
16 - 18 years	14.969	6.05	p<.016	.4665
19 - 21 years	7.350	1.50	p<.225	.4676
0 - less than 1 yr.	-5.326	.69	p<.417	.4877
10 - 12 years	7.277	3.64	p<.060	.4911
4 - 6 years	5.212	.83	p<.364	.4970
7 - 9 years	5.778	1.88	p<.174	.4981
13 - 15 years	-1.284	.93	p<.761	.5078
1 - 3 years	.694	.22	p<.988	.5083
<u>Race, Ethnicity</u>				
Black	-5.169	.32	p<.573	.5203
White	-4.079	.61	p<.805	.5210
Other Hisp.	-4.277	.20	p<.649	.5210
Puerto Rican	-5.659	.47	p<.497	.5302
<u>Marital Status</u>				
Widowed	-8.306	.29	p<.592	.5305
Married	-5.100	.19	p<.666	.5499
Divorced	-9.385	.60	p<.443	.5510
Single	-7.336	.37	p<.544	.5510
Separated	-6.044	.26	p<.610	.5528
Title I	-6.096	5.21	p<.025	.5808

Table 25 cont.

Variables	B	F	P	R <sup>2</sup>
<u>Grade</u>				
Grade 4	-15.280	8.81	p<.004	.5820
Grade 3	-22.068	13.80	p<.001	.5858
Grade 2	-33.880	20.27	p<.0001	.5858
Grade 5	-10.303	5.21	p<.025	.5900
Grade 1	-48.409	27.44	p<.0001	.6835
<u>Languages</u>				
Spanish/English	2.202	.22	p<.882	.6949
English	8.451	.36	p<.549	.7154
Spanish	-3.819	.65	p<.800	.7156

Table 26

## Regression Analysis with Standardized Math Scores

N=106

Variables	B	F	P	R <sup>2</sup>
Age	7.012	104.38	p<.0001	.5655
<u>Place of Birth</u>				
United States	12.387	7.24	p<.008	.5928
Latin America	6.515	.81	p<.369	.5999
Other	3.299	.62	p<.432	.6011
Puerto Rico	-1.636	.19	p<.662	.6027
<u>Marital Status</u>				
Widowed	14.113	.73	p<.395	.6036
Married	11.119	.90	p<.346	.6217
Divorced	8.434	.48	p<.490	.6250
Single	3.549	.87	p<.768	.6273
Separated	7.068	.36	p<.553	.6287

variance in the predicted measures of academic achievement in the overall analysis. Instructional parental participation variables and governance parental participation variables were entered in the stepwise regression equation. Instructional parental participation variables as predictors ( $H_1$ ) of academic achievement and governance parental participation variable as predictors ( $H_2$ ) of academic achievement as defined by standardized total math scores did not enter the equation. The total instructional parental participation variable and the total governance parental participation variable ( $H_3$ ) did not enter the equation as predictors of the dependent variable. The data from the regression equation presented in Table 26 indicates that other biographical variables were better predictors of student academic achievement.

The statistical analysis of the data did not disprove the null hypothesis. There was no indication that different types and level of parental participation in instructional or governance related activities would be a good predictor of student academic achievement.

At this point it is appropriate to present limitations within this study that may have contributed to the research results. While the overall sample included in this study was 171 students only 106 actually took the MAT. Students who were in pre-kindergarten, kindergarten and in the bilingual program were not administered the test, thus reducing the sample to 106 students. Further review of the level of participation for the 106 cases included in the analysis indicated an overall low level of participation (see Table



27). A Likert-type scale of 0 to 4 was employed (i.e., 0 = never, 1 = seldom, 2 = sometimes, 3 = often and 4 = always). The overall mean score and the standard deviation for the parental participation variables indicates a minimal involvement in governance related activities and a low moderate level of participation in instructional activities.

Further analysis of the data was conducted in an effort to answer the three related research questions:

- Q<sub>1</sub> - Is parental participation a good predictor of student school attendance?
- Q<sub>2</sub> - Is parental participation a good predictor of student performance as indicated by teacher evaluation?
- Q<sub>3</sub> - Is there a relationship between instructional related parental participation and governance related participation?

In Table 28 results are presented on the regression solution to the research question (Q<sub>1</sub>) of this study concerning parental participation variables as the best predictors of student attendance. A regression analysis indicated that a combination of parental participation variables and biographical variables resulted in a multiple correlation coefficient for the sample of multiple  $R = .51516$   $F(16, 86) = 1.94$ ,  $p < .027$  and accounted for 27% of the variance in the predicted measure of overall school attendance of the sample. Parental participation in instructional activities as a learner was significant at the  $p < .029$  level as a predictor of student attendance. Total governance parental participation variable was a

Table 27

## Frequency Analysis by Type of Parental Participation

N=106

Parental Participation Variables	Mean	Standard Deviation
Instructional - Learner	2.0189	.6030
Instructional - Teacher	1.8082	.8234
Instructional - Resource	.4340	.8128
Governance - Decision maker	.4186	.5289
Governance - Change Agent	.3396	.5526
Total Instructional	2.1640	.4366
Total Governance	.6233	.5538

Table 28

Regression Analysis with Attendance as the Dependent Variable N=104

Variables	B	F	P	R <sup>2</sup>
Instructional Learner	.304	4.95	p<.029	.0145
<u>Grade</u>				
Grade 4	.196	.81	p<.370	.0159
Grade 2	.526	4.58	p<.035	.0297
Grade 5	.486	4.62	p<.034	.0765
Grade 1	.175	.588	p<.939	.0842
Grade 3	.316	2.19	p<.142	.0884
<u>Years living in</u>				
10 - 12 years	.286	1.93	p<.169	.0955
19 - 21 years	.202	.30	p<.584	.0956
0 - less than 1 yr.	-.809	4.82	p<.031	.1524
16 - 18 years	.146	.15	p<.696	.1524
1 - 3 years	.294	1.39	p<.241	.1527
4 - 6 years	.552	3.18	p<.078	.1665
13 - 15 years	.292	1.38	p<.244	.1666
7 - 9 years	.384	2.95	p<.090	.1812
Mobility	-.592	3.49	p<.065	.2236
Total Governance	-.352	4.89	p<.030	.2654

significant predictor at the  $p < .03$  of student attendance.

In an effort to answer the related research question ( $Q_2$ ) on parental participation as a predictor of student performance as indicated by teacher evaluation, two separate regression equations were conducted. The dependent variable of student performance was defined by teacher evaluation of academic achievement in one equation and teacher evaluation of student school behavior in a separate regression equation. Data for teacher evaluation of academic performance and student school behavior were obtained from the student's report card.

In Table 29 the data on teacher evaluation of students' academic performance as the dependent variable is presented. The multiple correlation coefficient for the sample was multiple  $R = .51887$   $F(12, 110) = 3.38$ ,  $p < .0001$  and accounted for 27% of the variance in the overall analysis. The results presented in Table 29 indicate that none of the parental participation variables entered the equation. Therefore, parental participation was not a good predictor of student performance as indicated by teacher evaluation of academic achievement for the sample population.

In Table 30 results are presented on the second regression equation conducted to determine if parental participation variables were good predictors of teacher evaluation of school behavior, ( $Q_2$ ). The results of the equation indicated that the multiple correlation coefficient for the sample was multiple  $R = .40505$   $F(8, 134) = 3.29$ ,  $p < .002$ , and accounted for 16% of the variance in measures employed.

Table 29  
 Regression Analysis with Teacher Evaluation of Academic Performance N=145

Variables	B	F	P	R <sup>2</sup>
Puerto Rican	-.509	5.14	p<.025	.0701
Female	.194	5.47	p<.021	.1245
<u>Grade</u>				
Grade 4	-.190	.34	p<.558	.1306
Grade pre-K	-.719	1.96	p<.164	.1309
Grade 5	-.735	5.04	p<.027	.1319
Grade K	-.457	1.98	p<.162	.1321
Grade 3	-.428	2.06	p<.154	.1342
Grade 2	-.446	2.30	p<.132	.1346
Grade 1	-.871	10.24	p<.002	.1960
<u>Male Parent Education</u>				
0 - 16	.427	3.05	p<.084	.2276
<u>Welfare</u>				
Yes	-.222	5.25	p<.024	.2491
<u>Income</u>				
\$7,000-\$10,000	-.483	3.03	p<.085	.2692

Table 30  
 Regression Analysis with Teacher Evaluation of School Behavior N=161

Variables	B	F	P	R <sup>2</sup>
Welfare	-.116	7.87	p<.006	.0536
<u>Grade</u>				
Grade K	-.194	1.60	p<.207	.0615
Grade Pre-K	-.378	2.44	p<.121	.0618
Grade 4	-.295	3.70	p<.056	.0625
Grade 5	-.288	3.51	p<.063	.0636
Grade 3	-.332	5.53	p<.020	.0636
Grade 2	-.521	14.10	p<.0001	.0964
Grade 1	-.427	10.85	p<.001	.1640

None of the parental participation variables entered the equation.

To examine the relationship between instructional related parental participation variables and governance related parental participation variables ( $Q_3$ ) descriptive, statistical analyses of the parental participation variables were conducted. Descriptive statistical analysis of the data was useful in determining if there existed similar participation tendency within the sample, as well as to summarize the frequency of instructional and governance activities. Summary statistics provides data that indicates the average scores and the variability of scores for the sample. The mean, median, and standard deviation are the main descriptive statistics reported. The advantage of using descriptive statistics is that one or two numbers are given which represent all the individual scores of the sample population.

In Table 31 the results of the descriptive analysis is reported. The scale used in the collection of actual parental participation information was a 0 to 4 Likert-type scale where 0 = never, 1 = seldom, 2 = sometimes, 3 = often and 4 = always. The results indicated that for the total instructional variable the mean score was 2.007 with a standard deviation of .422. Overall sample instructional level of participation was in the 2 range which can be interpreted to indicate that parents participated "sometimes" in instructional educational activities.

The results of the summary statistics on the governance variables indicated much less participation. For the total governance variable

Table 31

Descriptive Analysis of Parental Participation Variables					N=171
<u>Instructional - Learner parental participation variable</u>					
Mean	2.242	Median	2.159	Mode	2.286
Standard Deviation	.762	Range	3.571		
Valid Cases	166	Missing Cases	5		
<u>Instructional - Teacher parental participation variable</u>					
Mean	.845	Median	.859	Mode	1.143
Standard Deviation	.349	Range	1.714		
Valid Cases	171	Missing Cases	0		
<u>Instructional - Resource parental participation variable</u>					
Mean	.201	Median	.040	Mode	0
Standard Deviation	.360	Range	1.714		
Valid Cases	171	Missing Cases	0		
<u>Governance - Decision Maker parental participation variable</u>					
Mean	.473	Median	.179	Mode	0
Standard Deviation	.663	Range	3.571		
Valid Cases	171	Missing Cases	0		
<u>Governance - Change Agent parental participation variable</u>					
Mean	.342	Median	.066	Mode	0
Standard Deviation	.649	Range	3.286		
Valid Cases	171	Missing Cases	0		
<u>Total Instructional parental participation variable</u>					
Mean	2.007	Median	2.061	Mode	2.102
Standard Deviation	.422	Range	2.612		
Valid Cases	166	Missing Cases	5		
<u>Total Governance parental participation variable</u>					
Mean	.465	Median	.411	Mode	0
Standard Deviation	.464	Range	2.408		
Valid Cases	171	Missing Cases	0		



the mean was .465 indicating a range between never (0) and seldom (1). A comparison of the results of both total instructional variable and the total governance variable indicates that the sample population was more active in instructional educational activities than governance educational activities.

Grade was a significant predictor of the dependent variables in all but one of the regression equations conducted. A oneway analysis was conducted to further explore the relationship of the parental participation variables to student grade (see Table 32). Contrast between grades K with 6, 1 with 6, and 2 with 6 by the parental participation variables resulted in a significant difference in the instructional-learner variable between grades K and 6 and instructional-teacher variables were also significant between grades K and 6, 1 and 6, and 2 and 6. The only significant governance variable was decision-maker in the K with 6 contrast and that was only marginally significant. The results are not surprising when one examines the definition of the instructional teacher variable. In this type of activity the parent takes on the role of teaching or supervising the learning of their children. This usually means helping them with their homework and reviewing class work with their children.

Further examination of frequency data by grade for both the total instructional and total governance variables again illustrated the greater participation in instructional activities, (see Table 33). It was interesting to find that overall participation across grade level was about equal in the instructional variable.

Table 32

Oneway Analysis of Parental Participation Variables and Grade				
	VALUE	S. ERROR	T VALUE	T PROB.
Instructional-Learner by Grade				
K contrast 6	-.4737	.2265	-2.0909	.046
1 contrast 6	-.1940	.1685	-1.1516	.257
2 contrast 6	.0709	.1943	.3647	.717
Instructional-Teacher by Grade				
K contrast 6	.7206	.1844	3.9069	.000
1 contrast 6	.6851	.1954	3.5052	.001
2 contrast 6	.4181	.1905	2.1945	.033
Instructional-Resource by Grade				
K contrast 6	-.2134	.2360	-.9039	.372
1 contrast 6	-.2229	.2199	-1.0135	.317
2 contrast 6	.1138	.2701	.4213	.675
Governance-Decision Maker by Grade				
K contrast 6	-.2434	.1380	-1.7633	.086
1 contrast 6	-.0827	.1466	-.5634	.576
2 contrast 6	.0437	.1665	.2623	.794
Governance-Change Agent by Grade				
K contrast 6	-.0942	.1567	-.6011	.552
1 contrast 6	.0750	.1462	.5133	.610
2 contrast 6	.0513	.1458	.3518	.727

Table 32 cont.

	VALUE	S. ERROR	T VALUE	T PROB.
Total Instructional by Grade				
K contrast 6	-.2720	.1635	-1.6638	.110
1 contrast 6	-.0577	.1235	-.4674	.642
2 contrast 6	.0311	.1206	.2582	.797
Total Governance by Grade				
K contrast 6	-.1554	.1685	-.9219	.362
1 contrast 6	.0901	.1688	.5340	.596
2 contrast 6	.0126	.1667	.0753	.940

Table 33

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 Frequency Distribution of Parental Participation by Grade
 

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 Total Instructional Variable
 

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GRADE	COUNT	MEAN	STANDARD DEVIATION
GRP P-K	5	2.0607	.8763
GRP K	13	1.9464	.4910
GRP 1	37	2.1607	.5114
GRP 2	27	2.2496	.4145
GRP 3	25	2.1862	.7002
GRP 4	18	2.2080	.3401
GRP 5	18	2.0817	.2981
GRP 6	23	2.2184	.4337
TOTAL	166	2.1638	

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 Total Governance Variable
 

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GRADE	COUNT	MEAN	STANDARD DEVIATION
GRP P-K	5	1.2993	1.4405
GRP K	18	.4250	.4939
GRP 1	37	.6706	.7097
GRP 2	27	.5930	.5904
GRP 3	25	.8219	.6589
GRP 4	18	.5950	.4806
GRP 5	18	.5367	.4686
GRP 6	23	.5804	.5849
TOTAL	171	.6388	

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One of the surprising findings during the review of the biographical variables in the previous chapter was that 17% of the total sample had been retained once and 2.4% had been retained twice. Since school retainment can be defined as overall failure by the students it would be appropriate to examine whether there was any significant relationship between parental participation and retainment. Breakdown analysis of total governance variable by retainment, and total instructional variable by retainment were conducted, (see Table 34). The results indicated that the total instructional variable was marginally significant for the retained group. This could indicate that parents tended to become more involved in instructional parental participation activities after the fact of student retainment.

Table 34

## Breakdown by Retainment

## Total Governance Variable by Retainment

N	F = .4298 MEAN	Sig = .5130 STANDARD DEV.
142	.6243	.6286
29	.7099	.6966

## Total Instructional Variable by Retainment

N	F = 3.7473 MEAN	Sig = .0546 STANDARD DEV.
137	2.1299	.4879
29	2.3239	.5022

Summary. The results of the statistical analysis indicated that the parental participation predictors variables as defined within instructional, governance, and overall educational activities did not enter the regression equations conducted. The results indicated that parental participation was not a significant predictor of student academic achievement as measured by a standardized test for this sample. The results indicated that background variables such as age and place of birth were better predictors of the dependent variables: standardized achievement in math and reading. Number of years residing in the community, participation in Title I, and grade were also significant predictors of the dependent variable. The null hypotheses formulated for this study were not disproved based on the findings of analyses conducted.

The statistical analyses conducted in an effort to determine the predictability of the parental participation variables of teacher evaluation of student's academic achievement and behavior did not provide any significant results. However, the parental participation variables, instructional-learner was a significant predictor, and total governance was a significant predictor of student overall attendance for the academic year.

Overall, parents tended to participate more in instructional activities than in governance related activities. This finding was not surprising since previous research has substantiated the tendency for parents to participate more frequently in instructional activities.

Chapter V

C H A P T E R V  
SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS  
AND RECOMMENDATIONS

Introduction. A summary of this descriptive study is presented in the first part of this chapter. The null hypotheses and the related research questions are restated followed by an overview of the results of the data analyses conducted. Conclusions based on the findings of the study are summarized.

The second part of the chapter focuses on the implications of the findings and recommendations. Particular attention is given to the implications of the conclusions in terms of policy-making, future planning and implementation of parental participation programs in the schools.

Statement of the problem. While it is clear that academic achievement or what can be defined as overall school achievement is determined by many factors, it is not clear whether parental participation variables are also significant factors as predictors of academic achievement. This research project focused on identifying different types and frequencies of parental participation as well as to describe their predictability on student standardized academic achievement within an urban setting. It also examined parental participation as a predictor of student attendance and teacher evaluation of overall school achievement.



Statement of the hypotheses. The following null hypotheses were formulated from the problem statement:

- H<sub>1</sub> - There will be no significant difference between the academic achievement as indicated by standardized achievement data of students whose parents participated in different types and levels of instructional educational related activities.
- H<sub>2</sub> - There will be no significant difference between the academic achievement as indicated by standardized achievement data of students whose parents participated in different types and levels of governance educational related activities.
- H<sub>3</sub> - There will be no significant difference between the academic achievement as indicated by standardized achievement data of students whose parents participated in different types and levels of educational related activities.

Answers to the following related research questions were also sought:

- Q<sub>1</sub> - Is parental participation a good predictor of student school attendance?
- Q<sub>2</sub> - Is parental participation a good predictor of student performance as indicated by teacher evaluation?
- Q<sub>3</sub> - Is there a relationship between instructional related parental participation and governance related participation?

Rationale and Background. The theoretical rationale for community involvement, and more specifically parental involvement, is based on

democratic principles.

Traditionally, schools have provided an important avenue for community participation. Most educators and citizens would agree in principle to the democratic basis for parental participation. Nevertheless, many urban school systems have become "closed systems" where parental participation is not part of the educational process.

Educators began to realize that the schools could not counteract, or function productively, in spite of the many changes taking place, including the many problems of the urban community. It became clear that the school could not accomplish the goal of equipping students with the academic preparation needed to meet the challenges of society without the support of the community and in particular the assistance of the parents.

This need for overall community support and parental assistance is reflected in the educational literature. The literature indicates that parental participation in the educational process is one of the major issues concerning educators today.

Interest in parental participation has also been influenced by government mandates and guidelines. The reasoning behind the government intervention has been to assure equal educational benefits for all students, and to guarantee that the local educational agencies be more responsive to the needs of the poor.

The support for parental participation within the school is based on principles of participatory democracy, the need to keep the schools responsive to the needs of the students and the community, and as a

vehicle for obtaining better student achievement. While parental participation as an educational goal requires no further justification when discussed in terms of the rights of the citizens, and as a political tool to protect our democratic system, the educational value of the different forms of parental participation and their relationship to student achievement has not been totally substantiated in the research literature.

Design of the procedures. This descriptive study was designed to examine parental participation from a complete approach, including a spectrum of activities which encompass both instructional and governance related activities as predictors of students' academic achievement.

The data collected included: a) Metropolitan Achievement Test standard score totals for reading and math; b) teacher evaluation on educational progress in reading, language (English), and arithmetic; c) teacher evaluation of school behavior as defined by personality and citizenship development demonstrated through social and emotional development, work habits, health and safety habits, and attendance.

The questionnaire was developed for the collection of two types of data: 1) biographical data that would provide a detailed demographic description of the sample; and 2) data on the types of parental participation taking place within one academic year.

The parental participation variables were defined within the context of activities representing the five types of parental partici-

pation (learner, teacher, resource, decision-maker, change-agent) within the educational process.

The school selected for the study was located in the inner city urban area. The school served children in grades pre-kindergarten through 6th. Using the school files on all students in the school, 200 names were randomly selected in the Spring of 1980, of these, 171 parents completed the questionnaire.

Results of data analyses. Through the use of multiple regression techniques, prediction equations were developed for the null hypotheses of the study. A stepwise inclusion was employed for entering the parental participation variables and other biographical variables which entered the equation.

In reference to  $H_1$  the instructional parental participation variables did not enter the equation. Therefore, for the sample study, parental participation variables were not predictors of student academic achievement as defined by standardized reading scores.

In reference to  $H_2$  governance parental participation variables did not enter the equation as predictors of student academic achievement as defined by standardized reading scores.

In reference to  $H_3$  total instructional and total governance parental participation did not enter the equation as significant predictors of student academic achievement as defined by standardized reading scores. None of the instructional or governance parental

participation variables entered the equation. Only biographical variables entered the equation as significant predictors of academic achievement.

Instructional parental participation variables as predictors ( $H_1$ ) of academic achievement and governance parental participation variable as predictors ( $H_2$ ) of academic achievement as defined by standardized total math scores did not enter the equation. The total instructional parental participation variable and the total governance parental participation variable ( $H_3$ ) did not enter the equation as predictors of the dependent variable. The regression equation indicates that other biographical variables were better predictors of student academic achievement.

Review of the level of participation for the 106 cases included in the analyses with standardized reading and math data as the dependent variable indicated an overall low level of participation. The overall mean score and the standard deviation for the parental participation variables indicated a minimal involvement in governance related activities and a low moderate level of participation in instructional activities.

The regression solution to the research question ( $Q_1$ ) of this study concerning parental participation variables as the best predictors of student attendance indicated that parental participation in instructional activities as a learner was significant at the  $p < .029$  level as a predictor of student attendance. Total governance parental participation variable was a significant predictor at the

p<.03 of student attendance.

Two separate regression equations were conducted in an effort to answer the related research question ( $Q_2$ ) on parental participation as a predictor of student performance as indicated by teacher evaluation. The dependent variable of student performance was defined by teacher evaluation of academic achievement in one equation and teacher evaluation of student school behavior in a separate regression equation. None of the parental participation variables entered either of the equations that were conducted.

To examine the relationship between instructional related parental participation variables and governance related parental participation variables ( $Q_3$ ) descriptive statistical analyses of the parental participation variables were conducted. The results indicated that for the total instructional variable the mean score was 2.007 with a standard deviation of .422. Overall sample instructional level of participation was in the 2 range which can be interpreted to indicate that parents participated "sometimes" in instructional educational activities.

The results of the summary statistics on the governance variables indicated much less participation. For the total governance variable the mean was .465 indicating a range between never (0) and seldom (1). A comparison of the results of both total instructional variable and the total governance variable indicates that the sample population was more active in instructional educational activities than governance educational activities.

Conclusion. The results of the statistical analyses indicated that the parental participation predictor variables as defined within instructional governance and overall educational activities, did not enter the regression equations. Further, the results indicated that parental participation was not a significant predictor of student standardized academic achievement for this sample. Background variables such as age and place of birth were better predictors of the dependent variables: standardized achievement in math and reading. Number of years residing in the community, participation in Title I, and grade were also significant predictors of the dependent variables. The null hypotheses formulated for this study were not disproved based on the findings. The statistical analyses conducted in an effort to determine the predictability of the parental participation variables - instructional learner and total governance - with teacher evaluation of student's academic achievement and behavior provide significant results.

Overall, parents tended to participate more in instructional activities than in governance related activities. This finding was not surprising since previous research has substantiated the tendency for parents to participate more frequently in instructional activities.

At this point it is appropriate to discuss the methodological limitations within this study that could have affected the findings. While the sample population was randomly selected from an urban inner city school, the school was not randomly selected from all the schools in the school district. It must also be noted that the

sample population was predominantly Puerto Rican while the school district and the overall city population were predominantly Black. Therefore, the target population was not reasonably representative of the overall population. It is beyond the scope of this research project to gather data to determine the degree of similarity between the Puerto Rican minority and the predominantly Black population of this school district. These limitations prevent the establishment of population validity.

Limits of the instrumentation procedure used to identify a school with a history of parental participation must be noted. While measures were employed to identify a school with a history of active parental community, the data indicated that parental participation in governance activities was minimal while parental participation in instructional activities was moderately low. This limitation was partly due to how parental participation was defined and who defined it in this study. What the central and school administrators determined to be parental participation activities is not clearly substantiated by the findings. It is clear that administrators misinterpret what constitutes some parental participation activities. For example, if 50 parents walk to the school to pick up their children everyday, does this constitute parental participation or simply a concern for the safety of their children in a high crime area? It is possible that the parents walk to the school everyday and deposit their children in total isolation of what takes place within the school. It must also be noted that while the level of



parental participation reported was low, data were not collected on the level of parental participation in other schools so that a comparison could be made.

The lack of parental participation in all types of activities defined within this study may be a determining factor in the apparent lack of correlation between the dependent variables and the independent variables of the study. Therefore, future research should not rely solely on administrators as the source for determining a history of parental participation within a school. A more valid and reliable method should be developed to assure selecting a school with a substantiated history of parental participation which includes all types of avenues for involvement.

Flaws within the data collection procedure must also be noted. While the overall sample included in this study was 171 students, only 106 actually took the MAT. No other standardized achievement test data was available for the rest of the sample. Students in pre-kindergarten, kindergarten and in the bilingual program were not administered the MAT. Thus, while having the largest sample possible was one of the considerations in deciding upon the sample size, events beyond the researcher's control or knowledge eliminated 65 cases from the analyses used to test the validity of the null hypotheses, weakening the strength and the generalizability of the results of the analyses.

The review of the limitations within this study would be incomplete if notice was not taken of the restrictions within the over-

all design of the study. This was a nonexperimental descriptive study where a survey was conducted to collect data for the purpose of studying the frequency, type and interrelations of the parental participation variables relying on the self-reported information given by parents. It was also limited to using existing student data and academic achievement measures which had already been administered and collected by the school staff.

The limitations presented in the conclusion have been noted as factors which influenced the results of the data analyses. The results indicated that for the sample population parental participation variables were not significant predictors of student standardized academic achievement. The limitations presented must be seriously considered when discussing any possible implications of the results of this study.

Implications. In this section of this study it is appropriate to present interpretations, and to speculate on the appropriate applications of the findings. Steps were taken to assure objectivity in designing the study and in the collection, analyses and interpretation of the data. Therefore, the results of the study represent "what is", in this case that means: no significant relationship for the sample population between overall academic achievement of student and the level of their parents' participation in instructional and governance related activities. These results can be used either constructively or destructively depending upon the individual or institutional

commitment to the value of parental participation. One must realize that the value of parental participation cannot be established by scientific data alone. Also, academic achievement is determined by many variables which encompass educational, economic, social and environmental factors. The role which parental participation plays given these factors needs to be examined further. The results of this study do not supersede the democratic basis for parental participation nor the moral obligation of the schools to respond to the needs of the community.

This study has significant implications in that parental participation is operationalized within the context of instructional and governance activities. Indicating that while parents are participating in instructional activities, the data suggest that their role within the governance process is still a limited one. But more importantly, this study focused on the spectrum of activities which constitute parental participation which must be included if a complete and accurate examination is to be conducted. Finally, the justification for parental participation cannot be determined based solely on this investigation. This study was only one step in the long road to better understanding the partnership role which parents play in successfully assisting teachers and administrators in educating the disadvantaged urban student population.

Recommendations. The first recommendation deals with the use of the questionnaire as a parental participation assessment tool by school

personnel. School districts and individual schools need to assess if and what type of parental participation is actually taking place in their district. The questionnaire is a tool that could be used in a self-study procedure. It would not take much effort to administer the questionnaire to a sample of the parent population of the school. The results could give the school staff a profile of the level of involvement by parents in instructional and governance educational related activities. The results would allow the school to objectively evaluate their weakness and strengths in their efforts to involve parents. In particular, educators can examine those items which represent parental input in the decision-making process in the areas of curriculum, budget and personnel decision, i.e., areas of involvement where urban parents have historically been excluded from participation.

Parental input in the development of the curriculum is an important avenue for assuring that the parent's culture and values are represented accurately. It also is an effective way of examining learning and teaching styles incorporated within the curriculum, since they may be different leading to possible conflict with that of the home. Just as important, the parents should be aware of what will be taught in the subject areas during the academic year, so that they can reinforce what the students are learning at home.

Parents need to be involved in the selection of personnel to assure that individuals hired by the school have the student's best interest in mind. It is also important to have school personnel from

the same racial and ethnic background of the students so that they can serve as role models. The parents need to also be involved in the budget process. This does not mean just voting approval of a budget, but understanding what the budget means in terms of educational priorities.

A second recommendation is that educators and policy makers must continue to work to close the gap between the school administration, teachers and the community. A solution which would be a beginning is requiring all administrators and teachers to live within the school district. Also teachers' unions must come to grips with their role in advocating for quality education for the disadvantaged student as well as for parental participation. The purpose of education is not to provide jobs for administrators and teachers but to educate the youth of the community. Many unions have isolated the community by strikes which have closed the schools for weeks, seemingly with little regard for the harm such action would have on the students who were already doing poorly in school. Higher wages for teachers in the urban schools has not guaranteed improvement in the education the children receive. Teachers also forget that the families of their districts may have incomes less than half of what the average teacher earns. It is not being proposed that teachers should not strike for better wages. What is being proposed is that teachers as educators also have a responsibility to the students. Once unions take a more active role in advocating for better educational services and more parental participation then parents would feel less alienated and see

themselves as an integral part of the educational process.

Another recommendation pertains to federal mandates dictating parental participation. It is obvious from the review of the literature that these mandates are not usually carried out. This may be due to the fact that funding is not made available to assist the schools in carrying out activities which would involve the parents. Guidelines must be rewritten so that funding would also be available for parental activities. Also the government must be more vigilant in assuring that mandates are carried out. Parental participation goes beyond superficial involvements which are created to have parents rubber stamp funded programs. There is a moral responsibility and legal responsibility to provide parents with the assistance and information needed so that they can fully participate in understanding and making decisions about funded programs.

The final recommendation deals with the parent's responsibility in the enterprise of education. Parents have a responsibility to provide an environment conducive to learning and studying at home. This would include a study area--which could simply be reserving the dining table for two hours every evening for homework. Parents must provide love and must give the students, at minimum, emotional support. Parents have the responsibility to build up the educational motivation of their children or we will loose another generation of students.

There is not one solution to the problems facing our urban schools, but many. Some solutions will be provided by the government, others by teachers, and others by parents. We must marshall all of

these resources to assure that our urban youth will be provided with the tools needed to be a productive part of this society.

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APPENDIX A

CONFIDENTIAL

In the first section of the questionnaire we would like you to answer some background questions.

Name of child \_\_\_\_\_ age \_\_\_\_\_ grade \_\_\_\_\_  
 Address \_\_\_\_\_ Tel. # \_\_\_\_\_

1. What is your relationship to the child in this school?  
 \_\_\_ mother \_\_\_ father \_\_\_ male guardian  
 \_\_\_ female guardian \_\_\_ other (please specify) \_\_\_\_\_
2. What is your age?  
 \_\_\_ under 20 \_\_\_ between 40 and 49  
 \_\_\_ between 21 and 29 \_\_\_ over 50  
 \_\_\_ between 30 and 39
3. What is your marital status?  
 \_\_\_ single \_\_\_ married \_\_\_ separated \_\_\_ divorced  
 \_\_\_ widowed \_\_\_ other (please specify) \_\_\_\_\_
4. What is your race?  
 \_\_\_ Black \_\_\_ White \_\_\_ other (please specify) \_\_\_\_\_
5. What is your ethnic background?  
 \_\_\_ Puerto Rican \_\_\_ Cuban \_\_\_ Italian \_\_\_ other \_\_\_\_\_
6. What language is spoken at home?  
 \_\_\_ English \_\_\_ Spanish \_\_\_ Italian \_\_\_ other \_\_\_\_\_
7. Circle the last year which you completed in school.  
 grade 1 2 3 4 5 6 7 8 9 10 11 12  
 college 13 14 15 16  
 graduate school 17 18 19 20  
 other type of school (please specify) \_\_\_\_\_
8. Circle the last year which your husband or wife completed in school.  
 grade 1 2 3 4 5 6 7 8 9 10 11 12  
 college 13 14 15 16  
 graduate school 17 18 19 20  
 other type of school (please specify) \_\_\_\_\_
9. What is your family income? Be sure to include the income of all working members of the family from all sources.  
 \_\_\_ under \$5,000 \_\_\_ between \$12,501 and \$15,000  
 \_\_\_ between \$5,001 and \$7,500 \_\_\_ between \$15,001 and \$17,500  
 \_\_\_ between \$7,501 and \$10,000 \_\_\_ over \$17,501  
 \_\_\_ between \$10,001 and \$12,500
10. How many times have you moved in the last 10 years? \_\_\_\_\_
11. How long have you been living in ~~XXXXX~~ \_\_\_\_\_
12. How many other school-age children do you have in the ~~XXXXX~~ Public Schools? \_\_\_\_\_

13. Do you feel that you are always welcome in the school by your child's teacher? \_\_\_\_\_
14. Do you feel that you are always welcome in the school by the principal? \_\_\_\_\_

ANSWER ALL STATEMENTS AS THEY CONCERN YOUR CHILD ATTENDING THE ~~ATLANTA~~ ~~UNIVERSITY~~ ELEMENTARY SCHOOL AT THE PRESENT TIME. PLEASE ANSWER FOR THE 1979 - 1980 SCHOOL YEAR ONLY.

Please use the following scale to answer all the questions by putting a circle on the number which represents your answer:

0 = never 1 = seldom 2 = sometimes 3 = often 4 = always

13. Do you talk to your child about what he/she does in school? 0 1 2 3 4
14. Do you ask your child if he/she does his/her homework everyday? 0 1 2 3 4
15. Do you check your child's homework? 0 1 2 3 4
16. Do you help your child with his/her homework? 0 1 2 3 4
17. Do you check your child's notebook to see what he/she is learning in school? 0 1 2 3 4
18. Do you read your child's report card? 0 1 2 3 4
19. Do you read all notices brought home by your child from school? 0 1 2 3 4
20. Do you attend open school day or open school evening for your child? 0 1 2 3 4
21. Do you attend any meetings or activities which teach you how to help your child do better in school. 0 1 2 3 4
22. Do you help out in school in field trips, as a speaker, in cultural events, etc? (Puerto Rico Discovery Day, Three Kings Day, etc.) 0 1 2 3 4
23. Do you help out in the school by tutoring children or doing volunteer work with the teacher in the classroom? 0 1 2 3 4
24. Do you participate in meetings where decisions about the school are made? 0 1 2 3 4
25. Do you participate as an individual or with a group in activities to push for needed changes in the school? 0 1 2 3 4  
number of times
26. Since the beginning of the school year, did you meet with your child's teacher to discuss needed changes in the class? 0 1 2 3 4
27. Since the beginning of the school year, did you meet with your child's principal to discuss changes needed in the school? 0 1 2 3 4



28. Since the beginning of the school year, did you attend any school Board of Education meetings? 0 1 2 3 4
29. Since the beginning of the school year, did you attend any P.T.A. meetings? 0 1 2 3 4
30. Since the beginning of the school year, did you attend any Title I, advisory council meetings? 0 1 2 3 4
31. Since the beginning of the school year, did you attend any Community Education Council meetings? 0 1 2 3 4

ANSWER ALL STATEMENTS AS THEY CONCERN ANY SCHOOL ACTIVITIES YOU HAVE BEEN INVOLVED IN FOR ANY OF YOUR CHILDREN IN THE LAST THREE (3) YEARS.

32. Have you ever worked with others in this community to try to solve any school problems? 0 1 2 3 4
33. Have you ever taken part in forming a new group or a new organization to try to solve any school problems? 0 1 2 3 4
34. Have you ever personally gone to see, or spoken, or written to the school Board of Education about any school problem? 0 1 2 3 4
35. Have you ever personally gone to see, or spoken, or written to representatives or government officials about any school problems? 0 1 2 3 4
36. Do you discuss local community problems with others in the community? 0 1 2 3 4

HERE IS A LIST OF SEVERAL POSSIBLE REASONS FOR VISITING THE SCHOOL. HAVE YOU EVER GONE TO ANY OF YOUR CHILDREN'S SCHOOL FOR THAT SAME REASON AND HOW MANY TIMES?

- |  | number of times |   |   |   |   |
|--|-----------------|---|---|---|---|
| 37. Did you meet with the teacher to see how your child was doing?         | 0               | 1 | 2 | 3 | 4 |
| 38. Did you meet with the teacher as a result of a specific problem?       | 0               | 1 | 2 | 3 | 4 |
| 39. Did you meet with the principal as a result of a specific problem?     | 0               | 1 | 2 | 3 | 4 |
| 40. Did you attend any special school assembly (Christmas Programs, etc.)? | 0               | 1 | 2 | 3 | 4 |
| 41. Did you drop in to say "hello"?  | 0               | 1 | 2 | 3 | 4 |
| 42. Did you help out in the classroom?                                     | 0               | 1 | 2 | 3 | 4 |
| 43. Did you teach other children in the school who needed extra help?      | 0               | 1 | 2 | 3 | 4 |

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 44. Did you discuss the school bidget with your school principal?              | 0 | 1 | 2 | 3 | 4 |
| 45. Did you help in developing curriculum (educational program) of the school? | 0 | 1 | 2 | 3 | 4 |
| 46. Did you help in selecting school personnel?                                | 0 | 1 | 2 | 3 | 4 |
| 47. Did you attend school Board of Education meetings?                         | 0 | 1 | 2 | 3 | 4 |
| 48. Did you fight for needed changes in the school?                            | 0 | 1 | 2 | 3 | 4 |
| 49. Did you attend adult evening classes at the school?                        | 0 | 1 | 2 | 3 | 4 |
| 50. other reason (please specify) _____  | 0 | 1 | 2 | 3 | 4 |

Thank you.

General Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONFIDENCIAL

En la primera sección de este cuestionario nos gustaría que usted contestara 12 preguntas.

Nombre del estudianta \_\_\_\_\_ escuela \_\_\_\_\_  
 Fecha de nacimiento \_\_\_\_\_ grado \_\_\_\_\_

1. ¿Cuál es su relación con el niño en esta escuela?  
 \_\_\_ madre \_\_\_ padre \_\_\_ tutor masculino  
 \_\_\_ tutor femenino \_\_\_ otra relacion (favor especificar) \_\_\_\_\_
2. ¿Qué edad tiene usted?  
 \_\_\_ 20 menos \_\_\_ 40 a 49  
 \_\_\_ 21 a 29 \_\_\_ más de 50  
 \_\_\_ 30 a 39
3. ¿Cuál es su estado civil?  
 \_\_\_ soltero(a) \_\_\_ divorciado(a)  
 \_\_\_ casado(a) \_\_\_ viudo(a)  
 \_\_\_ separado(a) \_\_\_ otro(a)
4. ¿Cuál es su raza?  
 \_\_\_ negro \_\_\_ blanco \_\_\_ otro (favor especificar) \_\_\_\_\_
5. ¿Cuál es su origen étnico?  
 \_\_\_ Puertorriqueño \_\_\_ Italiano  
 \_\_\_ Cubano \_\_\_ Otro (favor especificar) \_\_\_\_\_
6. ¿Qué idioma se habla en su hogar?  
 \_\_\_ inglés \_\_\_ español \_\_\_ italiano \_\_\_ otro (favor especificar) \_\_\_\_\_
7. ¿Hasta que grado escolar llegó usted? (favor de ponerle un círculo al rededor)  
 grado 1 2 3 4 5 6 7 8 9 10 11 12  
 años de universidad 13 14 15 16  
 post-graduado 17 18 19 20  
 otro tipo de escuela \_\_\_\_\_  
 (favor especificar)
8. ¿Hasta que grado escolar llegó su esposa ó esposo?  
 Favor de ponerle un círculo al rededor)  
 grado 1 2 3 4 5 6 7 8 9 10 11 12  
 años de universidad 13 14 15 16  
 post-graduado 17 18 19 20  
 otro tipo de escuela \_\_\_\_\_  
 (favor especificar)
9. ¿Cuáles son los ingresos de su familia? Esté seguro de incluir los ingresos de todos los miembros de su familia que trabajen.  
 \_\_\_ menos de \$5,000 \_\_\_ \$12,501 a \$15,000  
 \_\_\_ \$5,001 a \$7,500 \_\_\_ \$15,001 a \$17,500  
 \_\_\_ \$7,601 a \$10,000 \_\_\_ más de \$17,501  
 \_\_\_ \$10,001 a \$12,500
10. ¿Cuántas veces se han mudado durante los últimos 10 años? \_\_\_\_\_
11. ¿Cuánto tiempo tienen viviendo en ~~XXXXXXXXXXXX~~? \_\_\_\_\_

12. ¿Qué otros niños tiene usted en edad escolar que asisten a las escuelas públicas de ~~XXXXXX~~ \_\_\_\_\_?
- ¿Siempre se siente usted bien recibido en la escuela por la maestra? \_\_\_\_\_
- ¿Siempre se siente usted bien recibido en la escuela por el director? \_\_\_\_\_

CONTESTE TODAS LAS PREGUNTAS QUE SE APLIQUEN A SU HIJO QUE ESTE EN LA ESCUELA ELEMENTAL EN ESTOS MOMENTOS.  
CONTESTE PARA EL AÑO ESCOLAR DE 1979 - 1980.

Por favor, use la escala siguiente para contestar todas las preguntas, poniendo un circulo en el número que represente su respuesta:

0 = nunca    1 = casi nunca    2 = algunas veces    3 = muy a menudo  
4 = siempre

13. ¿Conversa usted con su niño/a acerca de lo que hace él/ella en la escuela?    0 1 2 3 4
14. ¿Le pregunta usted a su niño/a si él/ella hace su tarea todos los días?    0 1 2 3 4
15. ¿Revisa usted la tarea de su niño?    0 1 2 3 4
16. ¿Ayuda usted a su niño con su tarea?    0 1 2 3 4
17. ¿Revisa usted los cuadernos de su niño, para ver que él/ella está aprendiendo en la escuela?    0 1 2 3 4
18. ¿Lee usted el reporte de notas de su niño?    0 1 2 3 4
19. ¿Lee usted todas las notificaciones que su niño trae a la casa de la escuela?    0 1 2 3 4
20. ¿Asiste usted a la escuela cuando se le invita a "open school day or night"?    0 1 2 3 4
21. ¿Asiste usted a reuniones ó actividades que le enseñarán como ayudar a mejorar el trabajo de su niño en la escuela?    0 1 2 3 4
22. ¿Ayuda usted en la escuela, en viajes de la clase, como orador, en eventos culturales, etc.?    0 1 2 3 4
23. ¿Ayuda usted en la escuela como tutor de los niños o haciendo trabajo voluntario con los maestros en las aulas?    0 1 2 3 4
24. ¿Participa usted en reuniones donde se tomen decisiones acerca de la escuela?    0 1 2 3 4
25. ¿Participa usted como individual o en un grupo en actividades para que se realizen los cambios que son necesarios en la escuela?    0 1 2 3 4

- |  | NUMERO DE VECES |
|--|-----------------|
| 26. ¿Desde el comienzo del año escolar se ha entrevistado usted con el maestro de su niño/a, para discutir los cambios necesarios en la clase? | 0 1 2 3 4       |
| 27. ¿Desde el comienzo del año se ha entrevistado usted con el director de su niño para discutir los cambios necesarios en la escuela?         | 0 1 2 3 4       |
| 28. ¿Desde el comienzo del año escolar ha asistido usted a alguna reunion del Board of Education de la escuela?                                | 0 1 2 3 4       |
| 29. ¿Desde el comienzo del año escolar ha asistido usted a alguna reunión del P.T.A. Organización de Padres y Maestros?                        | 0 1 2 3 4       |
| 30. ¿Desde el comienzo del año escolar ha asistido usted a alguna reunión del Titulo I, "advisory council" Concilio de Padres?                 | 0 1 2 3 4       |
| 31. ¿Desde el comienzo del año escolar ha asistido usted a alguna reunión del Concilio de Educación para la Comunidad?                         | 0 1 2 3 4       |

CONTESTE TODAS LAS PREGUNTAS A LO QUE CONCIERNE CUALQUIER ACTIVIDAD DE LA ESCUELA QUE USTED HAYA PARTICIPADO PARA CUALQUIERA DE SUS HIJOS EN LOS ULTIMOS 3 AÑOS.

- |   |           |
|---|-----------|
| 32. ¿Ha trabajado usted con otros en esta comunidad para tratar de resolver algun problema de la escuela?                                   | 0 1 2 3 4 |
| 33. ¿Ha tomado parte usted en la formación de un grupo nuevo o una nueva organización para tratar de resolver algun problema de la escuela? | 0 1 2 3 4 |
| 34. ¿Ha ido usted personalmente o ha hablado o ha escrito al "Board of Education" para tratarle problemas de la escuela?                    | 0 1 2 3 4 |
| 35. ¿Ha ido usted personalmente o ha hablado o ha escrito a representantes u oficiales del estado para tratarle problemas de la escuela?    | 0 1 2 3 4 |
| 36. ¿Discute usted los problemas de la comunidad local con otros en la comunidad?   | 0 1 2 3 4 |

HE AQUI UNA LISTA DE VARIAS POSIBLES RAZONES PARA VISITAR LA ESCUELA. ¿HA VISITADO LAS ESCUELAS DE SUS NIÑOS POR ESA MISMA RAZON Y CUANTAS VECES?

	NUMERO DE VECES				
37. ¿Ha visto usted al maestro para ver como le va a su hijo?	0	1	2	3	4
38. ¿Ha visto usted al maestro como resultado de un problema específico?	0	1	2	3	4
39. ¿Ha visto usted al director como resultado de un problema de la escuela?	0	1	2	3	4
40. ¿Ha asistido usted alguna asamblea especial de la escuela (programa navideño, etc.)?	0	1	2	3	4
41. ¿Ha ido usted solamente a decir "hello" en la escuela?	0	1	2	3	4
42. ¿Ha ayudado usted en la aula de su niño?	0	1	2	3	4
43. ¿Enseñó usted en la escuela a otros niños que necesitaban ayuda adicional?	0	1	2	3	4
44. ¿Discutió usted el presupuesto de la escuela con el Director?	0	1	2	3	4
45. ¿Ayudó usted en el desarrollo del "curriculum" programa educacional de la escuela?	0	1	2	3	4
46. ¿Ayudó usted en seleccionar el personal de la escuela?	0	1	2	3	4
47. ¿Asistió usted a las reuniones del Board of Education? (Junta de Educación)	0	1	2	3	4
48. ¿Lucho usted por cambios necesarios en la escuela?	0	1	2	3	4
49. ¿Asistió usted a las clases para adultos en la escuela?	0	1	2	3	4
50. ¿Otra razón (favor especificar) _____					

GRACIAS

Comentarios \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX B

June 4, 1980

Dear Parent:

You have been selected to participate in a parental interview being conducted at the ~~XXXXXXXXXXXXXXXXXX~~ School. We need for you to complete a questionnaire on your involvement in the education of your children. It will take only about 10 minutes of your time to complete the questionnaire. Please indicate below at what time you can come to the school on Monday, June 9 or Wednesday, June 11. Mrs. Narcisa Jones, who will administer the questionnaire will only be at the school between the hours of 8:30 A.M. and 1:00 P.M.

I WILL COME TO THE SCHOOL ON MONDAY AT \_\_\_\_\_ (time)

I WILL COME TO THE SCHOOL ON WEDNESDAY \_\_\_\_\_ (time)

When you come to the school please ask for Mrs. Narcisa Jones. Have your child bring back this letter to his/her classroom teacher.

Thank you for your cooperation.

\_\_\_\_\_  
\_\_\_\_\_, Principal

-----  
Estimados Padres:

Usted ha sido seleccionado para participar en un entrevista de los padres que se está llevando a cabo en la escuela ~~XXXXXXXXXXXXXXXXXX~~. Necesitamos que usted llene un cuestionario relacionado a la participación en la educación de sus hijos. Sólomente le tomara unos 10 minutos. Por favor, indique abajo a que hora usted podrá venir a la escuela. La señora Nracisa Jones, quien administrará el cuestionario, estará presente el lunes, 9 de junio y miércoles, 11 de junio de 8:30 A.M. a 1:00 P.M.

PUEDO IR EL LUNES A \_\_\_\_\_ (hora)

PUEDO IR EL MIERCOLES A \_\_\_\_\_ (hora)

Por favor, cuando llegue a la escuela pregunte por le Sra. Narcisa Jones. Devuelva esta carta por medio de su niño/a a la escuela.

Gracias por su cooperación.

\_\_\_\_\_  
\_\_\_\_\_, Principal

## APPENDIX C

### INTRODUCTION TO INTERVIEW

These questions are being asked of parents in ~~XXXXXX XXXXXXXX~~ who have children in the \_\_\_\_\_ school. Your answers should indicate how you have participated in your children's education, and any involvement in the school. Please answer all questions as well as you can. I will be glad to clarify any questions.

Be assured that no names or families will be mentioned in the report. Your family's name will be removed from these pages. If you like, we would be happy to send you the results of this study. ( \_\_\_\_\_ Send Results)



APPENDIX D

Assistant Executive Superintendent  
Board of Education

Dear

This is a request to carry out a research study on parental participation and its relationship to student achievement using a selected sample of students and parents from the Elementary School. The principal of the school, Mr. , has been informed.

The study will be conducted by me, Narcisa Jones. I am presently a graduate student at the University of Massachusetts, Amherst, and a research assistant fellow for Aspira of America. I was formerly a community liaison for B.O.C.E.S. of Nassau County. I have also been a supervisor and teacher with the Boston Public Schools.

In connection with the study, no information will be asked without the parents approval, neither will the parents' name or the school's name be used in the written report.

Your cooperation in this project is deeply appreciated.

Sincerely,

Narcisa A. Polonio-Jones

Attach  
cc:



