

**PARENTAL INVOLVEMENT IN AMERICA  
1950-1998**

**MASTER'S THESIS**

**Submitted to the School of Education  
University of Dayton, in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education**

**by**

**Tamara C. Ganter**

**School of Education**

**UNIVERSITY OF DAYTON**

**Dayton, Ohio**

**July, 1998**

**UNIVERSITY OF DAYTON ROESCH LIBRARY**

**Approved by:**

---

**Official Advisor**

---

**Reader**

---

**Reader**

## ACKNOWLEDGEMENTS

I would like to thank my advisor, Dr. Dan Raisch for all of his advice and support.

I thank my parents for teaching me the value of faith and determination. Dad, the White Tower lecture worked. Mom, thank you for all those times that you stood by me. I love you both.

I thank Becky Guth for the use of her computer, countless pieces of Bazooka, and our trips to The Olive Garden; but most of all I want her to know that from that first day when she made imaginary pizzas, she was always there for me. I know that I couldn't have made it without her.

I thank Steve and Bobette Penick for believing that what I do does make a difference. You reminded me why I became a teacher.

Finally, I thank my daughters Sara and Meg most of all. You two put up with a lot in order for me to finish this program, and I want you to know that your love and belief in the importance of this journey made all the difference.

## DEDICATION

TO SARA AND MEG:

The road was long,  
but we survived.  
Never forget that this  
I do for love...

AND TO MY MOM AND DAD:

“I can touch the stars...”

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	iii
DEDICATION.....	iv
Chapter	
I.    INTRODUCTION.....	1
Background.....	1
II.   STATEMENT OF THE PROBLEM.....	3
Research Questions.....	4
III.  PARENT INVOLVEMENT DEFINED.....	5
Definition.....	5
IV.  A HISTORICAL PERSPECTIVE.....	8
The Fifties.....	9
The Sixties.....	11
The Seventies.....	13
The Eighties.....	14
The Nineties.....	16
V.   THE NEED FOR PARENTAL INVOLVEMENT.....	19
VI.  PARENTAL INVOLVEMENT OBSTACLES.....	22
VII. ESSENTIAL ELEMENTS OF PARENTAL INVOLVEMENT..	28
VIII. FUTURE IMPLICATIONS AND RECOMMENDATIONS.....	32
APPENDICES.....	36
BIBLIOGRAPHY.....	50

## CHAPTER 1

### INTRODUCTION

#### Background of the Problem

Don't you know that the beginning is the most important part of work  
and that this is especially so with anything young and tender?  
For at that stage it's most plastic, and each thing assimilates itself to the  
model whose stamp anyone wishes to give it,  
-Plato, The Republic Book 11'

No one doubts the importance of parental involvement with regard to education. It is especially important now, with states and schools developing learning standards that are different from what parents were exposed to in the past (Dodd, 1996). It is unrealistic to expect parents to accept changes such as these if they are not part of the planning process.

Parents have always cared about their children's schools. They want confirmation that their children are achieving success in different school activities. Only on occasion have parents shown concern for the fundamentals of education such as curriculum planning and methods of teaching (Dunfee, 1964). "There have been many changes in elementary-school operations during the past quarter century, but none more marked than the gradually increasing participation of parents in school activities," says Ralph Walter (1957).

When attempting to implement change many educators define parent participation as a practice which seeks to determine what parents can do for educators, rather than what schools can do for families (Cairney,

Munsie, 1995). Meaningful involvement is essential to educate effectively. We see the situation in such a way that families and schools exert important influences on children, and are most effective when the two work together (Comer, Haynes, 1994). Parents must be viewed as partners. Educators need to recognize the vital role that parents play in education (Cairney, Munsie, 1995). Parents want input on the educational process of their child's school. This is appropriate, for parents know their children in ways that teachers cannot. The sharing of home and school experiences will help ensure a successful school program (Dowell, 1957).

Sommer and Stephens (1996) addressed parental involvement from a statistical stance. According to the U.S. Census Bureau (1987), "The traditional nuclear family where the husband works and the wife cares for the home and children is the model for only 4% of existing households. Today 25% of all families with children are headed by a single parent. Women now constitute over 45% of the work force, and of these, nearly 60% have children under 6 years old (U.S. Department of Labor, 1992). Sixty-seven percent of employed men have working wives, an increase of nearly 50% since 1975 (U.S. Department of Labor 1992).

## CHAPTER II .

### STATEMENT OF THE PROBLEM

The importance of the earliest years of life have historically been recognized as critical. Many philosophers and religious leaders have commented on the power of early experiences and their effects on the rest of a child's life. Schools for children under six are a very recent phenomenon. During the twentieth century this has become increasingly common, but this level of education is still not an integral part of most school systems. Perhaps the twenty-first century will see the development of overlapping early childhood programs, preschool through third grade (Schickedanz, 1995).

In order to understand the shift in the amount of parental involvement, with regard to their children's education; the historical aspects must be studied. This quest for information has led the author to the following problem statement:

As educators in a decade that has a large percentage of varied family structures; what amount of involvement can we expect from our students' parents? In what ways are today's parents similar to their ancestors, and to what extent do they differ?"



## RESEARCH QUESTIONS

As a result of the previous information the author has developed the following questions: (1) How does quality time differ from quantity time (Gills, 1996)? : (2) How have family structures differed within the last forty years? ; (3) Single parent households account for a large portion of today's families; is this a negative factor for these children (Fredricks, Rasinski, Ritty, 1991)? : (4) With an increasing demand for more time away from parenting activities what can be done to bridge the gap between school and home? ; (5) Are extended families a thing of the past, or are they something that is not only beneficial, but necessary in the care and education of the children of these ever changing times?

CHAPTER III  
PARENTAL INVOLVEMENT DEFINED

For decades the debate over who is responsible for what in educating our children has raged on. Teachers and administrators in the public schools have contended that in many different ways, parents must assume responsibility for their children's education, otherwise all the effort put into attempting to improve education is destined to fail (Framing The Debate, A Special Commentary Report, 1994).

In order to determine who is responsible for which tasks, we must first get a clear and precise definition of what parental involvement is; thus providing us with a basis of levels of parent interaction. While there may be many interpretations of what the correct definition is Melby & Conger (1996) gave an accurate definition:

“parental involvement includes behaviors which indicate that the parents sets standards for appropriate behavior (such as doing schoolwork), monitors adherence to or violations of these standards, provides positive consequences for desired adolescent behavior, and communicates reasons for behavior standards”,(p.113-137).

Parental involvement is therefore capable of encompassing all aspects of educating children. Visualize a triangle; at one corner of the base are parents. The other corner represents teachers. The top of this

triangle signifies the child. This is an accurate portrayal of the elements needed to successfully educate a child (Towle, 1952). No one segment can accomplish their task without the cooperation of the others involved. Schools cannot educate children by themselves. If children are to succeed, and achieve the high expectations to which they aspire; parents must convey these signals to children.

It would appear that many parent participation programs merely offer parents the opportunity to volunteer in schools. This is by no means the extent of a well-defined parent program. By opening the schools to parents, the administration exposes the entire program to the critical eye of the outsider ( Do Parents Belong In The Classrooms? 1966).

Yoshida, Fenton, Kaufman, and Maxwell (1978, as cited in Lusthaus, Lusthaus and Gibbs, 1981), conducted a survey of school personnel to determine what parents roles should be in the planning process of their children's education. The responses depicted a parent that was expected to provide information to the planning team, but not expected to participate in the actual decision making process of their child's program.

Parents have always been willing to help with educating their children. Schools, and the professionals that work with children, must understand that partnerships such as those that are most crucial, parents and community; assume responsibility that rightfully belong to themselves. There are elements of education that can be performed better

at home, and others that need to be taught at school. The strength in this partnership is realizing that home and school must work together (Towle,1952).

No one can disagree that increasing parent involvement in our schools will help attain the goal of educating our children (Malmgren, 1994).

Malmgren (1994) provides a quite common paradox as a classroom teacher in need of parental involvement. Most of the contacts with parents have been of an unpleasant nature. When teachers call home, it is quite often to discuss a problem with a student. Academic shortcomings, attendance issues, and the question of discipline are but a few of the problems that warrant a call home.

When a parent calls a teacher, or administrator, it is often with concerns about grades, or the expectations placed on a child. Currently much of the parent involvement that we have is negative, which leads to less productive solutions to the problem.

The paradox is that while more parental involvement would be beneficial, an increase of negative involvement would be very unproductive. Malmgren (1994) believes that in order for a more positive relationship to exist between home and school; educators must change their perspective with regard to parents.

CHAPTER IV  
HISTORICAL PERSPECTIVE

Research shows that parent apathy is a problem that dates back to 1868. The American School Board Journal in August 1932 complained about the indifference of parents to their children's schooling, and quoted part of a school board report written 64 years earlier providing evidence that things hadn't changed much in that length of time. Has parent involvement improved in the last 60 years? Research has been done, and will continue to be done in order to answer this question (Delaney, 1987). In order to better understand the research one must look not only at current literature, but past research as well.

## THE FIFTIES

There have been many changes in the operations of elementary schools during the past 25 years, but none more evident than the gradual increase in parent participation (Walter, 1957). Elizabeth Force (1959) stated that a sound, stable affectionate family life is universally and urgently needed. Most people agree that this can, and should be strengthened and improved. There are too many broken families and emotional breakdowns, and that something should be done to strengthen the family unit. Neither parents nor educators knew what they could do to help.

The term parent participation means different things to different people (Woodruff, 1957). When the term is used with reference to education, it usually implies the assistance that interested parents give to a school. Parent participation does not require participation by all parents (Woodruff, 1957). Most parents place a very high value on education. Regardless of their educational background, parents believe that a good education is essential for their children (Walter, 1957).

If parents put forth their best, is the support of the schools critical? Force (1959) addressed this question by saying that, "family life, present and future can be strengthened by schools support."

The reasons Force gave are as follows:

1. Family structures have changed considerably during the last fifty

years. Grandparents from a generation quite different no longer felt competent to give parenting advice.

2. The school is the only institution that can reach practically all children over a long period of time.
3. Schools can provide an organized body of knowledge about human development, human behavior, and family life that children need developmentally,(p.25).

As children's first teachers, parents have the earliest, and most primary responsibility for their learning. A child's perception of learning, and the importance of education being with the expectations and beliefs of their parents (Warner, 1991).

## THE SIXTIES

In the 1960's the focus of concern was on the teenage unwed mother. As concern mounted pertaining to these young mothers' needs, young fathers and extended families became a major component in parental involvement. "School-Age Parents" is a label that gained national notice in the sixties. This was such a monumental issue that the Children's Bureau provided funds for a demonstration program to be conducted at the Webster School in Washington D.C. to show that our teenaged mothers could remain in public school, while receiving the parent training that they needed. As a result of all the hard work to educate these young parents, more programs for pregnant school-age girls began to appear around the country. In 1968 there were 35 programs in existence, and there were 175 by the end of the 1970's (Nelson, 1973).

After this situation began to gain much-needed attention and Inter-Agency Task Force on Comprehensive Programs for School-Age Parents was established. This was led by W. Stanley Kruger, and set a goal of 50 statewide conferences to raise the level of awareness of what problems these parents were facing. The conferences were designed to consolidate health, education, and social services in order to better address the issue of school-age parents (Nelson, 1973).

An emphasis on advising parents about child-rearing dominated all



attempts at parent-teacher relationships in programs of early education and care from the mid 1940's through 1960. Among these issues highlighted were strengthening parents' roles in fostering their child's social-emotional development (Powell, 1995).

The sixties promoted the development of early education and intervention programs for young children. Research results renewed the appreciation for young children's ability to learn, and for the role that the environment played in shaping children's learning (Bricker, 1989). This was a decade of rapid changes, many of which brought parental involvement into the spotlight as a national concern.

## THE SEVENTIES

The seventies continued the momentum that had started in past decades. Beginning in the early 1970's, severe criticisms of early intervention programs emerged. Programs aimed at low-income African American children were based on an "inadequate mother hypothesis" that assumed home environments were lacking the necessary social and sensory stimulation, and were failing to support the value of school achievement (Baratz & Baratz, 1970). The developments of the 1960's and early 1970's set the stage for a stronger partnership in parent-teacher relationships. In addition the importance of family and community, and the impact they these groups could have on a child were emphasized (Powell, 1995). Parental empowerment became a crucial topic, and thus it was recommended that teachers work even more closely with parents; rather than function as experts who identify the problem, suggest a solution, and drop it in the parents lap at that point.

## THE EIGHTIES

In August 1990 The U.S. Department of Education published research titled *Issues In Education*. Within this research was some very time relevant information. The NELS:88, (National Education Longitudinal Study of 1988) provided many disturbing facts. These are stated with regard to the communication of the value of education between parents and their children. The results of this study are as follows;

- \* Although three-quarters (79%) of parents said they talked regularly about their eighth-graders experiences, half of the students (48%) said they had such discussions less than twice since the school year began. And one child in nine said he or she never had such a conversation.
- \* Nearly two-thirds (62%) of students said they never or rarely discussed their classes or school programs with their parents.
- \* One-quarter (26%) of students said their parents rarely or never checked their homework, while 57 percent of parents said they rarely (once or twice a month) or never helped their child with homework.
- \* Although a majority of parents (62%) said they had rules about how many hours their children could watch television on weekdays, the same percentage of children said their parents rarely or never limited their TV watching.
- \* Only half (50%) of the parents had attended a school meeting since the beginning of the school year, and fewer than 3 to 10 (29%) had visited their children's classes.

- \* Nearly half (48%) of the parents said they had not contacted the school about their child's academic performance.
- \* Nearly two-thirds (65%) of parents said they never had talked to school officials about the academic program being pursued by their eighth-grade child.
- \* About one-third (32%) of eighth-grade parents belong to a parent-teacher organization. Membership rates are lowest for Hispanics (16%) and American Indians (17%), two groups that are lagging badly in achievement and that are dropping out at far higher rates than other ethnic groups.

The 1980's brought stronger guidelines for parental involvement. Early childhood educators were still struggling with how to involve parents in programs without giving up some of the responsibility that the educator was prepared to take, and trained to provide. As a result of this "sharing of resources", educators continued to assume the majority of the responsibility involved with planning and implementing an intervention program for a child. The value of an involved parent was recognized, but not used to the full extent possible Bricker, (as cited in Powell, Diamond, 1995).

## THE NINETIES

The nineties are a decade of change. Clincy (as cited in Policy Briefs, 1993) stated: "This country is experiencing devastating changes in the social fabric" During the past thirty years violent crime has increased 560 percent, illegitimate births have increased by 419 percent, divorce rates have quadrupled, and teenage suicides have increases 200 percent. Bennett (as cited in Policy Briefs, 1993). Chynoweth and Dyer (as cited in Policy Briefs, 1993), continued with more research that portray one fourth of all children today are born into poverty, and almost half a million are born to teenage mothers. Twenty million children are supervised by adults who are not family members, because one or both parents work outside the home. The statistics don't stop there, nor does the fallout from such traumatic realities.

Child abuse and neglect have increased 259 percent in the past fourteen years (Hoyle, 1993). Because of divorce, and illegitimate births, sixty percent of all children will live in single-parent homes at some time in their lives (Kirst, 1993). A national problem, homelessness is estimated to encompass an estimated 322,000 to 1.6 million school-age children (Crosby, 1993).

In times such as these, schools face newer, more devastating obstacles involved with the charge of educating the youth of today. With

the amount of children coming to school with these problems; schools must no longer limit their roles to those of academic advisors. Communities must be formed to best serve our children (Policy Briefs, 1993).

The nineties is a decade of incredible change in all areas of life, not the least of which is parenting. Today's parents must deal with the technological advances that can, and often do, dominate their children's lives. School and home relations continue to be a major concern; educators and parents are using this age of technology to "link up" to one another. Parental involvement is not always possible; so one way that was attempted to bridge the gap was by using voice mail to enhance home-school communication with families and teachers (Cameron, Lee, 1997).

Gills (1996) stated that in December 1990 The New York Times announced that a survey of children under eighteen had revealed that 46 percent said they had had seven meals together the previous week. Two years later The Times reported a study based on actual observation of families, and the results were less encouraging. Only a third of families with children actually sat down to eat together every night of the week, which suggested that people tend to claim more togetherness than actually exists. The question of time is now on educators and parents agendas with increasing reference to the measure of the quality of contemporary life, and the debate over family values. In one study the lack of time as a family was reported to be the biggest perceived threat to American

families (Gills, 1996).

## CHAPTER V

### THE NEED FOR PARENTAL INVOLVEMENT

Anna H. Hayes addressed the relevance of parents and teachers working together towards a common goal, in her president's message, published in *National Parent Teacher*, January 1952. She stated:

“We parents and teachers neither command armies, nor make treaties, but we do guide and teach children. We are thus deciding the greatest issue of our time- the kind of people who will determine the trend of civilization in just a few years...”(p.3)

The necessity of involving parents in education is not a recent phenomenon. Fredrick Froebel, one of the forefathers of the establishment of American kindergarten argued that:

“All are looking for reform in education... If building is to be solid, we must look to the foundations- the home. The home education of rich and poor alike must be supplemented... It therefore behooves the state to establish institutions for the education of children, of parents, and of those who are to be parents. Hauschmann's study (as cited in White, Taylor, and Moss, 1992)”. (p.91).

In 1965 Head Start was established through federal funding. In 1968 The Handicapped Children's Early Education Program (HCEEP) became a reality. With these programs in place, the movement towards early intervention in education gained recognition. Parental involvement in education, and the importance of that involvement was emphasized as a



key to the success of early intervention programs. Those early beginnings paved the way for the intervention programs that exist today (White, Taylor, and Moss, 1992).

Throughout the history of America there have been many explanations as to why parents should be involved in early intervention programs, Bristol & Gallagher et al.(as cited in White, Taylor, and Moss, 1992). Based, on previous literature six rationales were identified pertaining to the importance of parental involvement:

1. Parents are responsible for the education of their children.
2. Involved parents provide better political support and advocacy.
3. Early intervention programs that involve parents, result in greater benefits for children.
4. Parent involvement activities benefit parents and family members.
5. By involving parents, the same outcome can be achieved at less cost.
6. The benefits of early intervention are maintained better if parents are involved. (p.95-97).

Research involving parental involvement training for teachers shows that parents favor it; principals expect it, and teachers want it (Synthesis, Illinois Board of Education, 1990).

It takes a partnership between teachers, parents, and administrators

to successfully guide students. Educators talk of the cooperation needed between these groups to educate our youths, but don't clearly define what they really want, or need (Hartman, Chesley, 1998).

The evidence is clear that children's achievements, attitudes, and aspirations are influenced by the encouragement, activities, and interest, both at home and school, that parents display (Synthesis, Illinois State Board of Education, (1990).

Research has raised some critical questions:

1. Is there a correlation between parental involvement in education, and student academic performance?
2. What is the relation of parent perceptions of involvement and empowerment and school structural characteristics to student academic performance (Griffith, 1996, p.35).

In order to maximize children's chances for school success, schools and families must work together as partners, partners in education (Policy Briefs, Appalachia Educational Laboratory, 1993).

Schools must take the initiative in establishing, and implementing parent partnerships. These communities should be designed to encourage the characteristics of families, while remaining sensitive to their specific needs.

CHAPTER VI  
PARENTAL INVOLVEMENT OBSTACLES

It is an established fact that children who have support both at school, as well as at home, will be more likely to exhibit academic success (Comer, Haynes, 1991).

The obstacles to the union of home and school date back several decades. Arthur Rice (1970) wrote of a deteriorating relationship between schools, and parents. He went on to list the causes for this deterioration.

The first cause was more decisions concerning teachers were being made by teacher unions and the boards of educations. Strikes created alienation between the two groups.

Another cause for the breakdown of alliance was the automobile, which gave teachers the choice to live outside of the communities that they taught in. This in turn made them less enthusiastic to attend PTA meetings, or any extra-curricular activities that took place after they had completed their workday (Rice, 1970).

In order to overcome the obstacles that hinder our community building, we must look at the causes of said obstacles, and find solutions. If educators are to find these solutions, they must approach parents with open minds that are receptive to compromise (Rice, 1970).

President Clinton voiced some of the same frustrations that teachers

and administrators in the public schools were grappling with in his State of The Union Message in January 1994 (Framing The Debate, 1994):

“We can’t renew our country until we realize that governments don’t raise children; parents do. Parents who know their children’s teachers, and turn off the television, and help with the homework and teach their kids right from wrong- those kind of parents can make all the difference.” (p29).

This message not only implied that parents know their children’s teachers, but that teachers know their student’s parents as well (Finders, Lewis, 1994).

Research indicates that the degree of involvement to which a parent will participate has more to do with the attitudes of the school personnel, and the efforts that they make to involve parents, than it has to do with the socioeconomic status of the community (Macfarlane, 1996). The sense of belonging, and believing that their contributions are important, can make the most reluctant parent more approachable (Comer, Haynes,1991).

### CHANGING FAMILY STRUCTURES

One obstacle that has severe repercussions is the constantly changing structures of families in America. The family unit, as it used to be known, rarely exists in the 1990’s. The model nuclear family with a working father, and a stay-at-home mom are disappearing (David, 1989).

A large majority of adult women now make up the American work force. This has a dramatic effect on the delegation of responsibility as it

relates to the roles of mom, breadwinner, and teacher that most mothers assume (Synthesis, Illinois State Board of Education, 1990).

The next obstacle is a national epidemic with monumental implications. Single-parent families are not exclusively a 1990's problem. Despite the fact that this population has grown in the past ten to twenty years; the number of children sitting in our classrooms from single-parent families today, is quite similar to those in our parents' and grandparents' days. The reasons vary, death of a parent accounted for the structures in the past; today's single-parent families are usually the result of divorce (Fredericks, Rasinski, and Ritty 1991).

The 1980 U.S. Census indicated that fifty percent of our children would spend some time in a single-parent home by the year 2000. The 1990 census would reveal even more staggering numbers (Fredericks, Rasinski, and Ritty, 1991).

In order to deal with the needs of the single-parent population, school personnel must develop a plan that will aid their students both academically, and emotionally. Teachers must examine their own attitudes and expectations pertaining to divorce. Teachers that are willing to share certain aspects of their own lives, will develop a level of trust that can help some students put their situations in perspective (Fredericks, Rasinski, and Ritty 1991).

It is essential that educators are aware of the various family

structures of their students. It is very common that adults, other than the parents, are assuming the parenting roles for some children. Extended families are common in America. This is a very real lifestyle for many of our students. This encompasses new spouses, grandparents, or even close friends of the family (Fredericks, Rasinski, and Ritty, 1991).

Finally, with regard to single-parent families it is important to remember the noncustodial parents. A well-informed educator will know the custody arrangements of all of their students. This is decidedly a critical element to parent involvement. Often noncustodial parents feel unwelcome, and thus feel that their input is not desired. In most states both parents are given the same access to information about their child's schooling, unless there is a court order that stipulates otherwise (Fredericks, Rasinski, and Ritty, 1991).

Research has been done on parental involvement with regard to education for many decades. Until recently, it has portrayed fathers as the hidden parent (Nord, Brimhall, and West, 1998). Fathers were assumed to be the breadwinners of the family, but were not viewed as crucial in other aspects of raising a child. Recent findings reveal that fathers in two-parent families, are less likely to be highly involved in their children's education, than mothers in this same structure (Nord, Brimhall, and West, 1998). Interestingly enough, fathers who head single-parent families assume very similar roles of involvement as mothers of single-parent

families do. Further, both fathers, and mothers, of single-parent families, have compatible levels of involvement with mothers of two-parent families (Nord, Brimhall, and West, 1998).

Nonresidential fathers involvement in their children's schooling (grades K-12), are often influenced by many things, among them are:

1. children's grade level
  2. household income
  3. mother's education
  4. family configuration (single-parent, step-parent)
  5. mother's level of involvement at school
  6. father's payment of child support in the previous year
- (Nord, Brimhall, and West, 1998,p.35).

Whatever the structure of the family, the active involvement, and participation of parents in children's lives, can and do make the difference in school outcomes. When understanding the many family structures that children come from, one must never overlook all possibilities; situations occur that necessitate one, or both parents, designating another adult to raise their children.

#### TIME AND OTHER RELATED OBSTACLES

Time constraints are another large obstacle to parent involvement at school. Working parents, particularly single working parents, often are unable to leave their jobs to attend school functions/ These functions may range anywhere from field trips to parent-teacher conferences (Finders,

Lewis, 1994). Child care is often necessary in order for parents to attend school-related activities, this is a financial, as well as a time constraint for many parents.

Another obstacle to involving parents is that often parents don't feel competent enough to deal with school work (Cairney, Munsie, 1995). This may stem from their days in school, or their fear of being inadequate and unable to provide assistance to their children (Finders, Lewis, 1994). Educators suggest that the type of involvement that a parent will choose with respect to their child's education is based in part in part on demands on their time and energy, particularly as it relates to work, and other family responsibilities (Hoover-Dempsey, Sandler, 1995).



## CHAPTER VII

### ESSENTIAL ELEMENTS OF PARENTAL INVOLVEMENT

Educators, and parents, both with a child's best interest at heart, continue to struggle with this issue that is parental involvement. Both groups understand that one, by themselves, will not provide all that a child needs. The partnership between home and school is essential if all children are to reap the benefits of literacy training that they will carry with them throughout their lives (Come, Fredericks, 1995).

Communication between home and school is one of the most important functions that school staff members can provide NJEA Review (as cited in Education Digest, 1998). When students see this unity, they tend to believe that both factions care about them, and are working together to benefit children. The message that school and learning are important is quite evident NJEA Review (as cited in Education Digest, 1998).

Educators can improve relationships with parents, and increase communication in ways that will benefit students, reduce potential conflict, and generally allow for a more productive union between home and school (Dodd, 1998). One method of communication cited lists concerns that parents have communicated to administrators (Dodd, 1998).

1. Find out what parents really think about the school, its

programs, curricula, and classroom practices. Surveys can help, but interviews may be better.

2. Develop multiple ways to provide parents with information.
3. Make students more reliable informants by making sure they understand what they are learning and doing and why.
4. When changes are planned, involve parents before any decisions are made.
5. Think of ways to involve parents as partners in learning. (p37-40).

Frederick and Rasinski's study (as cited in Come, Fredericks, 1995), eluded to five critical elements to implementing a successful parent involvement project. Those elements included:

1. the establishment of a program built upon the expressed needs and wishes of parents
2. a willingness of both parents and teachers to promote a spirit of shared responsibility
3. parents' active involvement in making decisions and following through on those decisions
4. establishment and maintenance of open lines of communication throughout the school year
5. a long-term commitment to continuous and sustained involvement (p567).

Research has supported the theory that parental involvement in school is beneficial to a child's school success. Winqvist, and Nord (1998),

state:

**“First, it demonstrates that the involvement of both mothers and fathers is important. Second, it shows that parents who are involved in school are involved in other ways that promote their children’s school success. Third, it shows that single mothers and single fathers are involved in their children’s schools, even though they do not have a second parent to help them with their other obligations. Fourth, it suggests that there may be certain aspects of children’s school performance, and certain stages in the children’s academic careers where father’s involvement is particular important” (p35)**

From 1986 to 1998 The Southwest Educational Development Laboratory, (SEDL), identified seven elements that are common to promising parent programs (Williams Jr., Chavkin,1989, p18-19).

1. Written Policies
2. Administrative Support
3. Training
4. Partnership Approach
5. Two-Way Communication
6. Networking
7. Evaluation

Parents can aid their children by preparing them for their school experience. Readiness for school should consist of these three components (Goals, 1993).

1. High quality and developmentally appropriate preschool

programs

2. Enhanced parenting skills
3. Proper nutrition and health

Teachers can further this process by exercising their ability to be willing and accepting listeners. Often school is the only stability immediately after a divorce, a death of a parent. It benefits children to have an unbiased adult to listen when they need to talk. Listening is a skill that educators must possess at all times, for all children (Fredericks, Rasinski, Ritty, 1991).

The possibilities seem endless when there is collaboration between parents and educators. Obvious to all involved is that this partnership can help children become more successful in school (Williams Jr., Chavkin, 1989).

## CHAPTER VIII

### FUTURE IMPLICATIONS AND RECOMMENDATIONS

When assigning a research paper on family backgrounds to her sophomore language arts class Payne (1994), states: “In my classroom are children who don’t know their grandparents or even their parents. One child lives with two step-parents. Another confided recently that he thought his father was in jail, but he wasn’t sure because he hadn’t seen him since he was 3 years old. Still another boy told me he would like to write a sketch about his grandfather, but he couldn’t remember much because he hadn’t visited him since he was a small child”.

These are facts of life to many children in the 90’s. Educators are dealing with more and more issues that are related to the lack of parental support, and loss of the sense of family.

In a century where you can hire a firm to deliver hot dog buns to your daughter’s scout cookout, write your Christmas cards, pick up your cleaning, and schedule play dates for your child; experts fear that the time of expecting parents to be involved, won’t last much longer (Davis, 1989).

There is consistent evidence that involved parents affect their children’s achievement. Students gain in personal and academic development if parents believe in, and are part of their education (Epstein, 1996). Parents’ involvement in school are valued by educators who

recognize the potential significance that their involvement portrays (Flood, et al., 1995).

Parents most often become involved in their children's education for three reasons:

1. their perception of a parental role
2. their personal sense of efficacy for helping children succeed in school
3. their reaction to meeting the demands and opportunities presented by their children and their children's school

(Hoover-Dempsey, Sandler, 1995, p31).

Most educators recognize that involving home in a child's education is an important way to improve student academic performance. Research shows that regardless of class, race, or educational background; all parents believe that children will benefit from their involvement at school (Aronson, 1996). "With the very best of teachers comparatively little can be accomplished without the constant sympathy, and aid of parents. They must concur in this great work, or they defraud their own children of an invaluable treasure", (Dulaney, 1987).

The school that which is most frequently visited by parents, other things being equal, will be the best (Dulaney, 1987). Working together, schools and families can improve student achievement, and all related educational outcomes (Warner, 1991). "We must go beyond simple involvement and recognize the vital role that parents play in education,"

(Cairney, Munsie 1995).

Research, both past and present, indicate the need for a collaboration of home and school. In order to successfully allocate necessary components of a complete education, several events must take place.

Teachers are going to take what what they were taught about professionalism in the last fifty years, and file it away (Abbott, 1975). No longer can this profession operate under the illusion that they can successfully educate children without the parents involvement. Teachers must reverse roles, and become participants- along with parents, paraprofessionals, outside community resource people, and anyone and everyone else who are willing to put forth their efforts to educate (Abbott, 1975). It is only through partnerships, such as these, that the future success of America's children will be insured. As a nation, we must not only tolerate and encourage involvement, we must guarantee it (Framing the Debate, 1994). Educators today face a difficult task, preparing America's youth for an uncertain future which will be more complex and demanding than it once was (Dodd, 1998).

Anna H. Hayes (1952), in her president's message- And This We Believe, summed up what we must do as a nation to support our children:

**“We cannot predict the types of problems that may beset the next generation of citizens. We cannot envision the material benefits that will be most helpful to them. We cannot know the physical environment most suitable for their success, But we can be certain that moral courage, spiritual strength,**

and personal integrity will be indispensable for the preservation of our national life as well as for the success of our children. We who teach hold in our control the greatest power of this atomic age- the hearts and minds of the child” (p3).



APPENDIX A  
DEFINITIONS

**ACADEMIC PERFORMANCE-** is a measure of students' achievement in school as indicated by grade point average (GPA), A=4.0 etc. (Hickman, Greenwood, & Miller, 1995).

**EFFICACY-** is the power to produce an effect wanted, effectiveness

**EMPOWERMENT-** is to give someone the power of authority to do something

**EXTENDED FAMILY-** is a group of relatives who live together including others besides parents and their children

**INTERVENTION-** is the ability to come into a situation and make changes

**NUCLEAR FAMILY-** is a family unit made up of only a mother, father, and their children

**PARENTAL INVOLVEMENT-** includes behaviors which indicate that the parent sets standards for appropriate behavior (such as doing schoolwork), monitors adherences to or violations of these standards, provides positive consequences for desired adolescent behavior, and communicate reasons for behavior standards (Melby& Conger, 1996).

**QUALITY TIME-** is the degree of excellence or worth of time that is spent performing a specific task

**QUANTITY TIME-** is the degree or amount of time that is spent on a specific task

APPENDIX B

PARENTAL INVOLVEMENT SUGGESTIONS

Parents need to be made aware of just how important it is for them to talk to their children about schoolwork, and to become more involved with their children's school life.

Parents need to tell their children school is important by setting and enforcing rules on homework and television watching. And, they need to make sure their children get to school on time.

Schools and communities need to work to create more involvement by parents, and, in some cases create programs to help parents navigate their children through school.

Schools need to encourage parent participation through regular personal contact with all parents, including sending written notes home about children's school performance, and holding school meetings at times convenient for working parents.

U.S. Department of Education  
Office of Educational Research  
and Improvement  
U.S. Government Printing Office  
1990 o-861-863

APPENDIX C

A CHECKLIST TO HELP YOU SUPPORT WHAT CHILDREN LEARN IN SCHOOL

A new school year finds all of us with best intentions of helping children succeed in school. A simplified list of reminders on the refrigerator door can help us keep our resolution in mind.

1. To be alert and ready to learn, your child needs plenty of rest nutritious meals, and a good deal of physical activity.
2. Find time to talk regularly to your child about what is happening to him or her.
3. Monitor television watching.
4. Provide a place for your child to study and offer to help with homework if there is a need.
5. Read to or with your child as often as you possibly can even if it's just for a few minutes. Encourage your child to read for fun too, and take time to talk about what he or she is reading.
6. Let your child see you reading newspapers, magazines, and books to show how you incorporate reading and writing into your daily activities.
7. Send your child notes and encourage him or her to write in practical ways everyday- making lists, notes, or keeping a notebook of thoughts and ideas.
8. Take your child to the library regularly, and watch for opportunities to buy books at yard sales and flea markets.
9. Don't underestimate the importance of encouragement. Praise efforts, give support when limits are stretched and remind your child that mistakes are learning opportunities.(Kines, 1996)

APPENDIX D

BEST PARENT INVOLVEMENT IDEAS

Developed by Elementary Focus Group Participants

at

National Coalition for Parent Involvement in Education Conference

October 1-3, 1989

Charlotte, North Carolina

---

Remember the three F's for success in planning activities for parent involvement: Food, Families, Fun. Ideas: an indoor picnic, a "Victorian Day or any other theme appropriate for dress-up, food fellowship.

Note the one-third rule. If you get a cross-section of one-third of your parents involved in the school, you can effect change.

Hold an overnight read-in with community and parent involvement. Be sure to invite reluctant readers. Families spend the whole night at school participating in reading activities, sleep in sweatsuits/ jogging suits, ending with breakfast at school. (Very popular. Has been done several years at Bruce Monroe School, 3012 Georgia Ave., N.W., Washington, DC 20001)

Hold a Parent University program at school or other location covering diverse topics. How to Help Your Child in School, Communicating With Your Child, Talking With Your Child About Sex, Dealing With Peer Pressure, and many more. Parents choose which workshops to attend throughout a Saturday morning, Thursday night or other appropriate time.

Work to develop an overall positive attitude from educators toward parent involvement. Focus on what works.

Establish a parents' room or "corner" in the school. Make parents feel welcome. Be sure entire staff makes parents welcome. At parent center, parents can come after school, bringing their children if necessary, to learn about skills their child needs to work on. In one

school, parents can take a computer home for six weeks to help their child work on skills.

Go into the community. Remove the intimidation factor. Get face-to-face with parents in their homes, on the job, or other neutral setting. Sometimes either school or home frightens people. Consider public library, restaurant, community center, work site, etc.

Encourage teachers to make home visits- to homes, community center or other site- for parent conferences. Arrangements are made by professionals and/or parents to visit job sites and do "brown bag" workshops for parent employees. One school district provided transportation to and from the school for parents to have conferences.

Give teachers released time to visit homes, or the schools of their own children.

Designate one day in the fall for required conferences. Give incentives to schools with the best participation.

Share objectives for grade level with parents (on charts during open house). In upper grades, send home list of objectives.

Hold parent conferences at the workplace or arrange for one-half day off work for parents to visit the school. Allow parents to select meeting place.

During the first parent conference say two things 1.) Positive things only about the child, 2.) Extend lunch invitation.

Accept the fact that some parents will never come to school. They can still help by simply being supportive at home.

Enlist principals' help in targeting parents who need to be involved and go pick them up by car.

Write newsletters at fourth to sixth grade level for easy reading...

Ask parents to develop activities at be sent home for all parents of a particular grade level (based on basic skills being taught in the classroom) to use with their child. One teacher has a workshop each month. The first 30 minutes she teaches a skill she's using in class. The last 30 minutes she addresses parents concerns.

Include all school personnel (bus drivers, custodians, secretaries, etc.) in in-service meetings.

Stress a "Kids Come First" philosophy at school and at home.

Look into new computer technology using electronic mailboxes to facilitate communication between parents and teachers. Teachers can record messages quickly at convenient times. Parents can call when it is convenient for them and receive messages from their child's teacher- and leave messages too. (For information, Jerold Bauch, Peabody College, P.O. Box 81, Nashville, TN 37203)

Newsletters should be one sheet of paper only (front and back, folded is o.k. ). If you have more news, send them more frequently. Newsletters should meet "dollar bill" test anywhere you lay a dollar bill on the page, it should touch something eye-catching- a headline, a drawing or other illustration, bold faced type bullets, etc.

Write newsletters at fourth to sixth grade level for easy parent reading. Use Gunning "Fog Index" to check grade level. In a 100 wordsample (count to the end of the sentence after 100 words) take average number of words per sentence, add to that number the number of words with three or more syllables. Multiply the result by 4 and the answer indicates the appropriate grade level of the article. Or use a computer program like GRAMMATIK IV, Reference Software, 330 Townsend Street, Suite 123, San Francisco, CA 94107. About \$80.

Use a color other than white for newsletters. One school coordinates the color of the newsletter paper to the season of the the year. One school ends their newsletter home each Monday in

“The Red Bag”. This is a special bag sent home with any notes, student papers, etc. in it. The bag is returned Tuesday to the teacher.

Find translators to put school communications into parents’ languages.

Have children write their own newsletter. Each day children summarize their activities as a class. The teacher makes sure the children can read what is written on the board. These daily reports go on one sheet of paper to go home on Friday. The children can read the newsletter to parents.

Provide cable TV programs and teacher- produced loan videotapes to provide parents information. Tapes can be sent home to show parents what is being taught and expected.

Present videos at first PTA meeting of activities completed until that time. Hold small group sessions to go over school rules and expectations with parents.

Work with parents to help them get their GED.

Try setting up “Parent Partners” pairing parents whose children are not yet in school with parents who do have children there.

Lobby employers of various businesses to encourage them to allow employees to spend some time at school.

Facilitate parent networking by meeting at churches in rural areas and in public housing facilities in urban areas. Consider “satellite” PTA meetings. (Contact Durham City Schools, Durham NC)

Set up “Peer Helpers” student to student, parent to parent.

Set up a PITS program Parents Involved In Tutoring Students. (Contact Bruce Monroe School, 3012 Georgia Ave. N.W. Washington DC 20001)

Try a lending library- skill -oriented reading and math packets which participating students are assigned to use with their parents at home (Contact North Salisbury School Union Avenue, Salisbury, MD 21801).

Involve the superintendent in answering calls from parents and working with community groups to involve parents.

Establish a parenting skills program requiring no written work.

Identify the necessities for parents of at-risk children to be able to participate in parenting programs. Find ways to meet those needs transportation, child care, more easily understood materials, etc. Find people who can help families identify problems and make connections with agencies that can help.

Provide compensatory time for teachers to be able to provide conferences at times convenient for parents- Saturdays, etc.

Hold "Make and Take" meetings for parents. Involve parents in making items to use with their children and provide experiences which will enhance parents' ability to help their children.

Encourage use of the 1-800-NETWORK number to help Hispanic (and other) families become better acclimated to school situations.

Establish the position of Family Services Coordinator to help families bridge the gap for four-year-olds about to enter school.

Try a Parent Assistance Liaison- a staff person who heads a team of parent representatives from each class section. That section leader has the responsibility to communicate with all other parents (Contact Florence Shephard, Highland Elementary, Charlotte, NC for more details).

Hold appreciation dinners for hard-working parents. Also promote multi-cultural education through multi-cultural potlucks.



Develop contracts between parents-students-teachers for accountability.

Communicate with parents before school begins (notes, phone calls) to establish a positive tone.

Try a Homework Hotline or Dial-A-Teacher program to provide assistance with homework.

Try a foster grandparent program (qualifications required) pairing a child with a senior citizen for reading or homework.

Hold Education Sundays where an educator goes to churches to talk about the importance of parent involvement in education- short five to ten minute presentation.

Try radio spots, shows on weekend or any time to address parent concerns, helpful hints, etc.

Hold Chapter I Parent Advisory Committee meetings just before regular PTA meetings to encourage participation in both.

Hold a Saturday program for parents to come in and tell teachers what they know about their child. Teachers get "comp" time.

Try parents tea or breakfast programs "Muffins for Mom," "Donuts for Dad".

Secrets to working with parent volunteers: make them welcome, keep them busy.

Try involving hostile parents as school volunteers- they usually mellow quickly.

Encourage parents to turn off the TV.

Try project F.R.E.D. Families Reading Every Day. Preschool and

kindergarten parents read to their children for 100 nights. Books are given to the child to take home. Parents sign a contract. If completed, students are rewarded.

Participate in the “Book It” program sponsored by Pizza Hut. Students are given pizzas for achieving reading goals.

Compiled by John H. Wherry  
President, The Parent Institute  
Publisher, Parents Make The Difference!  
newsletter P.O. Box 7474,  
Fairfax Station, VA 22039-7474  
703-569-9842

## APPENDIX E

### THE FAMILY MEETING

The concept is very simple. Once a week, every week, no matter what the whole family gets together for a Family Meeting. This applies to all families- single-parent families, two parent families, families with one child or eleven. Lots can happen, silly things, serious things, or things just for fun. It all depends on the family's needs that week. It emphasizes that nobody is alone, there is a family here that cares about each other. It can strengthen and solidify a family. It can accomplish a lot of good things.

### BENEFITS

Children can feel like they have some say in deciding matters that affect the whole family. That can help build self-concept.

Touchy issues can get talked out before someone explodes in anger.

Family members can get a feeling of being in this thing together, not as separate people by themselves.

Parents can remind children of good things they've done, or things they've done well in the past week.

Young people can begin to learn how their wants, needs, demands, opinions and activities affect other people.

Problems can get solved before they become much larger problems.

Families can experience "pulling together" to help each other out, instead of pulling in opposite directions.

"The family" can be strengthened and given significance as an important way of life.

## GROUND RULES

Here are some suggested ground rules for the Family Meeting. Feel free to change them, modify them, or make up your own. But this would be a good place to start.

**TIME :** Once a week, every week. Pick a day. It doesn't matter which one as long as it's the same one every week. Right after dinner is a good time. That's usually when everybody is at home and available. The Family Meeting gets scheduled in before anything else on anybody's schedule. **THE FAMILY MEETING TAKES PRIORITY.**

**SETTING :** No interruptions are allowed. Pick one person to answer the door and phone. Anyone wanting to interrupt the meeting will be told to call back later. Have the person take messages.

**LENGTH:** The smaller your children are, the shorter the meeting should be. Judge for yourself. Try not to let the meeting run past 30 minutes. When your children reach the upper elementary grades, consider stretching the meetings a bit, but not much longer.

**CHILDREN'S ISSUES:** Each child would have a certain amount of time to talk, to say whatever it is that is on his/her mind, without interruption or criticism. This is their time to have center stage and everyone else's attention. If they seem unwilling to say anything at first, you might ask them what they did last week, or if there is anything they would like to change in the household. It's their opportunity to get anything "off their chests."

**PARENT'S ISSUES:** This is a great opportunity for parents to let the children in on what they're having to deal with lately, explained in simplified terms. Mom may be thinking of changing jobs or going back to school, and it's worrying her a lot. Dad may be thinking of financial matters and wondering how to buy groceries, pay the rent, pay the bills, and have anything left over to do something with. Whatever it is, if it's an issue that concerns you as a parent, share your concern with your children.. Ask them if they have any

thoughts or ideas about what to do. If it's a problem they can't solve they can at least offer suggestions and no one will have to feel as if they were all alone in coping with it. It helps get across the message that you're all in this thing together.

**FAMILY ISSUES:** There are dozens of issues which affect the whole family such as moving to a new town or a new house or apartment, how to spend a \$92.00 tax return, where to spend vacation (or indeed if a vacation can be afforded at all), how the extra room or extra space will be used, and on and on. It also seems that everyone has their own ideas about what the household needs next; a bicycle, a TV, a sewing machine, better tools, car repairs, braces for teeth, etc. Unless your family name is Rockefeller, most families can't possibly satisfy all those "wants" at the same time. So you make a plan. Make a list, and discuss and decide whose item gets attention first, second, third, etc. Maybe you can take care of one item every few months or so; maybe it will take longer. Let the children be part of deciding which items go in which order on the list.

**RULES:** Everyone gets an opportunity to talk, to state their feelings or whatever, without interruption or criticism while they're talking

Parents will decide which things are to be voted on by everyone, and on which items parents or children alone will make the decisions.

Family members will be open and honest.

Sound a little strange? Maybe, but if it works, who cares?

The Family Meeting is certainly not a mandatory item, but why not try it out? Set your own rules and see how it goes. Young children may have some very interesting and revealing things to say, as young people tend to be incredibly blunt. And if you establish the Family Meeting as a routine, it can be very useful when your kids reach adolescence and begin to establish themselves as individuals. Then, instead of the family taking on

increasingly less importance through the teenage years, it might be one way that the family can retain its importance as a unit of caring people, and as a solid foundation in your children's lives.

In addition to Family Meetings, you might also try having dinner time for everyone to discuss what they're doing, how they're feeling, plans for the evening or weekend, help they need, how the day was, fun they've had, etc. This requires that the TV be turned off, no getting up and down from the table, phone calls returned later and no friends interrupting. Besides a time to eat, dinner time can also be a relaxed time for sharing and family fun.

SOURCE: Charlie for Grown-ups, Project Rehab, 822 Cherry Street, S.E., Grand Rapids, Michigan 49506, (616)458-8521. Reprinted with permission.

## References

- Abbott, J. L. (1975). How to promote community involvement. *National Elementary Principal*, 54, 51-55.
- Aronson, J. (1996). How schools can recruit hard-to-reach parents. *Educational Leadership*, 53 (7), 58-61.
- Baratz 7 Baratz's study (as cited in Powell, Diamond, 1995).
- Bricker's study (as cited in Powell, Diamond, 1995).
- Cairney, T., & Munsie, L. (1995). Parental participation in literacy learning. *The Reading Teacher*, 48 (5), 392-403.
- Cameron, A.C. & Lee, K. (1997). Bridging the gap between home and school with voice-mail technology. *Journal of Educational Research*, 90 (3), 182-190.
- Charlie for Grown-Ups. Tops Problem Solving and Decision Making, *Project Rehab*.
- Come, B. & Fredericks, A. D. (1995). Family literacy in urban schools: meeting the needs of at-risk children. *The Reading Teacher*, 48 (7), 566-570.
- Comer, J.P., & Haynes, N.M. (1991). Parent involvement in schools: an ecological approach. *The Elementary School Journal*, 91 (3), 271-277.
- Comer, S. P. (1994). Parents will need to own the task. *Education Week*, 14, 29-33.
- Crosby, E. (1993). The "at-risk" decade. *Phi Delta Kappan*, 74(8), 598-

604.

Davis, B.C. (1989). A successful parent involvement program. *Educational Leadership*, 47 (4), 21-23.

Do parents belong in your classroom? (1966). *School Management*, 10, 95-97.

Dodd, A. (1996). Involving parents, avoiding gridlock. *Educational Leadership*, 53 (7), 44-47.

Dodd, A. W. (1998). Parents as partners, not problems. *Education Digest*, 63 (7), 36-41

Dowell, P.S. (1957). What school personnel may expect of parents. *National Elementary Principal*, 37 , 268-272.

Dulaney, K.H. (1987). Ways to ignite parent support for school programs. *American School Board Journal*, 174 (12), 49-53.

Dunfree, M. (1964). What do parents need to know? *Educational Leadership*, 22, 160-163.

Epstein, J.L., (1991). Effects of student achievement of teachers' practices, of parent involvement. *Advances In Reading/Language Research*, 5, 261-276.

Finders, M. & Lewis, C., (1994). Why some parents don't come to school. *Educational Leadership*, 51 (8), 50-54.

Flood, J. , Lapp, D., Tinajero-Villamil, J., Nagel, G. (1995). "I never knew I was needed until you called!" Promoting parent involvement in



schools. *The Reading Teacher*, 48 (7), 614-617.

Force, E.S. (1959). Family life education.... are we passing the buck? *National Parent Teacher*, 54 , 24-26.

Fredericks, A. D. Rasinski, T. V., & Ritty, M. (1991). Single-parent families: tips for educators. *The Reading Teacher*, 44 (8). 604-606.

Gills, J. (1996). Making time for family: The intervention of family time(s) and the reinvention of family history. *Journal Of Family History*, 22 (1), 4-21.

Hartman, D.M., Chesley, G. (1998). De-stressing distressed parents. *The Education Digest*, 63 (5),25.

Hayes, A. (1952). President's message: and this we believe. *National Parent Teacher*, 46, (5), 3.

Hickman, C. W., Greenwood, G. & Miller, M. D. (1995). High school parent involvement: relationships with achievement, grade level, ses and gender. *Journal of Research and Development on Education*, 28 (3), 125-134.

Hoover-Dempsey K. Sandler, H. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Record*, 97 (2), 310-323.

Hoyle, J. (1993). Our Children: Dropouts, pushouts, and burnouts. *People amd Education* 1(1), 26-41.

Issues In Education. (1990). Parental involvement in education. *U.S.*

*Department of Education*; U.S. Government Printing Office, #1990 0-861-863.

Kines, B., (1996). The parent connection. *Teaching PreK-8*, 27 (2), 85-87.

Kirst, M. (1993). Strengths and weaknesses of American Education. *Phi Delta Kappan*, 74 (8), 613-618.

Lusthaus, C.S., Lusthaus, E.W. & Gibbs, H. (1981). Parents role in the decision process. *Exceptional Children* 48, (3), 256-257.

Macfarland, E. (1996). Reaching reluctant parents. *Education Digest*, 61 (7), 9-12.

Making the most of meetings with family members. (1998). *Education Digest*, 63 (5), 19-23.

Malmgren, D. (1994). More than help with homework. *Education Week*, 14, 29-33.

Melby, J.N., & Conger, R.D. (1996). Parental behaviors and adolescent academic performance: A longitudinal analysis. *Journal of Research on Adolescence* ,6, (1), 113-137.

Nelson, S.A. (1973). School-age parents. *Children Today*, 2 (2), 31-34.

NJEA Review. (1998). Making the Most of Meetings with family members. *Education Digest* ,63, (5), 19-24.

Nord, C. W., Brimhall, D. & West, J. (1998). Dads' involvement in their

kids schools. *The Education Digest*, 63 (7), 29-35.

Payne, C. (1994). Finding a sense of community. *School And Community, Winter*. 16-18.

Policy Briefs. *Appalachia Educational Laboratory*, (1993).

Powell, D.R., Diamond, K.E. (1995). Approaches to parent-teacher relationships in U.S. early childhood programs during the twentieth century. *Journal Of Education*, 177 (30), 71-91.

Rice, A. (1970). Squeeze the parents out of school and see what we get. *Education Digest*, 36, 32-33.

Schickedanz, J.A. (1995). Early education and care beginnings. *Journal Of Education*, 177 (3), 1-7.

Stephens, G.K. & Sommers, S.M. (1996). The measurement of work to family conflict. *Educational and Psychological Measurement*, 56 (3), 475-486.

Synthesis. Illinois State Board of Education, (1990). 1 (2).

Towle, C. (1952). An important triangle. *American Childhood*, 36-37, 4-5.

U.S. Census Bureau Report 1987.

U.S. Department of Labor 1992.

Walter, R. (1957). The parent-school team. *National Elementary Principal*, 37 114-120.

Warner, I. (1991). Parents in touch: district leadership for parent

involvement. *Phi Delta Kappan*, 72 344-380.

Wherry, J.H. (1990). Parents make the difference newsletter. *The Parent Institute*.

White, K., Taylor, M., & Moss, V. (1992). Does research support the claims about the benefits of involving parents in early intervention programs. *Review of Educational Research*, 62 (1), 91-125.

Williams, D. L. Jr., Chavkin, N. F. (1989). Essential elements of strong parent involvement programs. *Educational Leadership*, 47 (4), 18-20.

Winqvist, C.N., Brimhall, D., & West. J. (1998). Dad's involvement in their kids schools. *The Education Digest*, 63 (7), 29-35.

Woodruff, M. (1957). Important elements in parent participation. *National Elementary Principal*, 37 , 21-26.

Yoshida, Fenton, Kaufman & Maxwell's study (as cited in Lusthaus, Lusthaus and Gibbs, 1981).