

PARENTS' PERCEPTIONS OF THEIR INVOLVEMENT IN THEIR CHILDREN'S
EDUCATION AND THEIR FUTURE EXPECTATIONS

A DISSERTATION

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DEDICATION

For two of the most important people in my life, Jorge and Veronica, who have always been important in my success. You are my world and I thank God every day for having you in my life. This dissertation is dedicated to my loving husband and best friend Jorge Morales, who encouraged me to follow my dream and who always kept telling me that I can do it. You were right, Jorge. Your patience and unconditional love supported me through this process. Thank you for taking care of our daughter, Veronica, while I went to school in the evenings.

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ABSTRACT

SANDRA I. MORALES-ACOSTA

PARENTS' PERCEPTIONS OF THEIR INVOLVEMENT IN THEIR CHILDREN'S EDUCATION AND THEIR FUTURE EXPECTATIONS

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This study examined (a) how parents perceived their roles and participation in their child's education; (b) how schools invited parents to become involved; (c) parents' knowledge, skills, time, energy, and involvement activities; (d) mechanisms of involvement such as modeling, encouragement, and reinforcement to support their children's education; and (e) parents' future expectations for their elementary school children's attainment. Bronfenbrenner's bio-ecological systems theory (1977); Epstein et al.'s. (2009) model of School, Family and Community Partnerships; and Hoover-Dempsey's and Sandler's (1995, 1997) model of Parental Involvement were used to understand the perceptions of parents.

A descriptive research design utilized a convenience sample of volunteers. Participants included 355 parents and guardians of students who were enrolled in Pre-Kindergarten through fifth grade at two public elementary schools in a large urban school district located in North Texas. A questionnaire developed by Hoover-Dempsey and Sandler (1995, 1997) was used to collect data from parents regarding their perceptions of involvement in their children's education. Future expectations were determined by responses to a question developed by Kim, Sherraden, and Clancy (2012). A multinomial

logistic regression analysis identified the factors that best predicted the parents' future educational expectations for their children. The findings revealed that parents held positive perceptions of the importance of their participation in their children's education and had high expectations for their children's future educational attainment.

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CHAPTER I

INTRODUCTION

Over the past 20 years, parental involvement has become a topic of concern for educators, school administrators, and policy makers (Epstein, 2005; Watson, Sanders-Lawson, & McNeal, 2012; Zellman & Waterman, 1998). The federal government has provided funds to states to encourage parental participation in their children's education (Epstein, 2005; Pomerantz, Moorman, & Litwack, 2007; Webster, 2004). Research findings have shown that parental involvement relates to children's school performance. Miedel and Reynolds (1999) investigated the involvement of 704 parents of children in preschool and kindergarten; the results revealed that parental involvement had positive benefits in students' academic achievement. In addition, other studies have suggested that areas such as student behavior, attitudes toward school, school attendance, and student achievement improve when parents are involved in their children's education (Epstein, 2005; Hoover-Dempsey, Bassler, & Brissie, 1987; Hoover-Dempsey, Bassler, & Brissie, 1992; Hoover-Dempsey et al., 2005; Watkins, 1997). However, there are other aspects of parental involvement that influence how parents become involved in their children's education such as the methods used by parents to promote, encourage, and set expectations for their children's education.

Watkins (1997) reported that parental involvement has been influenced by their perceptions of their involvement. According to Watkins (1997), parents indicated that

they would participate and get involved in their children's education if the school communicated with them more often and in different ways. Consequently, Epstein (1990) recognized the differences between the school and home environment, while suggesting that some of the practices that the school and families enact independently should be conducted as partners promoting the importance of the education. Effective partnerships between parents and schools have shown to help children develop a positive attitude toward school and learning (Epstein, 2005). There is extensive evidence indicating parents can participate in their children's education in many forms. Epstein et al. (2002) documented different types of involvement activities that can help and support children.

Moreover, Epstein et al. (2002) reported on the importance of establishing opportunities for parents to become involved in their children's education. Involving parents in curriculum activities will allow them to take a greater role in their children's education. This provides parents with an opportunity to provide input about their children's needs and to be informed about the content that will be taught during the year. Home visits can provide another opportunity for parents and educators to develop a relationship that will influence children's educational outcomes. Parents and schools, working together can influence the social and academic success of the children (Matejevic, Jovanovic, & Jovanovic, 2014; Okeke, 2014). Banerjee, Harrell, and Johnson (2011) explained that parental involvement includes, but is not limited to (a) helping their children with homework, (b) providing resources at home to complete assignments, (c) attending school activities and school conferences, and (d) serving as volunteers in and

out of school. Parents need to be involved at every grade level to support their children's social and academic development (DePlanty, Coulter-Kern, & Duchane, 2007).

The No Child Left Behind Act (UD Department of Education, 2001) was signed into law under the Bush administration to promote parental involvement and support the education of all students in the United States. This initiative reauthorized the Elementary and Secondary Act (ESEA, 1965) in December 2015 as the Every Student Success Act (ESSA, 2015). The Every Student Success Act (ESSA, 2015) reorganized the education system attributing responsibility of student success to school districts and parents. Former President Barack Obama, supported the initiative of promoting parental involvement which was one of the six goals of NCLBA (U.S. Department of Education, 2015). When parents are involved in their children's education, it has an impact on students' attendance, promotion rates, higher grades, positive attitudes toward school, and fewer discipline problems (Chen & Gregory, 2011). Parental involvement in their children's education is essential for the children's success in school and it is linked to positive student gains in academic performance (Banerjee et al., 2011).

Statement of the Problem

For many decades, the school and the family have been seen as two separate spheres; parents helping at home with homework or any other activity related to school, and the school educating the children and making decisions regarding curriculum and educational programming (Epstein, 1986b). Sapungan and Sapungan (2014) found that when parents actively participate in their children's education, there is an improvement in students' attitude, behavior, and academic success. The authors also suggested that

parental involvement assists children to “...grow up to be productive, responsible members of the society” (Sapungan & Sapungan 2014, p. 43). Chen and Gregory (2011) indicated that when parents and teachers work together, there are improvement in students’ academic success. Lasky and Karge (2011) agreed that parental participation in the school has the greatest impact on their children’s education. They also indicated that parental engagement could be accomplished through different types of activities such as serving as volunteers in school, being part of school committees, and helping with schoolwork. Collaboration between school and home can play a vital role in supporting classroom instruction and school readiness.

However, it is necessary to recognize and understand parents’ perceptions and beliefs about parental involvement and its influence on their children. It is also important to consider parents’ long term goals for their children’s education. Moreover, the connection between school expectations and home expectations is critical in reinforcing the importance of school success as supported by parental involvement (Chi & Rao, 2003). Furthermore, parents’ knowledge about school and academic expectations can facilitate their involvement in learning activities at home to support their children’s academic success (Beutel & Anderson, 2008). In fact, being involved in their children’s education provides parents the opportunity to set future expectations for their children. For example, parents can set guidelines and expectations for their children to be responsible and to complete school as some examples.

The association between school expectations and home expectations is very important in reinforcing school success as supported by parental involvement (Kim et al.,

2012). Parents serve as consistent supporters of their children's lives and influence children's educational accomplishments. According to Trask-Tate and Cunningham (2010), the only area the impact on students' grades was parental home-based involvement. Being involved in their children's education provides parents with the opportunity to set future expectations for their children (Gill & Reynolds 1996; Kim et al., 2012).

Despite the importance of parental involvement, many parents are not actively involved in their children's education. This may be due to a number of factors. As stated by Hornby and Lafaele (2011), some parents believe their role is to take the children to school, and the school has the responsibility for their education. Other factors to consider are parents' abilities to help their children with school content and their beliefs about their children's abilities to do school work (Hornby & Lafaele, 2011; Hoover-Dempsey & Sandler, 1995, 1997). Factors that influenced and affected how parents get involved in their children's education also include cultural factors, socioeconomic status, parents' personal experiences, gender, number of jobs, the number of hours parents work per week, ethnicity, and education levels (Barge & Loges, 2003). Many schools face many challenges when addressing the factors listed above in their attempt to involve parents and to accommodate parents' diverse needs. Research has shown parent education is one of the factors that lead parents being more active in school and set higher expectations for their children (Jafarov, 2015; Lawrence, 2015; Peña, 2000). In addition, as stated by Hoover-Dempsey et al. (1992), parents' beliefs about their abilities also influenced their decisions whether or not to be involved in their children education. Lawrence (2015)

indicated that the academic future of the students is related to parental involvement. Parents' future expectations for their children are influenced by parents' background experiences, how the school asked them to become involved, the parents' beliefs in their children's potential to do well in school, the quality of parent and teacher relationships, and the mechanisms used by parents to support their children's academic success (Hoover-Dempsey and Sandler, 1995, 1997). Given these factors, the present study examined parents' perceptions of their roles in their children's education as well as parents' future expectations for their children's academic success.

Purpose of the Study

Parental involvement has been considered an important component in their children's social and academic development (Park & Holloway, 2013). Parents who are aware of the importance of their involvement and have clear expectations for their children are better advocates for their children's education than those parents with less knowledge of how they can help their children (Delgado-Gaitan, 1991). The purpose of this study was to investigate parents' perceptions about their involvement in their children's education, the areas where they are involved, and their future expectations for their children. This study examined (a) how parents perceive their roles and participation in their children's education; (b) how schools invite parents to get involved in school; (c) parents' knowledge, skills, time, energy, and involvement activities that parents do more frequently; (d) mechanisms of involvement such as modeling, encouragement and reinforcement to support their children's education; and (e) the demographic factors that best predict parents' future expectations for their elementary school children. By

identifying the perceptions and expectations of parents, informed decisions can be made to establish programs that will develop partnerships between parents and the schools to support the students' academic development.

Research Questions

- (1) What are parents' perceptions of involvement as measured by The Family-School Partnership: Parent Involvement Project (PIP) Parent Questionnaire (Hoover-Dempsey & Sandler, 1995, 1997)?
- (2) What are parents' future educational expectations for their children measured by a question developed by Kim et al. (2012)?
- (3) Which factors best predict parents' future educational expectations for their children, when considering family demographic descriptors and scales of the PIP Parent Questionnaire?

H1 Parents' expectations for their children future academic is predicted by parents' education and mechanisms used by parents to become involved in their children's education.

Importance of the Study

Parents have different attitudes in regards to the importance of their participation in their children's education (Jordan, Orozco, & Averett, 2001). This study examined parents' perceptions of how they can enhance and support their children's education. Parents' expectations for their children's future educational attainment was also assessed. This information can assist educators to make more informed decisions, leading to the development of different programs or opportunities for parents to become involved,

emphasizing the relationships between home and school (Barge & Loges, 2003). The study was framed by theories that focused on the importance of family-school relationships in the academic development of the students. More specifically, the study used the Theory of Overlapping Spheres (Epstein et al., 2009), Bronfenbrenner's Bio-Ecological System Theory (1977) and Hoover-Dempsey's and Sandler's model of parental involvement (1995) to assess parents' motivations, invitations from the school, and demographic descriptors that influence in their children's education.

Rationale

Parental involvement provides a wide range of opportunities for students to improve in their social and academic development (Whitaker & Hoover-Dempsey, 2013). Even though research has been conducted on the reasons why parents become involved, it is important to understand parents' perceptions and attitudes about their vital role in their children's educational. Although, there is literature supporting the importance of parent involvement in elementary school, it lacks discussion of parents' perceptions of the importance of their involvement in their child's education (Epstein & Salinas, 2004; Whitaker & Hoover-Dempsey, 2013). Parents' attitudes toward school may influence the academic development of the students. According to Nokali, Bachman, and Votruba-Drzal (2010), higher scores on teacher reporting parental involvement were related to better functioning in school and fewer behavior problems, reflecting the importance of parental involvement in student academic achievement.

Definitions of Terms

A definition of terms provides an understanding of important words used throughout the study. Definitions of terms used in this study are as follows:

- (1) Parent: The term “parent” includes a legal guardian or other person standing in loco parentis, such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare [*Section 9101(31), ESEA.*] (U.S. Department of Education, 2004).
- (2) Parental Involvement: The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities (ESEA, 2001).
- (3) Perceptions: According to Maund (2003), perception “...is a process whereby such perceivers become aware of the world and, on the basis of that, act in the world, make judgments about the objects perceived and have thoughts about those objects” (p. 52).
- (4) Barriers to parental involvement: Circumstances or obstacles that limit parents’ abilities to be involved in their children’s education (Sapungan & Sapungan, 2014).
- (5) Educators: All education professionals and paraprofessionals working with students, including teachers, guidance counselors, nurses, speech pathologists, and school administrators (U. S. Department of Education, 2004).

(6) Parent expectations: The phrase “parent expectations” has been defined as “...short-term expectations for specific grades at the end of a marking period vs. long-term expectations for completing high school or definite number of years of schooling” (Gill & Reynolds, 1996, p. 2).

Assumptions

It was assumed that there would be participants from different ethnic groups and grade levels represented in the study regarding parental perceptions of involvement. It was also assumed that all participants would provide an honest response when responding to the survey instrument.

Delimitations

The sample was comprised of parents of students enrolled in Pre-Kindergarten through 5th grade in two elementary schools in a large, urban school district in North Texas during the school year 2016-2017. Participants were parents who volunteered to participate in the study. All parents of students in Pre-Kindergarten through 5th grade were eligible to participate in the study.

Summary

Parental involvement has been recognized as an essential and beneficial component in the academic development of children and has been associated with positive educational outcomes (Hoover-Dempsey & Sandler, 1995; Sapungan & Sapungan 2014). However, research indicates that promoting parental involvement will strengthen students’ academic development (Jeynes, 2007; Stacer & Perrucci, 2013; Wilder, 2014). In summary, parents’ perceptions of involvement and their expectations

for their children have been studied as separate factors that contribute to children's educational development. This study examined parents' perceptions of their beliefs, decisions to become involved, the involvement activities they preferred, and the mechanisms used by the parents that influence parents' expectations for their elementary children's future academic attainment.

CHAPTER II

LITERATURE REVIEW

Introduction

Historically in the United States, education has been seen by society and parents as a shared obligation between home and school (Epstein, 2005). Parents have the responsibility to educate their children concerning the values of their culture and the school has the obligation of teaching the academic skills to succeed in life (Hiatt-Michael, 1994). According to Galindo and Sheldon (2012), children's learning experiences at home and in school influence and set the direction of the children's academic development. Throughout the learning process, students make connections with previous knowledge and experiences that set the attitudes and values that they can use to succeed in school (Comer, 2001). However, when the connection is lost, researchers have shown that the students' grades begin to drop, attendance in school is impacted, and students' attitudes and motivation toward school cease to be a priority (Gonzalez, 2002). According to Comer (2001), "... the purpose of education is to prepare students to become successful workers, family members, and citizens" (p. 171). He further suggested that the purpose of educating children is to equip them with the basic skills to succeed in life and provide children with more opportunities to achieve their personal goals. Stewart (2008) asserted that a "...school influences the academic and social development of their students" (p. 183).

According to Watson, Sanders-Lawson, and McNeal (2012), schools were created to educate the population. Teachers, administrators, and staff members work in different areas to serve the students, no matter their ethnic group, income, gender, etc. However, students come from different families, environments, and living experiences that influence their educational outcome. With that in mind, the Elementary and Secondary Education Act (ESEA) was re-authorized in 2002 and became known as the No Child Left Behind Act (NCLBA). The law required school districts that received federal funds to be accountable for student school achievement regardless of the student's income level, ethnicity, special education status, language, and to develop policies to promote parental engagement (U.S. Department of Education, 2005; ESSA, 2015). In 2012, President Obama provided more flexibility to school districts, while requiring them to develop and implement plans to close the achievement gaps and increase the quality of the education of all students (U.S. Department of Education, 2005). Later in December 2015, President Obama signed the reauthorization of the NCLBA as the Every Student Success Act (ESSA). The ESSA includes provisions such as: (a) protection of students with special needs, (b) high academic standards to prepare students for college and careers, and (c) important information is communicated to parents, teachers, students, and the community (Section 1118, of the No Child Left Behind Act [NCLBA, 2002]). Parts A-1, 2, 3, and 4 explain the importance of having parents involved in school. The section also addresses the school's responsibilities in terms of involving parents in school decision-making processes. Nevertheless, teachers need to know their children and their

families to be able to effectively teach them (Epstein, 2011). In addition, if the teachers know their students and their families' needs, they will be able to offer better services, and parents will be open to becoming involved. That information will help in promoting positive relationships between parents and the community.

The literature on parents' perceptions of parental involvement reports that parental involvement is influenced by factors such as; socioeconomic status, parents' experiences, gender, education levels, ethnicity, and number of jobs (Al-Matalka, 2014; Cooper, Crosnoe, Suizzo, & Pituch, 2010). According to Hoover-Dempsey and Sandler (2005) and Epstein (2011), they established that home and school, as well as parents' beliefs and knowledge of their roles in their children's education, influence parents' participation and involvement in their children's education.

Studies conducted with students, parents, teachers, and administrators have demonstrated the importance and benefits of having parents actively involved in their children's education (Delgado-Gaitan, 1991; Epstein, 2011; Hoover-Dempsey & Sandler 1997). However, which are the best practices and how can these be communicated in a consistent manner so parents see the importance of their involvement? Parents expect schools to communicate with them to become actively involved; teachers want parents to ask them what they can do. According to Epstein (2011), a convenient approach would be establishing partnerships between parents and schools, working together for the success of students.

Parents want their children to succeed in school (Hoover-Dempsey & Sandler, 1997). For this reason, to be a successful endeavor, it is crucial to develop partnerships between parents, school and communities with linked goals that clearly promote students' success (Epstein & Salinas, 2004). According to Epstein (2011), partnerships can enhance school programs based on students' and families' needs by providing parents with services or initiatives to develop their skills and abilities to help and support their children's education. Family and school partnerships required a combined effort from parents, teachers, and administrators to support students' academic success.

Theoretical Frameworks

Parents are children's first teachers and as such, they are the ones who teach the fundamental values and set the expectations for their children (Zeece, 2005). The activities and experiences that parents provide for their children set the foundations for achieving goals for a lifetime. Engaging in school activities and events is one opportunity for parents to see the importance of their participation as active members of the school community (Comer & Haynes, 1991; Durand, 2011). For this study, the researcher used the theoretical framework of Bronfenbrenner's Bio-Ecological Systems Theory (1977), Epstein's model of School, Family and Community Partnerships and overlapping spheres (2011), and Hoover-Dempsey's and Sandler's (1995, 1997) model of Parental Involvement to investigate the perceptions of parents, their expectations, roles, and mechanisms used to support their children's education.

Bronfenbrenner's Ecological System Model

Bronfenbrenner's ecological model consists of five systems (1979). Each system explains how everything in the children's environment influences his or her development. This framework can be used to understand the importance of parental involvement and how involvement influences their children's education (Durand, 2011). According to Comer and Haynes (1991), the ecological theory reiterates the importance of finding ways to promote partnerships between schools and families that will positively influence the development of children.

The first system or layer is known as the microsystem. This system involves the children's interaction with family and their immediate environment including their neighborhood, religious centers, and school. Children spend the majority of their time interacting within these systems. The second layer, the mesosystem, is the interaction between systems. It encompasses the interrelation among different settings such as school, childcare, family, friends and other individuals that have direct contact with the child (Bronfenbrenner, 1977). These interactions with others, such as peers and teachers determine the influence on the children's attitudes and behaviors within this system. In addition, interactions between peers as well as the school environment positively influence how children act or respond to different situations (Baker, Dilly, Aupperlee, & Patil, 2003).

The third system, the exosystem, is a link between two or more settings that affect the child's development (Bronfenbrenner, 1994). These include formal and informal

settings that do not involve the children directly, but influence what the child may encounter or face during their development. However, the effect of the situation or experience, for example, one of the parents losing their job, will also influence the children as part of the family (Rosa & Tudge, 2013).

These settings include major institutions such as a parent's workplace, neighborhood, government agencies, and others that will impact the children's lives (Bronfenbrenner, 1977). Researchers have emphasized that there are three exosystems that especially influence a child's development. The first system is the parents' workplace, parents' social networks, and the community. Each one of the systems can have an impact on the family dynamics (Bronfenbrenner, 1986). For example, it is important to point out that Bronfenbrenner (1986) indicated that mothers and fathers' job situations can be seen as two different situations in relation to how they influence child development. This may cause family relocation, loss of childhood friends, or even lack of accessibility of familiar neighborhood extracurricular activities. Social networks and the community are important components of the exosystem (Bronfenbrenner, 1986).

The fourth layer, the macro system, differs from the previous systems because it incorporates social interactions, cultural patterns, customs, lifestyles, values, and laws that influence and affect one or more of the microsystems, thus influencing the well-being of the developing child (Bronfenbrenner, 1977, 1994; Tudge, Tudge, Hatfield, & Karnik, 2009). The final layer, the chronosystem, encompasses changes that occur over time, not just on the characteristics of the child, but also changes in the environment in

which the child lives. Examples of this system can be family changes such as socioeconomic status, employment, and divorce (Bronfenbrenner, 1994). This system takes into account expected or unexpected changes initiated by experiences or events. For example, an event would be a child starting school or parents divorcing. Those experiences may alter the child's relationship with parents and the immediate environment (Rosa & Tudge, 2013).

Bronfenbrenner described the association between school and home (1986) by a series of proximal environmental processes directly or indirectly experienced by the children, but which influence development. Bronfenbrenner and Morris (1998) indicated that children are influenced by their interactions within other contexts (see Figure 1). For that reason, interactions within different settings influence children's attitudes and behaviors toward school. According to the ecological framework, home and school are two microsystems that directly influence the students' academic development. If parents support their children's cognitive development this involvement will positively influence children's education. Positive interactions between parents and children will directly impact learning and behavior, as demonstrated by the children's active participation in school activities, positive disposition in school, better grades, and improvement in attendance rates (Whitaker & Hoover-Dempsey, 2013).

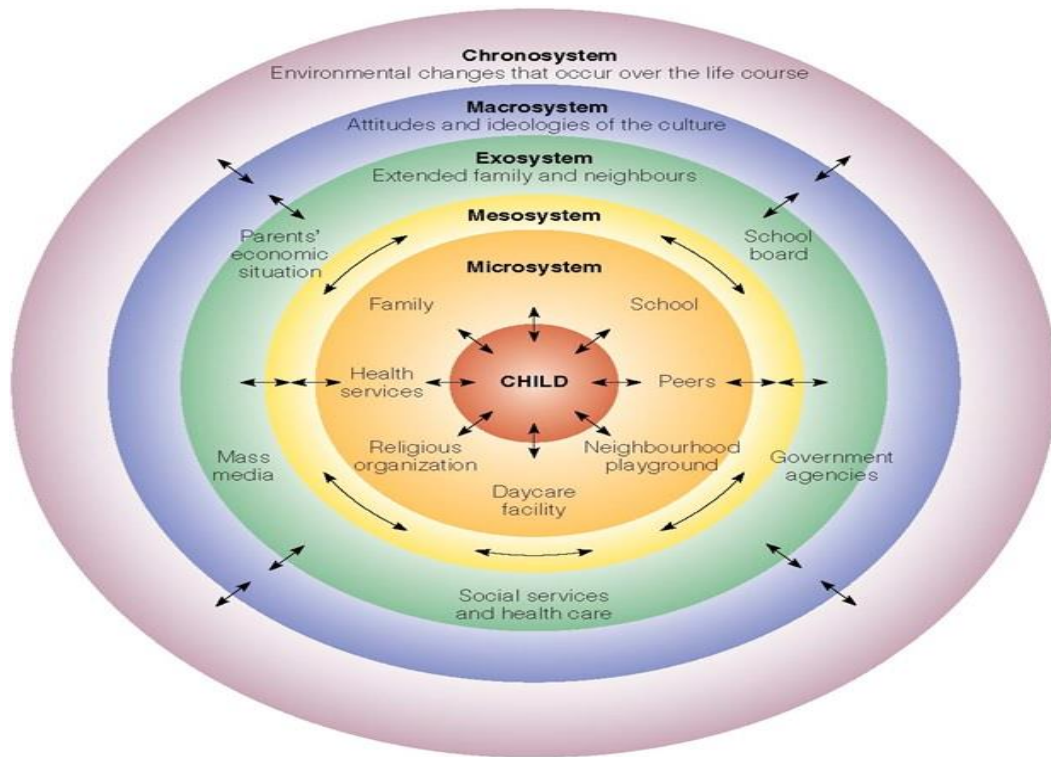


Figure 1. Representation of Bronfenbrenner's Ecological Theory. From “*Childhood Voyages in Development*” by S. Rathus, 2007, California: Thomson Wadsworth. From Rathus. Copyright 2007 by South-Western, a part of Cengage, Inc. Reprinted with permission.

Epstein's Model of Overlapping Spheres and School-Family Partnerships

Parental involvement in their children's education has been recognized as an important factor in students' academic success (Calzada et al., 2015; Epstein, 1995, 2011). Studies have indicated that family, school, and community also influence children's social and academic success (Epstein, 1995; Froiland, Peterson, & Davison, 2012; Lawrence, 2015). Epstein is considered an influential researcher in the field of studying school, family, and community involvement in children's education. Her work has spanned over 40 years, providing guidelines to schools and other organizations to

develop partnership programs that will contribute to the academic and social success of students. Epstein's School, Family and Community Partnerships model focuses on the collaboration between the family, the school, and the community (Epstein, 1995, 2001, 2011).

The theory recognizes that continuous changes and experiences occurring in schools and families contribute to children's development (Epstein, 1986b). Epstein's model of "...overlapping spheres assumes that there are mutual interests and influences of families and schools" (p. 35). According to Epstein (1990, 2011) the interrelations between spheres affect the development of the children. The overlapping spheres are influenced by external and internal structures. The external structures include the time and experiences within the family. Time, as part of the external structure, refers to the "...individual and historical time: age and grade level of the child" (Epstein, 2011, p. 31). The internal structures include the interpersonal relationships and patterns of influence that exist between the families and schools. Some examples include volunteering opportunities and parent-teacher conferences (Epstein, 1986a, 2011; Lasky & Karge, 2011; Turney & Kao, 2009). The internal structure with the highest level of overlapping relationship occurs when parents and schools develop a collaborative effort and open and honest communication that leads to better school outcomes for the children (Epstein, 2011). Figure 2 displays Epstein's model of family and school relationships. Force A represents time and history, Force B and C represent the experiences among families and schools, and Force D represents the experiences within the community.

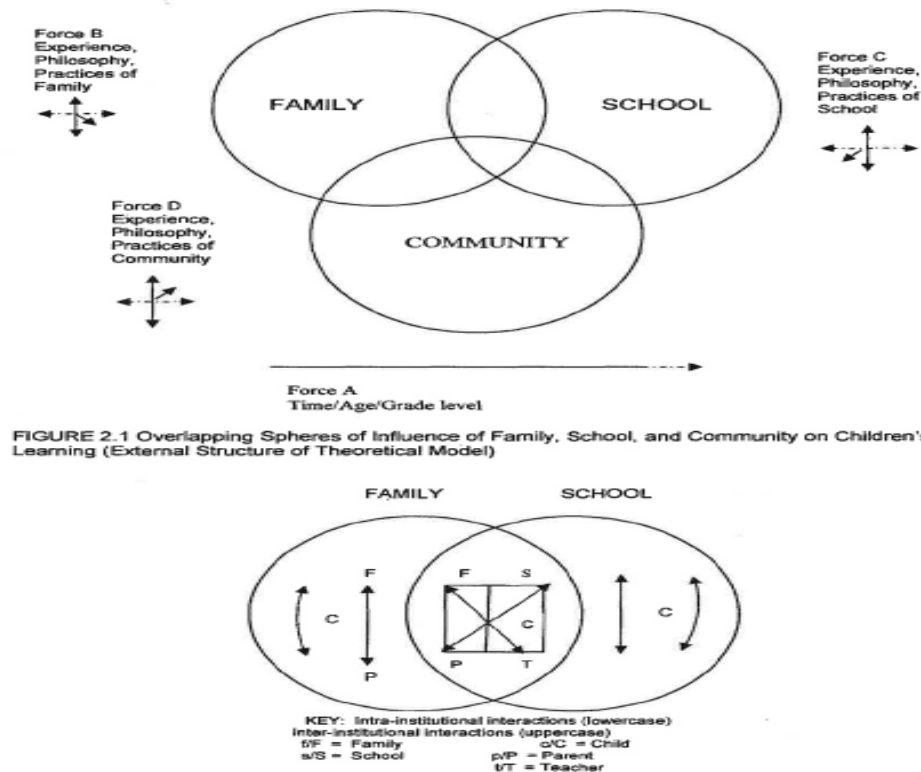


Figure 2. Overlapping Spheres of Influence of Family, School, and Community on Children's Learning. From "School, family, and community partnerships: Preparing educators and improving schools," by J. L. Epstein, 2001, Reprinted with permission from Center on School, Family, and Community Partnerships, Johns Hopkins University.

Epstein (1986a) investigated how family practices influence their children's academic achievement. The findings suggested that parents who have strong and positive relationships with the teachers usually have an active parental engagement in school. Epstein, also indicated that some family practices lead to academic success, reaffirming the importance of parental involvement. Epstein (2011) has examined the relationship between home and school, showing that home and school environments overlap and directly influence social and academic success. Epstein's (2011) overlapping theory affirms that children are in a better position when home and school share the

responsibility of educating children both socially and academically. This involvement opportunity should be open to all parents, even those parents who appear to be unavailable or are difficult to reach.

Epstein (2005) stated, "...parental involvement recognizes the shared responsibilities of educators and families" (p. 180). According to Epstein (1995), educators need to see children in the context of family, school, and community. Even though families and schools have different ways to teach and educate children, parents and educators share important responsibilities to provide the services that children need. To develop school, family and community partnerships, researchers have shown that an active collaboration between parents and teachers can support the development of programs to enhance and support the children's social and academic development (Epstein, 2001; Jeynes, 2012).

Epstein et al. (1997) developed a framework of six types of involvement. The six types of involvement identified by Epstein et al. (1997) are: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating with community. The model evolved from research with teachers and families from elementary to high school. Each type of involvement opportunity offers parents different activities to help and support their children's academic journey. This framework helps educators create programs to promote school and family partnerships. Each type of involvement discusses practices and challenges, and redefines the basic principles of involvement. According to Epstein et al. (1997), each type influences

different areas of concerns of parents, students, and teachers. However, it is important to notice that each activity requires planning based on the needs of children, parents, and schools in order to reach better outcomes for all.

Hoover-Dempsey's and Sandler's Model of Parental Involvement

Hoover-Dempsey and Sandler (1995, 2005) have also contributed to the understanding of home and school influences on children's development and academic achievement. Hoover-Dempsey and Sandler (2005) have five levels from Parental Involvement Decision (Level 1) to Child/Student Outcomes (Level 5). This model describes factors related to parents' decisions to become involved, the choices of types of involvement, and the mechanisms that influence children's outcomes.

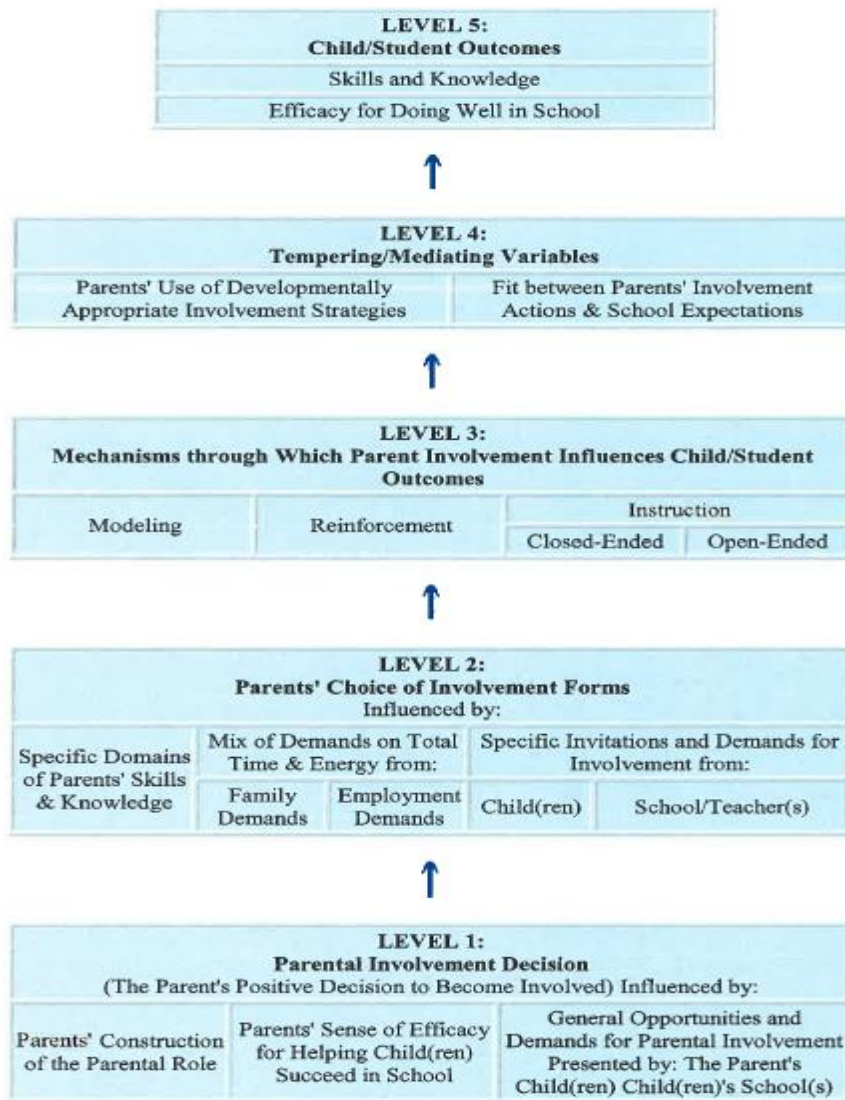


Figure 3. Hoover-Dempsey model of the parental involvement. From “*The social context of parental involvement: A path to enhanced achievement* (Final performance report for OERI Grant # R305T010673),” by K. V. Hoover-Dempsey, & H. Sandler, 2005, Reprinted with permission from Hoover-Dempsey. Nashville, TN: Institute of Education Sciences U.S. Department of Education.

Hoover-Dempsey and Sandler (1995, 1997) described the process of parental involvement leading to students' academic outcomes. Level 1 is related to parental involvement decisions. This level is influenced by parental role beliefs, parents' self-efficacy, and general opportunities for involvement. Parents' efficacy is influenced by personal experiences and subsequently determines the actions parents take to obtain positive outcomes for their children (Green, Walker, Hoover-Dempsey, & Sandler, 2007). The scale assessed what parents should do in relation to their children's education. In addition, it shows parents the importance of their involvement in their children's academic success (Hoover-Dempsey et al., 2005).

Level 2 focuses on the parents' choice of involvement forms. It consists of specific invitations from the school, the teachers, the children, plus parents' knowledge, skills, time, and energy. Parents' perceptions of invitations from the teachers, the children and the school are more likely to positively influence parents' motivation and involvement in school (Green et al., 2007). General invitations refer to making parents feel welcome in school, parents receiving information about the school events, their children's progress, and other important information sent in a timely manners. Specific invitations from the teachers allow parents and teachers to build a relationship to collaborate and support their children. Finally, invitations from children motivates parents to become involved in activities, such as helping the children with homework, helping in school, among other involvement activities. These invitations offer parents an opportunity to connect with the teacher and the school, in order to enhance and support

their children academic achievement. An influential factor in parental involvement in school activities and events includes the parents' perception of their involvement. For example, if parents are familiar and have some understanding of the subjects their children are learning in school, they might feel more confident in the kind of involvement activities they can do to help their children to succeed in school. Parents' time and energy are other factors that influence parental involvement. Daily responsibilities, work schedules, and the number of hours' parents work daily are other factors that determine the availability of parents' to get involved at home and at school. According to Green et al. (2007), parents with demanding responsibilities, including the increased number of work hours, have an effect on involvement in their children's school activities. On the other hand, parents with more flexible jobs have the ability to be more available to participate in school-related activities.

Level 3 includes mechanisms through which parental involvement influences children/students outcomes in order to influence their children's academic success, such as encouragement, modeling, reinforcement, and parents as instructors of their children. Those types of involvement activities used by parents have the potential to influence student outcome (Hoover-Dempsey et al., 2001). It has been said that parents are their children's first teachers (Zeece, 2005). Parents are role models for their children, and, because children learn through observation, parents modeling behaviors are considered strong predictors of the children's success (Hoover-Dempsey, Bassler, & Burow, 1995; Hoover-Dempsey & Sandler, 1997; Zeece, 2005). Reinforcement as another involvement

mechanism that guarantees the probability that the behavior learned by the children is maintained (Skinner, 1958). The positive reinforcement of behaviors such as completing homework, or the completion of other assigned tasks increases the possibility that children will exhibit the behavior again (Hoover-Dempsey et al., 2001). In the instruction scale, parental involvement activities also positively influence children's academic success. Parents as the instructor of their children includes behavior such as helping their children to stay on task, providing assistance as needed, explaining things to the children, and answering questions the children may have about the topic or area of study. The encouragement scale focused on the direct support and help that parents offered their children in school and learning related activities (Hoover-Dempsey & Sandler, 2005). This mechanism from level three of Hoover-Dempsey and Sandler's (2005) model evaluate how parents perceived the way they encourage and support their children to do schoolwork. Parents who encourage their children to do the best they can have a positive impact in their children's overall success. For example, those parents who encourage their children to keep trying until they solve a problem, or to try new ways to solve the problem, contribute to the student's self-confidence in their abilities and capacities to learn.

Level 4 consists of children's perceptions of parental involvement activities used by their parents to support their academic success in addition, to student behaviors, attitudes, and skills to succeed. Level 5 is related to child/student outcomes; it is a summary of the goals of having parents involved in their children's education. The first

four levels include involving parents in different and meaningful ways to help guide their children's academic and social success.

According to Hoover-Dempsey and Sandler (1995, 1997), providing parents with choices can motivate them to participate in their children's education. In addition, the model focused on parents' beliefs and behaviors that influence parents' decisions to become involved in their children's education. Evidently, parents make a decision to become involved and then they choose how they will become involved. All efforts to involve parents should be based on knowledge about parents' beliefs and understanding of the importance of their role in their children's education (Hoover-Dempsey & Sandler, 1995, 1997).

As reported by Hoover-Dempsey and Sandler (1995), parents become involved for three reasons: (a) knowledge of their role, which comes from their prior experiences with their own parents and their expectations for themselves as caregivers; (b) parents' abilities for helping their children, stemming from their success in previous involvement experiences and verbal persuasion by others; and (c) their reactions to the opportunities presented by teachers. Parental initiation of school involvement is influenced by their perceptions of acceptance by educators and administrators. Educators' invitations to parents to participate regardless of their knowledge or expertise in any area will encourage acceptance to support the school. This allows flexibility based on their family responsibilities and time demands when the school requests their participation.

Hoover-Dempsey and Sandler (1995, 1997) emphasized the importance of parents' roles and responsibilities in the development of their children (Bronfenbrenner, 1986; Epstein, 1995). Hoover-Dempsey and Sandler (2005) focused on the reasons that parents are more or less involved in their children's education. Hoover-Dempsey and Sandler (1997) proposed that parental involvement is influenced by the parents' perception of their roles and responsibilities in helping their children. The decision for parents to become involved can be prompted by two forces, the school or the children. However, it is important to promote and encourage parents to actively participate in their children's education in order to enhance students' academic and social development (Jeynes, 2007; Stacer & Perrucci, 2013; Wilder, 2014).

Defining Parental Involvement

A review of the literature provides a myriad of definitions regarding parental involvement. Because of the number of definitions, research on the topic of parental involvement can be quite challenging. The definitions for parental involvement were derived from legislation and policies aimed at strengthening the relationship among parents, teachers, and the students who should benefit from this collaboration. According to the No Child Left Behind Act (US Department of Education, 2001), the term parent includes "...a legal guardian or other person standing in loco parents (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare)."

The re-authorization of the Elementary and Secondary Education Act (ESEA, 2001) known as NCLBA in section 9101 (32) defined parental involvement as "... the participation of parents in regular, two-way, and meaningful communication involving student academic learning, and other school activities." Examples include assisting their children with schoolwork and becoming involved in school and community committees. Parental involvement is defined by the Family Engagement in Education Act (2011), as a "...shared responsibility for high student academic achievement." That legislation described the responsibilities of parents as specific activities that parents should be engaged in to help their students succeed academically (p. 24).

Parental involvement is defined by Park and Holloway (2013) as "...the interaction with children and school that is intended to promote academic achievement" (p. 106). Jeynes (2012) defined parental involvement through the parent-child relationship in terms of activities such as helping with homework, school attendance, extracurricular activities, reading, and talking to their children. Dumont et al. (2012) defined parental involvement as "... the dedication of resources by the parents to the child within a given domain" (p. 56).

However, it is important to mention that the ESSA clearly establishes the need of creating "activities that assist students" to achieve their academic goals (ESSA, 2015, p. S.1177-18). The bill also establishes the need for creating initiatives that promote parental engagement (ESSA, 2015). Lastly, the role of teachers is critical in the educational process of students. Hand-in-hand with the new initiatives to involve parents,

educators need to be receptive engaging parents in activities that promote students' academic success (ESSA, 2015).

Chowa, Masa, and Tucker (2013) defined parental involvement as home-based activities which include parents helping with homework, communicating with their children expectations in regards to school, and providing structure and resources to support children's learning. School-based parental involvement includes volunteering at school, participating in school activities, contributing to the school organization, and serving on committees.

Establishing the best definition of parental involvement should include the parameters by law, state education agencies, local education agencies, and implementations and considerations of initiatives, programs, and activities to promote the involvement of the parents. Although the literature presents many definitions of parental involvement, the underlying fact is that researchers have not established a clear or consistent operational definition that includes the components established by law or the ultimate goal of parental involvement strategies that benefit students' academic success (Wilder, 2014).

Parental involvement can be defined in many ways. In this study, parental involvement includes parents' participation in activities at home and at school to support the education of their children. Parent participation encompasses a wide range of opportunities for the parents to be involved in supporting their children. Although sending the children to school is the first step of the involvement, parents need to actively

participate in their children's educational activities. Examples include supporting them with reading at home, helping with homework, communicating with teachers, participating in PTA activities, and being involved in class or other extra-curricular activities in and out of school (Epstein & Dauber, 1991).

History of Parental Involvement

The history of education in the United States is extensive and rich, dating back to 1642 when Massachusetts was the leading colony in education (Watson, et al. 2012). This colony passed a rule, which required all children to receive education in reading and religion. The first school was created under religious control. Later, additional schools were built and placed under the control of the governance of each town. During this period, the colonies had control of the education, and education boards were created, including members of the communities. Each school represented the religious beliefs of the community (Hiatt-Michael, 1994). Many schools were organized to meet the criteria that upper class parents wanted for their children. Those schools were supported by parent contributions and fees (Hiatt-Michael, 1994). For those families who could not afford those fees, charity schools were organized to serve the children. However, as public education advances in the U.S., parental involvement has also changed. Stakeholders, policymakers, and educators have recognized the importance of parental involvement in their children's education (Watson, et al. 2012).

It has been observed throughout history that schools need the children's parents to help children reach their academic goals. Educating their young population was important

and they had regulations that governed the school, but they also had regulations that put responsibilities on the parents (Hepworth, 1991).

Historically, education has been seen as a parent's responsibility with hardly any involvement from educational organizations (Watson et al., 2012). Parents are considered their children's first teachers. For that reason, in 1815, in Portland, Maine, the first class for parent education was organized. The classes targeted issues such as how to discipline children as well as other topics (Hepworth, 1991). For ancient cultures, parents were the educators of their children (Hepworth, 1991). In fact, years of research documents that parents nurture and educate their children by modeling behavior, taking care of them, providing guidance, providing exposure to experiences with the environment and their culture (Hepworth, 1991; Hiatt-Michael, 1994; Watson et al., 2012). According to Hepworth (1991), parent involvement and parent education today had their origins in parental involvement and education in the past. Changes from past events and the effects of present events will influence the parent participation movement of tomorrow.

According to Watson et al. (2012), the formalization of school and teaching practices has caused parents to separate from their children's education for reasons such as the feelings that they do not have the skills to help their children on school related work. This belief causes parents to think they are not in control of their children's education. Because of parents' perceptions of losing control over the education of their children, a group of mothers created the National Congress of Mothers (NCM) founded in 1897 (Watson et al., 2012). This group of parents met with teachers and discussed their

concerns about their children's education, curriculum, child development and other issues that affected their children. Parents were particularly active and vocal in the development of kindergarten and health programs. In addition, this group organized what we have come to know in recent years as the Parent and Teachers Association (PTA) to promote positive parental involvement in school to meet the needs of children and their families (Watson et al., 2012).

In the 1900s, parent involvement developed as an important issue that affects different aspects of the education in U.S., in areas such as school administration, curriculum, and teacher preparation programs (Hiatt-Michael, 1994). In the 1930s, a major recommendation was made at a conference on Child Health and Protection held at the White House. The recommendations centered on creating programs that would involve parents as part of the education system. The purpose was to help parents learn ways to raise their children and support their academic and social development (Hepworth, 1991).

During the period of the early 1940s, the nation was immersed in World War II. However, the movement supporting parent education continued to provide and support better childcare as an option for mothers wanting to enter the workforce. In the 1950s, after the war, families were able to move on with their lives. In 1953, the Department of Health, Education and Welfare, and Social Security was established, which also included the Children Bureau. In the 1960s, the federal government continued education initiatives and developed programs where parents could support their children's development and

education with organizations such as Head Start, Home Start, and Follow Through (Hepworth, 1991). In the 1970s, parents joined education boards and participated in programs such as Parent and Child Centers, Home Start, Title I, and others (Hepworth, 1991). This gave the community and parents some control on decision-making regarding schools in the early 1980s. Parents were involved in decisions regarding hiring teachers, the school calendar, and the school curriculum (Epstein, 1986a).

Parental involvement is not a new movement, as noted throughout history. Generations of educators have looked for ways to promote parental involvement in children's education. Involvement ranges from the basic functions at home to active participation in school such as volunteering and decision-making (Hepworth, 1991). Researchers' studies from the past and present generations have examined the parents' contributions to their children's education. Although parental involvement has changed over time, the education system still needs to develop programs to promote parental involvement across all education levels. In summary, parents are important supports of their children's education.

Types of Parental Involvement

Parental involvement in children's education has received considerable attention in recent decades (Jeynes, 2012; Stacer & Perruci, 2013). The way a school cares about their students is a reflection of how they will care about the students' families (Epstein et al., 1997). If parents do not feel appreciated or respected, it is less likely that they will get involved in their children's school (Huntsinger & Jose, 2009). According to Epstein

(1995), educators need to see children in the context of family, school, and community. Researchers have searched for a better understanding of various parenting styles, attitudes, and learning mechanisms used by parents to support their children's education (Hoover-Dempsey & Sandler, 1995, 1997).

Examining different types of parental involvement can be useful in providing information regarding the best approaches to involve parents in their children's education. DePlanty, Coulter-Kern, and Duchane (2007) surveyed 550 participants including 22 teachers, 234 junior high students, and 301 parents to examine the types of parental involvement that parents, teachers, and students believed affected students' academic and social development. According to DePlanty, Coulter-Kern, and Duchane (2007), junior high students displayed attitudes that were more positive if their parents were involved with them in school-related activities. The authors also stated that the communication between parents and students positively influenced the students' academic achievement and improved students' behavior. DePlanty et al. (2007) also reported significant differences in parents' behaviors and how teachers and students perceived parents' behaviors. The data showed that teachers and students had more expectations for parents to become involved, compared with the parents' perspectives. DePlanty et al. (2007) reported many relationships among the behaviors and attitudes impacted by parental involvement. Teachers and students recognized the importance of parent participation in school for the students' academic success. However, the door is

still open to investigate the differences between parent's behaviors and their involvement in their children's education.

Epstein et al. (1997) developed a framework of six types of involvement. The framework helps educators create programs to promote school and family partnerships. Each type of involvement discusses practices, challenges, and redefines the basic principles of involvement. According to Epstein et al. (1997), each type influences different areas of concerns of parents, students, and teachers. The six types of involvement identified by Epstein et al. (1997) with examples of the practices, challenges, and redefinitions are described as follows.

Type I: Parenting – This involvement helps families establish home environments to support children as students. It assists families and schools to understand children's development at home and within family structures. Some of the practices in this type of involvement include providing suggestions of activities and resources that parents can access to support their children at different ages and grade levels. Resources such as family support with health services, nutrition, and additional services are also recommended. Challenges associated with this type of involvement include finding ways to provide information to the families so that they can share information about their culture, talents, and needs of their children. Redefining parenting is seen as creating programs or workshops to share topics of interest with the parents.

Type II: Communicating – Designing effective forms of school to home and home to school communication about school programs and students' progress will

improve the involvement and relationship between both parties. Practices at this level embrace parent and teacher communication during parent teacher conferences. Examples include translation assistance to parents, weekly or daily communications through a folder, or any other resource to inform parents about students' progress. Furthermore, it is important to promote two-way communication where parents can communicate with school and vice versa. The challenges at this level include the unavailability of interpreters for parents' conferences and translated documentation in the parents' language that the school sends home. Redefinition of this type of involvement requires a good communication system among parents, teachers and students. It is important to consider all parents and their language needs for productive communication.

Type III: Volunteering – School staff can recruit and organize parents to support in school events. Practice at this level includes, but is not limited to, recruiting parents as volunteers to help teachers, students, school administrators, and other parents. Parents can volunteer to help and support the school through activities such as classroom volunteering, safety patrol, serving as liaison between other parents, and inviting others to become involved. At this level, the school may need to have a parents' center room for the parents to meet and participate in volunteer work as needed. Some challenges for this type of involvement are lack of flexibility of schedules available for parents to volunteer, specific training for parents in areas where they can help in school, and difficulty in recruiting volunteers based on their talents and abilities. Redefinition at this level

includes the ability to access anyone who can support school goals and support the children's development.

Type IV: Learning at Home – Teachers should provide information and ideas to the families about how to help students at home with schoolwork. Best practices with this type of involvement include providing parents with information regarding homework policies, teaching them how to monitor their children when doing homework, providing resources to parents about how they can assist their children to improve grades and skills, and providing parents' school calendars with activities for parents and students. Challenges and redefinitions for success in this type of involvement includes helping them organize a regular schedule of interactive activities amongst children and parents, involving families in important decisions related to their children, and encouraging parents to listen, guide, and monitor their children.

Type V: Decision Making – This essentially means including parents in major school decisions. Examples of some practices are incorporating parents on PTA committees, creating networking opportunities to link all families, and connecting them to resources available for them. The challenges and redefinitions within this type of involvement are the following: (a) including parents from all racial, ethnic, and socioeconomic backgrounds in school activities; (b) offering workshops for parents to promote leadership, and drafting parents as school helpers to bring in more parent participation; (c) including students in the decision-making process; and (d) promoting

partnerships between teachers and parents within the framework of the school vision and goals.

Type VI: Collaborating with Community – This is defined as identifying and integrating services and resources from the community to reinforce school programs. Some of the practices, challenges, and redefinitions are: (a) providing information about health, recreation, social support, community activities, and other programs or services available for the parents and their families, and (b) informing parents about opportunities for mentoring, tutoring programs, and other community services to enhance family participation that will benefit the children's academic achievement.

While moving from Type I to Type VI, the emphasis is placed on the importance of communication among the school, parents, and community (Epstein, 1995). The awareness of this partnership brings them together so they can work towards the same goals and support the academic and social development of the children.

Importance of Parental Involvement

Parental involvement has been identified as an important component to promote children's academic success (Chowa et al., 2013; Delgado-Gaitan, 1991; Stacer & Perrucci, 2013). However, students who come from culturally and linguistically diverse families may experience difficulties in adapting to school learning environments for many reasons, such as language, values, and practices (Chowa et al., 2013; Delgado-Gaitan, 1991; Matejevic et al., 2014). Parental knowledge of school procedures and policies enhances their participation at school. A study conducted by Delgado-Gaitan

(1991) revealed that when there was an agreement between home and school, children had better opportunities for success in school. Using an ethnography methodology during a four-year period, Delgado-Gaitan (1991) examined the involvement activities in school and at home performed by parents. Parents' interviews were recorded and transcribed, in addition to 157 activities where parents and teachers were observed during involvement activities. Teachers expected parents to take part in their children's education. Parents needed to know what they could do to contribute to their children's academic success at school. Educators needed to effectively communicate expectations to parents and inform them about ways to support both teachers and children (Delgado-Gaitan, 1991).

Research on the effects of parental involvement has revealed that a parent's involvement is positively associated with academic issues, including students' grades, behavior, aspirations, and school completion (Jeynes, 2007; Whitaker & Hoover-Dempsey, 2013). Research on parental engagement found that parent participation in their children's education varied by socio-demographic factors, such as marital status and education level (Chowa et al., 2013; Hornby & Lafaele 2011). Additionally, economic factors, the number of children in school, and the time available to spend in school influenced a parent's decision to participate in school activities (Chowa et al., 2013).

Chowa, Masa, and Tucker (2013) examined the impact of parental involvement at home and school in students' performance in developing countries. This longitudinal study was conducted with a final sample of 3,083 pair of children and their parents. The authors used data from "Ghana Youth Save Experiment" (p. 2022). The study analyzed

eight questions that focused on how frequently the parents were involved in their children's education in home-school related activities such as helping with homework, talking to them, and setting clear expectations for their children. In addition to items related to the student performance in academic subjects, there were six indicators related to household and socioeconomic conditions. The results suggested that parents' home-based involvement appeared to be positively related to children's academic performance. However, school-based involvement had negative effects on school performance.

A study conducted by Stacer and Perruci (2013) using data from the Parent and Family Involvement Survey, explores parents' perceptions, beliefs, and behaviors related to their involvement in their children's education. The data collected from 12,426 parents and guardians of students from kindergarten through twelfth grade revealed that parents who were involved with their children's reading, playing, talking, and participating in school events could strengthen parent-child relationships and stimulate positive attitudes toward school (Stacer & Perrucci, 2013).

Research has focused on factors that influence parental involvement, as well as practices for their involvement. Comer and Haynes (1991) mentioned three levels of parental involvement: (a) parent participation in the school planning team; (b) helping in classrooms; and (c) general participation. The involvement of parents as members of the planning team is important because their knowledge of the community helps school leaders in organizing activities based on the needs of the children and the community. In addition, having parents actively involved in school supports the academic goals and

social attainment among students (Comer & Haynes, 1991). At each level, parents have many opportunities to participate in meaningful ways based on their areas of interest, in supporting the school.

Barriers to Parental Involvement

Various issues can act as barriers for parents to effectively get involved in their children's education. Those barriers can originate from the parents or from other sources such as teachers and school administrators. Some barriers are created by the lack of access to resources, socioeconomic factors, race, education levels, parent's views of their role, family structures, and from the beliefs and perceptions of parents and school staff (Liontos, 1992).

Socioeconomic Status, Race, and Ethnicity

The official poverty rate in the United States in 2015 was about 13.5% of families. Approximately 43.1 million people live in poverty (United States Census Bureau, 2015). The average poverty threshold for a family of four was \$24,257 (United States Census Bureau, 2015). According to Cooper, Crosnoe, Suizzo, and Pituch (2010), a gap exists between poor and wealthy children at the time they begin their formal education. Children who come from poor families have lower test scores than those from affluent families on math and reading during their early years in school. Children from underprivileged families are at a higher risk of physical problems such as obesity, psychological problems, and behavior problems, which can influence their school performance. In addition to those issues, their parents' lack of abilities to help and

support their children throughout their education can be affected. For this reason, it is crucial that school entities identify and understand the students' backgrounds in order to provide the necessary services to support their academic, social, and personal development (Cooper et al., 2010).

Turney and Kao (2009) investigated the barriers to parental involvement related to race and immigrant status. The data were collected from the Early Childhood Longitudinal Study Kindergarten Cohort (ECLS-K) including students and parents in 1,000 schools in 100 countries. Each student was administered a standardized battery measuring mathematics, reading, and general knowledge. All students in the first wave were enrolled in kindergarten. The analysis of the data regarding parents included a sample of 12,954 parents. However, the researchers deleted from the analysis those parents who were missing data on parent involvement, race, or immigrant status because of the importance of the information on the analysis. The results indicated that parents with higher SES and academic levels were more involved than parents of students with lower SES. In terms of race, the findings suggested substantial differences. The report demonstrated that almost all minority groups faced more barriers in their involvement than White parents. In addition, in the United States one out of four school age children have at least one immigrant parent. Turney and Kao (2009) reported that immigrant parents identified more barriers to become involved in their children's education than native-born parents. Also, they indicated that those parents who have been in U.S. longer

than others and were more competent in English were more involved in school related activities.

Mannan and Blackwell (1992) indicated that the best way for parental involvement to support children's learning is by parents helping their children at home. The authors identified barriers that limit how parents become involved. These include parents' lack of knowledge and skills to help their children, communication issues, feeling unwelcome at school, and district or school policies that limited their participation.

In a study conducted by Zellman and Waterman (1998) researchers examined the relationship between parents' involvement and their children's outcome in school using data from 193 students from second through fifth grade and their mothers. Most of the families who participated were considered intact families, where the children live with both parents. However, in 33 % of the families there was not an adult male, while 6 % included a stepfather or a boyfriend. The Latino and White population represented one-third of the population and 17% were African American families; the remainder of sample was divided between Asian, mixed ethnicity, and others. A regression analysis controlling for socio-economic levels showed consistency with previous research findings revealing that single parents, Latino, and African American parents had low levels of parental involvement. In regards to parenting enthusiasm, the data suggests that this construct helps to understand and increase parental participation. In terms of children's reading scores, the data revealed that the family characteristics and children's

IQ were the best predictors. According to Zellman and Waterman (1998), what parents do to help and support their children contributes to their success in school.

Hornby and Lafaele (2011) indicated that the culture and ethnicity of parents played an important role in the degree to which parents become involved in school. Every year, more immigrant families come to the United States. According to the U.S. Census (2010), 40 million of legal and illegal immigrants came to the United States between 2000 and 2010. Those immigrants included diverse families that varied in terms of their socioeconomic status (SES), race and ethnicity (Turney & Kao, 2009).

Finders and Lewis (1994) examined the barriers that influenced parents' decisions to become involved in their children's school. Interviewing parents, from two low-income neighborhoods, the researchers gathered information about why parents felt disconnected from their children's school. In conversations with parents, Finders and Lewis (1994) indicated that parents' own experiences when they were in school influenced their involvement as parents and interfered in the development of positive relationships with schools and school related activities. Parents also expressed that life and family responsibilities interfered with their relationships with the school (Finders & Lewis, 1994). Parents named examples such as economic factors, time limitations, language barriers, childcare, not feeling welcome by school personnel, number of children in school, and cultural practices as some of the barriers that influenced their participation in school (Finders & Lewis, 1994). Indeed, the lack of education and

parents' perceptions of teachers were barriers that may have limited parents' abilities to help and support students to complete homework (Finders & Lewis, 1994).

Research has provided evidence of issues parents have had of becoming involved in their child's school. Hornby and Lafaele (2011) identified the barriers that influence parental involvement. They study four areas that influence how parents become involved in their children's education. Family factors, child factors, parent-teacher factors, and societal factors influence parental involvement. All of these factors influence in the academic and social development of children. However, it is possible that these barriers can be overcome by establishing partnerships between teachers, administrators, and parents to collaborate for the social and academic success of the children. The model presented by Hornby and Lafaele (2011) shows the need for studying the issue of parental involvement as a complex matter that requires the movement from the basic notions and understanding of parental involvement. This can lead to the development of ideas and programs to effectively involve parents in their children's education. Turney and Kao (2009) reported that parents who work part-time were more likely to become involved in school in contrast with parents who had more than one job and worked long hours. Parents who worked long hours were limited and less likely to get involved in school.

In a study by Fan, Williams, and Wolters (2012), the authors investigated different aspects of parental involvement associated with school motivation within Caucasian, African American, Asian American, and Hispanic parents. Using data from the Educational Longitudinal Study 2002, Fan et al. (2012) focused on a sample of

12,721 students and their parents from each of the ethnic groups which included 7,829 Caucasians, 1,698 African Americans, 1,275 Asian Americans, and 1,919 Hispanics. The items on the instrument assessed parents' aspirations, parents' advising their children, participation in school events, and parent-school contact. The results of the study revealed that Caucasian and African American parents offered more advice to their children than Asian and Hispanic American parents. In terms of parental participation in school events, Caucasian parents reported more participation. Moreover, African American parents reported more contact with the school concerning behavior or other issues and Asian American parents reported less contact. Fan et al. (2012) also reported differences among Asian American and Hispanic American parental participation in school activities because of cultural or language barriers.

Other research studies have shown that as the student gets older, parents are less involved in school (Eccles & Harold, 1993; Hornby & Lafaele, 2011; Lasky & Karge, 2011; Turney & Kao, 2009). One of the reasons discussed throughout the literature is the tendency of elementary children to want to see their parents in school. In contrast, older children may want to be more independent (Eccles & Harold, 1993; Hornby & Lafaele, 2011; Lasky & Karge, 2011). However, as stated by Hornby and Lafaele (2011) there is a lot of evidence that indicated the advantage of parental involvement at all ages. Parental support in academic areas such as doing homework and completing projects may support the children's academic achievement (Mannan & Blackwell, 1992).

Education Levels

Parents' sense of efficacy for helping their children to succeed in school, according to Hoover-Dempsey and Sandler (1997), is linked with parents' decisions to become involved in their children's education. Parents with less education may have concerns about their abilities to help their children, thus delegating their responsibilities to the schools. Researchers have recommended that this should be a shared responsibility between home and schools working as partners in the education of the students (Epstein et al., 2009; Finders & Lewis, 1994; Hornby & Lafaele, 2011; Mannan & Backwell, 1992; Turney & Kao, 2009).

In a review of literature, Bempechat (1992) examined parental involvement, studying the patterns of encouragement for the children's academic success. Parents' behaviors such as "stimulation, consistency, moderation, and responsiveness" (p. 31), influenced children's academic and social development. How parents influence their children has been considered an important component for school success. Equally important are parents' prior experiences with schools, which may influence and affect their participation (Kim, 2009).

Parent absenteeism at school events can be misinterpreted as not caring about their children. It is important to understand that parents encounter barriers that influence their decision to be involved in their child's school (Finders & Lewis, 1994). Moreover, if parents do not have the skills to help their children with the learning and socialization process, it will be difficult for the children to independently accomplish work and meet

the school demands (Finders & Lewis, 1994; Hoover-Dempsey & Sandler, 1995, 1997). Some of the factors that research has shown to influence children's success in school are: study habits, adequate home environment that promotes study, parent help with homework or school related assignments, and participation in extracurricular activities (Anderson, 2000).

Hoover-Dempsey et al. (2002) studied an intervention program designed to increase teachers' beliefs, abilities, and strategies relevant to parental involvement. The study was conducted at two public schools in a large urban area in the United States. Thirty teachers chose to participate and 22 teachers participated as part of the comparison group. The participants completed The Teacher Efficacy Questionnaire developed by Hoover-Dempsey. The instrument contained 12 items scored on a six point Likert Scale and included questions such as "I feel that I am making an educational difference in the lives of my students" (p. 851). The first section analyzed teachers' invitations of parental involvement and the teachers' belief system. The second section used a qualitative method to explore teacher's experiences through the intervention program. According to Hoover-Dempsey et al. (2002), parental involvement has been related to student academic success and also benefits teachers and the parents. Even though parental involvement has its benefits, teachers and parents have indicated the presence of barriers that influence their involvement. Some of these barriers include language differences, school goals, work hours, transportation, family structure, and limited skills, among other factors (Finders & Lewis, 1994; Hoover-Dempsey et al., 2002). In the same way, teachers

may be unwilling to invite parents if they have had negative experiences. In contrast to experienced teachers, teachers with limited experience may reach out to parents and if the effort is not successful, that may influence the teacher and parent relationship.

Parents' Perceptions of Parental Involvement

Parents' beliefs can act as barriers to become involved in their children's education because of the ways they see themselves and their roles in their children's education (Hornby & Lafaele, 2011). For example, some parents believe that it is the school's responsibility to educate their children. Those parents may not feel the need to become involved in the children's school or home-based activities. According to Hornby and Lafaele (2011), parents who lack self-confidence in their abilities to help their children are more likely to avoid involvement. They may believe their involvement will not support their children in any positive way.

Parent's education levels may be another barrier that determines parents' views of their abilities to help their children in school related tasks. If they believe their knowledge or skills are not adequate, then parents may hesitate to become involved. Parents with less education may feel that they do not have the skills to help their children, and may feel intimidated by the teachers. This will determine how they approach the teachers and become involved in school (Hornby & Lafaele, 2011; Mannan & Blackwell, 1992).

The language spoken by parents and teachers may be another factor that determines parents' participation. However, it is important to underline that in addition to the spoken word, language barriers and the use of technical vocabulary by teachers might limit communication with parents. The use of appropriate vocabulary and teachers'

knowledge of the parents can influence the way parents approach the teachers and how they become involved in school (Griffin & Galassi, 2010; Hornby & Lafaele, 2011).

Griffin and Galassi (2010) examined the barriers that influenced student academic success, in addition to the resources available to overcome those barriers. Twenty-nine parents participated in focus groups. Sixteen were parents of students who were passing all core subjects and did not have behavior problems. Another group of 13 were parents of children who were academically at risk. The groups were diverse including African American, Caucasian, and Latino parents. However, the focus group of parents of academically at-risk students included more African Americans and Latinos, while the group of academically successful students was mostly Caucasian. The analysis of the qualitative data produced six themes for parents with successful students: (a) parent barriers, (b) teacher and instructional barriers, (c) parent-teacher interaction, (d) student barriers, (e) school barriers, and (f) resources available. Two additional themes emerged for the at risk students group: teacher-student interaction and the perception of what is needed for students' success. Griffin and Galassi (2010) reported findings that are consistent with previous research on parental involvement. Participants identified barriers that affected their participation, and mentioned their opinions regarding their roles and teachers' roles for the children's academic success. Parents recommended improving the communication between parents and schools, and that the teachers pay more attention to the students' needs in order to be able to help them succeed in school. According to Griffin and Galassi (2010), the findings from their study were aligned with Hoover-

Dempsey's model where parents' knowledge and skills influence parental decisions to become involved in their children's education.

In addition, inadequate and ineffective ways of communication between teachers and parents have been identified as barriers that influence the levels of parental involvement (Epstein, 1986b). Epstein (1986a) investigated parents' perspectives on the teacher's practices to involve them in school with a sample of 1,269 parents' from first and fifth grade in the state of Maryland. The sample of teachers included 36 who were strong supporters of parental involvement and 46 teachers who did not support parental involvement. The questionnaire investigated parents' attitudes toward school and their children's teachers, their experiences of involvement, the communication with the school, and their reaction to the teacher's practices. The data from this study show that 16% of the parents stated that they had never received any correspondence from the teachers, 35% never attended a parent-teacher conference, and 60% had never spoken with the teacher over the phone. The lack of effective communication between school and parents was a barrier that limited parents' involvement in school. Making parents part of the educational process through active communication may be one solution to issues that influence and affect the students' academic development.

Family Structure

Family structure is another barrier that may hinder parent participation in school (Hornby & Lafaele, 2011). Research conducted on family structure and parental practices revealed that single parents in comparison with two-parent families reflected differences

in terms of the time, energy and money available to support their children. Astone and McLanahan (1991) examined the relationships between family structure and children's achievement. The data collected from the High School and Beyond (HSB) study included a sample of over 1,000 randomly selected sophomore or senior class students. The data revealed that children from single parents and stepparent families received less encouragement from their parents than children who live with both parents. In addition, children in single-parent families reported less parental involvement with schoolwork and supervision than children living with two parents. Children living with stepparents reported lower educational aspirations. The results reported by Astone and McLanahan (1991) concluded that growing up in single parent or blended families may have negative consequences on students' educational achievement. These findings illustrate the need for future research on family structures and the barriers that influence parents' practices in regards to their children's academic success.

Opportunities for Parental Involvement

What opportunities exist to become involved? According to Mannan and Blackwell (1992) "...if society wants to make a renewed effort to bolster our schools' effectiveness" (p. 222), it is necessary to create partnerships between schools and families to promote and encourage parents to actively participate in their children social and academic development. As part of that effort of involving parents, the intention of involving parents should be stated in the school mission. In addition, teachers and administrators should be informed of the importance and benefits of parental

involvement. Many researchers have explored and analyzed ways to promote parent involvement in their children's education (Comer & Haynes, 1991; Epstein, 1986b; Hoover-Dempsey & Sandler, 1995; Mannan & Blackwell, 1992). In order to develop programs to encourage parental participation, it is important to identify the parents' needs and the opportunities available to meet those needs. Educating parents is an important component of educating the children, as long as the school equips parents with basic knowledge and skills, which will strengthen the relationship between the parents and school (Mannan & Blackwell, 1992). In an effort to create and promote the partnership needed, schools are providing parents with education programs in developing or improving some skills to better help their child such as parenting, subject content workshops, and discipline, among other topics based on assessments of parents' needs. However, these initiatives do not take into consideration parents' work schedules, locations, and other factors that may limit parents' participation (Griffin & Galassi, 2010; Mannan & Blackwell, 1992).

Finders and Lewis (1994) identified four strategies to promote better communication with parents: (a) clarify, (b) encourage, (c) develop trust, and (d) build on home experiences. Teachers can clarify how they can contribute in school by utilizing parents' skills, talents, and abilities so they can feel welcome and appreciated in their children's school. Teachers should encourage parents to be assertive as they are their children's role models. If parents communicate positively about school, their children will learn and develop a positive attitude toward school. It is also important for parents to

develop trust with the teachers. Teachers' messages, gestures, and communication skills will encourage parents to participate. On the other hand, the same attitudes could be seen negatively and push parents away from the school. Teachers can build on home experiences by asking questions to show interest in the students' lives and their home environment to make connections between the home and school. Making assumptions about the home life without asking questions can develop negative perceptions, reactions, and consequently can destroy the partnerships between parents and teachers.

Parental involvement in school sends a message to children that education is important. Elementary school attendance occurs during an important stages in the lives of children (Mannan & Blackwell, 1992). Those early years set the foundations for their educational success. The students begin to recognize that the teachers and parents are important elements in the students' success and serve as key ingredients in their school experiences (Turney & Kao, 2009). Researchers have concluded that there is a positive relationship between parental involvement and children's academic success (Mannan & Blackwell, 1992; Turney & Kao, 2009).

Parents' Future Educational Expectations for Their Children

C. Everett Koop stated (n.d), "Life affords no greater responsibility, no greater privilege than the raising of the next generation." Parents have a primary responsibility of educating their children and knowing that parents will be contributing to the education of future generations that will guide our society (Johnston, 1999). Parents have a vital role in their children's social and academic success (Eccles, Jacobs, & Harold, 1990; Eccles & Harold, 1993). In a meta-analysis conducted by Fan and Chen (2001), parents'

expectations for their children had a strong relationship with student's educational achievement. The authors also indicated that some variables are more influential than others in regards to students' educational achievement.

Educational expectation is defined by Guo (2014) as the "... realistic beliefs about future educational attainment" (p. 233). According to Gill and Reynolds (1999), parents' expectations are defined as short and long-term expectations. Short-term expectations were related to the goals set for a specific grade level, while long-term expectations were referred to precise goals such as graduating from high school or going to college. Parents' educational expectations for their children have been studied from the context of the causes and the consequences of parent's expectations for their children's academic achievement (Goldenberg, Gallimore, Reese, & Garnier, 2001).

Gill and Reynolds (1999) studied the relationship of parents' expectations with the academic achievement of students at risk of failure. The sample for the study included 745 boys and girls who responded to items regarding their parents' expectations. The items were rated on a four-point Likert scale, including statements such as: "My parents expect me to do well in school" (Gill & Reynolds, 1999, p. 4). The students' achievement was measured using scores from the Iowa Tests of Basic Skills. Parents answered questions regarding their expectations for their children's future. The responses were rated on a seven-point Likert scale, including questions such as: "How far in school do you think your child will get?" (Gill & Reynolds, 1999, p. 4).). The results for the study showed a correlation between parents' expectations and school success of children. The

data also revealed that parents' expectations had the highest correlations with children's outcomes in sixth grade for reading and for math, with higher variance in math scores than reading. The results were consistent with previous research findings: parents' expectations and the children's perceptions of their parent's involvement were related to children's academic success.

Seginer (1983) conducted a literature review to investigate parent's expectations and their children's academic achievement and the factors by which their expectations influenced their children. The author focused on parents' expectations related to the academic development of the students, parents' own desires and goals for themselves, and the knowledge and skills parents had to support and help their children (Seginer, 1983). These go hand-in-hand with parents' realistic goals for their children, based on what the parents think the children can do, mostly influenced by the school feedback about their children's performance. In addition, Seginer (1983) mentioned that parents' own aspirations and expectations for themselves influenced their educational expectations for their children. Parents with realistic expectations can encourage and motivate their children, while parents with unrealistic expectations can set up students for failure and dropout of school (Seginer, 1983). The authors supported the importance of clear expectations, modeling, and encouraging children to do their best in order for the students to achieve their academic goals.

Parents' desires for their children can impact children's motivation, attitudes and interest toward school. Parents' future educational expectations for their children are

based on parents' communication with teachers, parents' own personal goals, and parents' knowledge and skills of how they can help their children (Hoover-Dempsey & Sandler, 1995, 1997; Seginer, 1983). Bempechat (1992) described two types of socialization, the "cognitive socialization" which is related to how parents impacted the intellectual development of their children and the "academic socialization" related to how parents motivated their children to learn (p. 32). Both types of socialization provided parents with resources to enhance their children academic development. Lastly, Bempechat (1992) concluded that when parents and school personnel works together, the academic outcome for the children will be more positive.

As parents begin to share their values and desire for a better life with their children, it is their hope that the children will respond and act according to what they have learned from the parents. As good role models for their children, parents are aware that their children are observing their attitudes, behaviors, and interest toward school. Kim et al. (2012) stated, "... parents' educational expectations contribute to shaping children's educational expectations" (p. 83). In their study, Kim et al. (2012), examined data collected from the SEED for Oklahoma Kids (SEED OK) study to investigate the educational expectations of 2,572 mothers of newborns. The sample was comprised of Non-Hispanic Whites (67.12%), African Americans (9.10%), American Indians (11.70%), and Hispanics (12.08%). According to their literature review, parents transmit values that are important to them to their children. Consequently, children learn from their parents' behaviors and attitudes related to social and academic success. In addition,

the authors indicated that parents and children's educational expectations affect the students' performance in school. This study measured mothers' educational expectations by asking them "How far in school do you think that your child will go" (p.85), and the responses were, "Won't finish high school," "Will graduate from high school," "Will go to vocational, trade, or business school," "Will go to college," or "Will go to graduate school" (p. 85). The results revealed that 90% of the participants expected their children to go to college. The findings were consistent with previous studies reporting that Non-Hispanic White parents have higher expectations than Hispanic, African American, and American Indians (Kim et al., 2012). In addition, other variables such as education level, health insurance, and mother's age were found to be predictors of educational expectations. The findings suggested that parents' educational expectations for their children varied across ethnic groups. The data revealed that Hispanic, American Indians, and African American in this sample had lower expectations than Caucasian parents. In addition, the results demonstrated that socioeconomic level had an important role in mother's expectations for their children (Kim et al., 2012).

When parents clearly communicate to their children the importance of school, and demonstrate it through their involvement in their education, those clearly defined behaviors and actions can become an influential impact on how well their children perform in school. As role models for their children, parents are expected to protect, educate and encourage their children to do the best they can (Hoover-Dempsey & Sandler, 1995, 1997; Kim et al., 2012).

Differences in settings and acquired educational goals have been examined in terms of how race, socioeconomic, education, and parents' involvement, along with other factors influence the educational expectations of the students (Fan & Chen, 2001; Kim et al., 2012). Factors such as race, socioeconomic, and other characteristics also influenced the degree to which parents set goals for their children. If parents set high expectations for their children, that may lead to the children setting high expectations for themselves (Gill & Reynolds 1999). According to Raty and Kasanen, (2010) parents' ideas or beliefs of their children's abilities are additional factors that influence their academic success. Parents' beliefs about what their children can achieve were also influenced by the academic standards previously established by educational institutions (Raty & Kasanen, 2010). In other words, evaluation criteria established by school districts and how that is communicated to the parents influenced the goals that parents set for their children.

According to Kim et al. (2012), parents' educational expectations for children may differ by race or socio-economic status. Over the last decades, parents' educational expectations concerning attendance to college have increased in the United States. In addition, it is perceived by the authors that one of the reasons for many students pursuing higher education is because of opportunities to secure better jobs. In today's competitive society, employers look for potential employees with higher education making that an advantage.

This study addressed the need to examine parents' future expectations for their children's academic success. Acknowledging this premise, parents have been

encouraging and promoting higher education as an important component of their vision for the academic future of the children.

Summary

This chapter discussed the theoretical perspectives used for this study and presented a review of the literature in regards to parental involvement in their children's education. Bronfenbrenner's Ecological Systems theory helps to illustrate how each system influences the development of children. Bronfenbrenner's theory was used to explain the importance of parental involvement and how it influences children's academic development. Epstein's model of School, Family and Community Partnerships and overlapping spheres (2011) offers a framework of how the collaboration between the family, the school, and the community affects the children's development. Hoover-Dempsey and Sandler's (1995, 1997) Model of Parental Involvement provide a framework of parents' roles, responsibilities, and the mechanism used by the parents to help and support their children. The literature review in this chapter discussed the theoretical framework, defining parental involvement, the history of parental involvement, the types of parental involvement, the importance of parental involvement, the barriers that limit parental involvement, socioeconomic status, race, and ethnicity, education level, parents' perceptions of involvement, family structure, opportunities for involvement, and parents' educational expectations for their children's academic success.

CHAPTER III

METHODOLOGY

Introduction

Research studies verify that parents' participation in their children's education can improve student social-emotional development, attitudes toward school, and enhance children's school performance (Butler & Uline, 2008; Christianakis, 2011; Drummond & Sitpek, 2004; Epstein & Dauber, 1991). However, research suggests that there is a need for engaging parents as partners in the responsibility of teaching their children and supporting them through active participation in school related activities (Butler & Uline, 2008). This study sought to identify and describe (a) parents' perceptions of their roles and beliefs concerning participation on their children's education; (b) school invitations to involve parents; (c) parents' knowledge, skills, time, and energy, and frequency of involvement activities; (d) mechanisms of involvement such as modeling, encouragement, reinforcement, and instruction to support their children's education; and (e) parents' future educational expectations for their children who were enrolled in Pre-Kindergarten through fifth grade children.

Research Design

This study employed a descriptive research design with a convenience sample of voluntary participants. In addition, a multinomial logistic regression analysis was used to identify the factors that best predicted the parents' future educational expectations for

their children. Frequencies and percentages were used to describe the characteristics of the sample. A questionnaire developed by Hoover-Dempsey and Sandler (1997) was used to collect data from parents regarding their perceptions of involvement in their children's education.

Population

Setting

The study was conducted at two public elementary schools in a large urban school district located in North Texas. The population of interest for this study were parents of children in grades Pre-Kindergarten through 5th grade. One school served 549 students with a population of students that is 4.92% Caucasian, 13.5% African American, 77.2% Hispanic/Latino, 1.8% American Indian, 1.6% Asian, and 0.9% Multi-Race. In addition, 4.4% were identified for special education services and 88.2% were identified as economically disadvantaged. The second school served 372 students. The population was 5.0% Caucasian, 8.9% African American, 83.2% Hispanic, 0.5% American Indian, 1.6% Asian, and 0.8% Multi-Race. Additionally, 13.1% were identified for special education services and 90.8% were identified as economically disadvantaged.

Sample

The participants for this study consisted of 355 parents of students who were enrolled in Pre-Kindergarten through 5th grade. A convenience sample was comprised of volunteers who agreed to participate in the research.

Data Collection Procedures

The study was conducted following the guidelines set by the Texas Woman's University Institutional Review Board (IRB) and Research Review Board (RRB) of a large urban school district in Texas. After receiving approval to conduct research by the IRB and the RRB (Appendices A and B) the researcher scheduled a presentation during the Parent Teacher Student Association (PTSA) meeting in both of the participating schools to present an overview of the study to the parents. Packages were assembled by the researcher and contained the recruitment flyer in English and Spanish (Appendix C), consent forms in English and Spanish (Appendix D), an envelope, and questionnaires in English and Spanish (Appendix E). The flyer invited parents from both schools to volunteer to complete the questionnaire and return it to the school to be collected by the researcher. The researcher distributed the packages to those parents who attended the PTSA meeting and then distributed packets to all students in both schools to ensure that every parent was invited to participate. Parents returned the packet to the researcher with consent forms and questionnaires sealed in the envelope provided. For two weeks, the researcher visited each school daily to collect the completed questionnaires and consent forms.

Protection of Human Subjects

This study was conducted according to the guidelines and regulations established by the Texas Woman's University Institutional Review Board (IRB). An application was submitted and approved for research to begin by the IRB and RRB. Protection of human

rights is indispensable when conducting research. The collection of the data was carefully managed, and only the researcher and the researcher's advisor had access and retrieved the data. The researcher ensured confidentiality and protection of all participants in this study by storing consent forms and questionnaires in a locked file cabinet and limiting access to the documents only to the researcher and the advisor.

All participants were volunteers. Participants were informed, verbally and in writing on their consent form, of their right to withdraw from the study at any time. Participants were informed about the purpose of the research and possible risks that could occur during the duration of the study. The main risks included potential loss of time and confidentiality. All participants received and signed an informed consent form before participating in the study and completing the questionnaire.

Instrumentation

Parent Involvement Project (PIP) Parent Questionnaire

Perceptions of participants were elicited using The Parent Involvement Project (PIP) Parent Questionnaire developed by Hoover-Dempsey and Sandler (1995, 1997). The instrument was designed to investigate parents' motivations, choices of involvement, and mechanisms of involvement. Face and content validity were verified by studies conducted by Green, Walker, Hoover-Dempsey, and Sandler (2007). The instrument includes the following scales: Valence, Role Beliefs, Parental Sense of Efficacy for Helping the Child Succeed in School, Parental Perceptions of General Invitations to Involvement from the School, Parent Perceptions of Personal Knowledge and Skills,

Parent Perceptions of Personal Time and Energy, Parent Perceptions of Specific Invitations to Involvement from the Teacher, Parent Perceptions of Specific Invitations to Involvement from the Child, Parent Report of Home-Based Involvement Activities, Parent Report of School-Based Involvement Activities, Parent Report of Encouragement, Parent Report of Modeling, Parent Report of Reinforcement, Parent Report of Instruction. The questionnaire consisted of 109 questions. Both English and Spanish versions were used in the study. The scale items were rated on a 6-point Likert scale throughout the instrument. The reliability of the instrument was established for each scale independently. Alpha values were reported from 0.78 to 0.92. Table 1 displays the reliabilities of the scales reported by Hoover-Dempsey and Sandler (2005).

Table 1

Reliability Values for Parent Questionnaire Scales (Hoover-Dempsey & Sandler, 2005).

Scale	Number of Items	Scale Reliabilities
Valence	6	0.85
Parent Role Beliefs	10	0.80
Parental Sense of Efficacy for Helping The Child Succeed	5	0.78
Parental Perception of General Invitations to Involvement from the School	6	0.88
Parental Perceptions of Specific Invitations from the Teacher	5	0.81
Parental Perceptions of Specific Invitations from the Child	5	0.70
Parent Perceptions of Personal Knowledge & Skills	5	0.83
Parent Perceptions of Parents Time and Energy	6	0.84

Parent Report of Home and School based Involvement Activities	10	0.76
Parent Report of Encouragement	13	0.92
Parent Report of Modeling	10	0.94
Parent Report of Reinforcement	13	0.96
Parent Report of Instruction	15	0.92

The Valence scale rated parents' educational experiences when they were in school. For example, parents responded whether they liked their school, whether their school experiences were good or bad, and whether their overall experiences were a success or failure. The rating for this scale included two anchors, negative feelings (1) and positive feelings (6).

Role Beliefs scale asked parents for their agreement or disagreement using statements such as: "I believe it's my responsibility to.... help my child with homework." The rating used for this scale was (1) disagree very strongly, (2) disagree, (3) disagree just a little, (4) agree just a little, (5) agree, and (6) agree very strongly.

The Parental Sense of Efficacy for Helping the Child Succeed in School scale asked parents' for their agreement or disagreement using statements such as: "I feel successful about my efforts to help my child learn." The rating used for this scale was (1) disagree very strongly, (2) disagree, (3) disagree just a little, (4) agree just a little, (5) agree, and (6) agree very strongly.

The Parental Perceptions of General Invitations to Involvement from the School scale asked parents' for their agreement or disagreement on statement such as: "I feel welcome at this school" rated from "disagree very strongly," to "agree very strongly." Some of the questions regarding Parent Perceptions of Specific Invitations to Involvement from the Teacher and Parent Perceptions of Specific Invitations to Involvement from the Child included: "My Child's teacher asked me or expected me to help my child with homework," and "My child asked me to help explain something about his or her homework." These items were rated from "never" to "daily."

The Parent Perceptions of Personal Knowledge and Skills and Parent Perceptions of Personal Time and Energy scale measured parents' knowledge, skills, time and energy to support their children. It elicited parents' knowledge and abilities to help their children. Parents' responded to items such as: "I know about special events at school." The scale was rated from "disagree very strongly" to "agree very strongly."

The Parent Report of Home-Based Involvement Activities and Parent Report of School-Based Involvement Activities scale asked questions such as: someone in this family... "... helps out at this child's school," "...reads with this child." The responses were rated as from "never" to "daily."

The last component of involvement consisted of mechanisms such as Parent Report of Encouragement, Parent Report of Modeling, Parent Report of Reinforcement, and Parent Report of Instruction. The questionnaire asked parents to respond to items such as: We encourage this child..." "... when he or she doesn't feel like doing

schoolwork” We show this child that we... “... like to learn new things,” rated as “not at all true” to “completely true.”

Parents’ Future Educational Expectations for Their Children

A question assessing parents’ future educational expectations for their children, developed by Kim, Sherraden, and Clancy (2012), served as the dependent variable. Parents responded to the question, “How far in school do you think that your child will go?” (p. 85). Options included the following: “Won’t finish high school,” “Will graduate from high school,” “Will go to vocational, trade, or business school,” “Will go to college,” and “Will go to graduate school.” The question was used to determine parents’ expectations for children’s future education.

Demographics

Demographic descriptors followed the Parent Questionnaire. Participants were asked to select an answer that best described their gender, ethnicity, levels of education, employment, work hours per week, gender of elementary age children, number of children in the household and family income.

Data Collection

Following the informational meeting at the Parent Teacher and Student Association meetings, the researcher distributed and collected The Parent Involvement Project (PIP) Parent Questionnaire with signed consent forms. A total of 921 questionnaires were distributed to parents at both elementary schools. Of the 921 questionnaires distributed, 357 were completed and returned. The return rate was 39%.

Of the 357 questionnaires returned and completed by the participants, 355 met the criteria for parents or guardians of children in grades Pre-kindergarten through 5th grade. Eleven of the participants were subsequently removed from the sample because their responses showed no variance across items. For that reason, the demographic data discussed is based on 355 participants, and further data analysis is based on 344 participants. The data were collected during March and April 2017.

Plans for Data Analyses

This section of the chapter discusses how the data were collected and analyzed. The purpose of the research was to understand parents' perceptions of their involvement in their children's education, schools invitations for parental involvement, parental choices for involvement, mechanisms parents used to support their children, and their future academic expectations for their children.

Data from the questionnaire were analyzed using quantitative methods. All items from the questionnaire were coded and entered into the Statistical Package for the Social Sciences 24 for Windows. Frequencies and percentages were utilized to report demographic information. A Multinomial Logistic Regression analysis was used with The Parent Involvement Project-Parent Questionnaire (PIP) to determine the factors that best predicted the parents' expectations for their children's future educational attainment. Statistically significant differences were considered at the 0.05 level.

Table 2

Summary of Research Analyses

Research Questions	Instrument	Statistical Test	Presentation
<p>RQ 1</p> <p>What are parents' perceptions of parent involvement as measured by The Family-School Partnership: Parent Involvement Project Parent Questionnaire (Hoover-Dempsey & Sandler, 1995, 1997)?</p>	<p>The Parent Involvement Project-Parent Questionnaire (PIP)</p>	<p>Descriptive Frequencies and Percentages for items</p>	<p>Tables and graphs</p>
<p>RQ 2</p> <p>What are parents' future educational expectations for their children measured by a question developed by Kim et al. (2012)?</p>	<p>Question concerning future expectations</p>	<p>Descriptive Frequencies and Percentages</p>	<p>Table and figure</p>
<p>RQ 3</p> <p>Which factors best predict parents' future educational expectations for their children, when considering family demographic descriptors and scales of the Parent Questionnaire.</p>	<p>The Parent Involvement Project-Parent Questionnaire (PIP)</p> <p>Parents' expectations</p> <p>Selected demographic descriptors</p>	<p>Multinomial Logistic Regression Analysis</p>	<p>Table</p>

Summary

The purpose of this study was to examine parents' perceptions of their involvement in their children's education, areas of involvement, and their future academic expectations for their children's. The methodology implemented has been outlined in this chapter and the items of the questionnaire have been explained. Ethical considerations were discussed to protect confidentiality and the rights of all human

participants. The description of the research design, research setting, population and sample, data collection, and data analyses were also discussed.

CHAPTER IV

RESULTS

Introduction

This chapter includes the findings for this research study. The data was collected from parents with children enrolled in two Title I Elementary Schools. The study examined parents' perceptions of their involvement in their children's education, the areas where they are involved, and their future academic expectations for their children. The analyses identified the factors that best predicted the parents' future expectations for their children's academic attainment. Quantitative results were compiled to answer each research question using descriptive and inferential analyses. Research Question #1 was answered based on responses to The Family-School Partnership: Parent Involvement Project Parent Questionnaire (Hoover-Dempsey & Sandler, 1995, 1997). Frequencies and percentages were calculated for each item, and means and standard deviations were computed for the subscales. Research Question #2 was answered by analyzing the participants' responses from the parents' future educational expectations item (Kim et al., 2012). Research Question #3 was answered using a Multinomial Logistic Regression analysis to determine the factors that best predict parents' expectations for their children.

Description of the Sample

The total number of eligible participants with children in grades Pre-kindergarten through fifth grade was 921. The number of returned questionnaires was

357, representing a return rate of 38.8%. For school one, 222 participants completed the questionnaire; 167 completed the Spanish version and 55 parents completed the English version. For school two, 135 participants completed the questionnaire; 76 completed the Spanish version and 59 completed the English version. Parents were asked to choose one of their children when responding to the questions. Questionnaires from two parents who identified their children as enrolled in ninth or twelfth grade were not included in the data because the children did not meet the criteria for elementary school enrollment.

Participants were parents of elementary school children who responded to The Family-School Partnership: Parent Involvement Project Parent Questionnaire (PIP) (Hoover-Dempsey & Sandler, 1995, 1997). Demographic information asked information about parents' gender, employment, education level, number of hours at work, income, relationship to the child, number of children at home, ethnicity, and student's gender and grade level. The data are presented using tables and figures to report results from 355 participants.

Gender of Participants and Relationship to Child

Among 350 respondents who reported their gender, 76.6% were female and 23.4% were male. Participants were asked to provide information about their relationship to the child for whom they were completing the questionnaire. Table 3 shows that the majority of participants were mothers. Two participants did not answer the question concerning their relationship to the child.

Table 3

Relationship to Child

Family Member (<i>n</i> = 353)	<i>f</i>	%
Mother	285	80.7
Father	60	17.0
Grandmother	2	0.6
Grandfather	2	0.6
Sister	3	0.8
Brother	1	0.3

Ethnicity

Participants were asked to identify their ethnicity. Ethnicity choices consisted of Asian/Asian-American, Black/African-American, Hispanic/Hispanic-American, White/Caucasian, and Other. The results presented in Table 4 show that Hispanic/Hispanic American was the most frequent ethnicity reported by participants.

Table 4

Ethnicity of Parents

Ethnicity (<i>n</i> = 353)	<i>f</i>	%
Asian/Asian-American	8	2.3
Black/African-American	30	8.5
Hispanic/Hispanic-American	284	80.5
White/Caucasian	22	6.2
Other	9	2.5

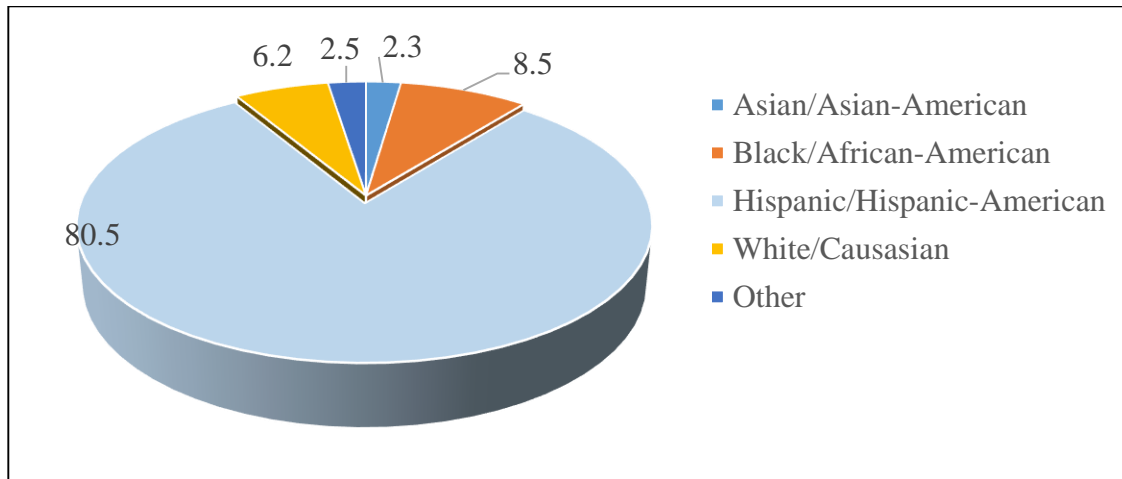


Figure 4. Ethnicity of parents

Family Income

Participants were asked to indicate their family income based on the following categories: “Less than \$5,000” to “More than \$50,001.” The income levels reported most frequently were “\$20,001 to \$30,000” (21%) and “\$10,000 to \$20,000” (20%). The income category with the least percentage was “Less than \$5,000.”

Table 5

Family Income

Income Levels (<i>n</i> = 342)	<i>f</i>	%
Less than \$5,000	33	9.6
\$5,001 - \$10,000	46	13.5
\$10,001- \$20,000	71	20.8
\$20,001- \$30,000	73	21.3
\$30,001- \$40,000	46	13.5
\$40,001- \$50,000	27	7.9
More than \$50,001	46	13.5

Levels of Education

Participants were asked to identify their level of education completed and their spouse's education level. The results are presented in Table 6. The education levels ranged from "Less than High School" to : "Doctoral Degree." The results showed that the majority of participants held a high school diploma or GED (29.9%), followed by participants who held a bachelor's degree (23.1%). The spouses' highest level of education was less than a high school diploma (32.2%), followed by spouses who held a high school diploma or GED (31.1%). Figure 6 display the education levels of participants

Table 6

Levels of Education of Participants and Spouses

Participant			Spouse		
Levels ($n = 351$)	f	%	Levels ($n = 289$)	f	%
Less than High School	70	19.9	Less than High School	93	32.2
High School or GED	105	29.9	High School or GED	90	31.1
Some College, 2 Year College or Vocational	59	16.8	Some College, 2 Year College or Vocational	35	12.1
Bachelor's Degree	81	23.1	Bachelor's Degree	50	17.3
Some Graduate Work	12	3.4	Some Graduate Work	5	1.7
Master's Degree	17	4.8	Master's Degree	15	5.2
Doctoral Degree	7	2.0	Doctoral Degree	1	0.3

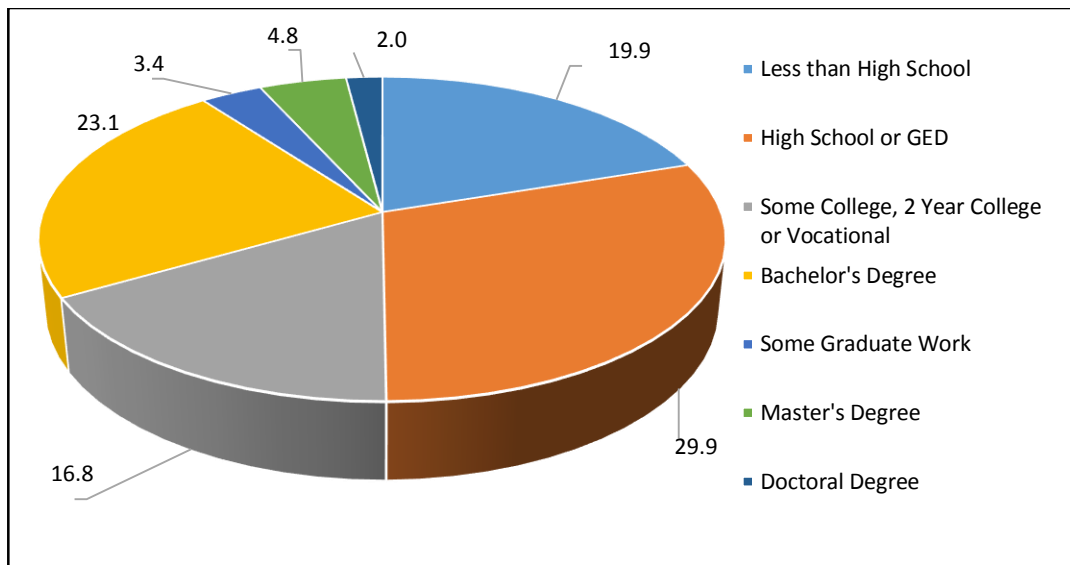


Figure 5. Participants' levels of education

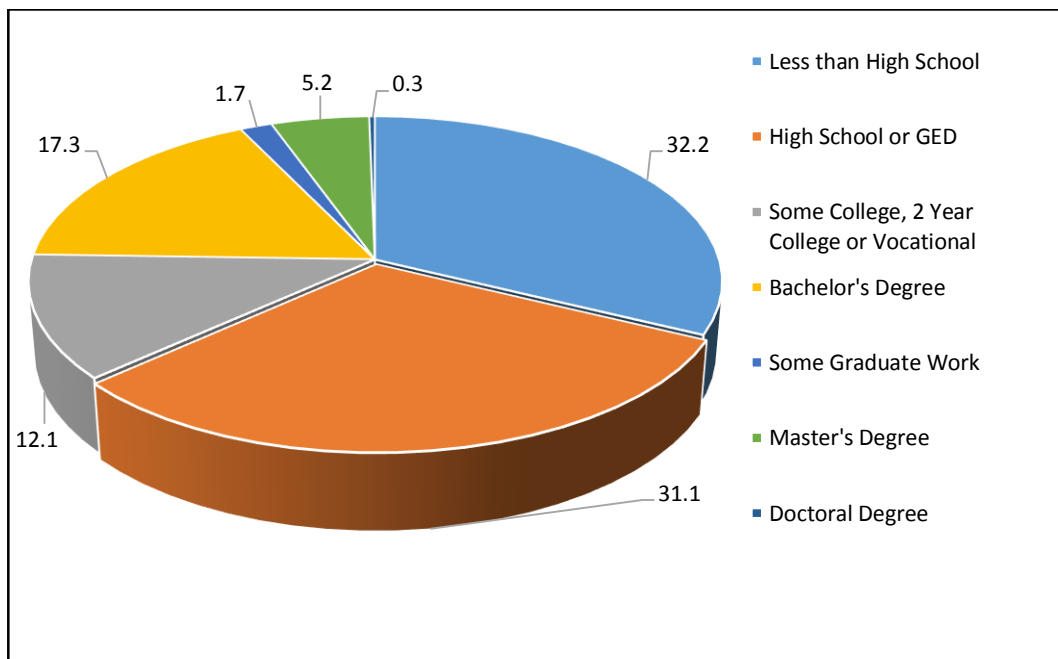


Figure 6. Spouses' levels of education

Parents' Employment

Participants were asked to indicate the job that best described their employment and employment of their spouses. Participants chose from fourteen categories listed in

Table 7. Participants reported that 20.1% worked in a job related to food services and restaurants. The next most frequent category was 14.3% representing parents who worked at a warehouse, a factory, or in construction. The participants reported that 22.6% of their spouses worked at a warehouse, factory, or in construction and 17.1% worked at food services and restaurants.

Table 7

Employment Categories for Participants and Spouses

Participant (<i>n</i> = 343)			Spouse (<i>n</i> = 327)		
Categories	<i>f</i>	%	Categories	<i>f</i>	%
No Spouse			No Spouse	47	14.4
Unemployed, retired, Student, Disable	40	11.7	Unemployed, retired, Student, Disable	20	6.1
Labor, Custodial, Maintenance	43	12.5	Labor, Custodial, Maintenance	38	11.6
Warehouse, Factory Worker, Construction	49	14.3	Warehouse, Factory Worker, Construction	74	22.6
Driver (Taxi, Truck, Bus, Delivery)	7	2.0	Driver (Taxi, Truck, Bus, Delivery)	10	3.1
Food Services, Restaurant	69	20.1	Food Services, Restaurant	56	17.1
Skilled Craftsman (Plumber, Electrician, Etc.)	9	2.6	Skilled Craftsman (Plumber, Electrician, Etc.)	27	8.3
Retail Sales, Clerical, Customer Service	28	8.2	Retail Sales, Clerical, Customer Service	12	3.7
Service Technician (Appliances, computers, etc.)	5	1.5	Service Technician (Appliances, computers, Cars,)	12	3.7

Participant			Spouse		
Categories	<i>f</i>	%	Categories	<i>f</i>	%
Bookkeeping, Accounting, Related Administrative	13	3.8	Bookkeeping, Accounting, Related Administrative	4	1.2
Singer/Musician/Writer/Artist	1	0.3	Singer/Musician/Writer/ Artist	0	0
Real Estate/ Insurance Sales	7	2.0	Real Estate/ Insurance Sales	1	0.3
Social Services, Public Service, Related Governmental	5	1.5	Social Services, Public Service, Related Governmental	4	1.2
Teacher, Nurse	42	12.2	Teacher, Nurse	7	2.1
Professional, Executive	25	7.3	Professional, Executive	13	4.0
Traffic Control	0	0	Traffic Control	1	0.3
Not listed	0	0	Not listed	1	0.3

Parents' Hours Worked Per Week

Participants were asked to indicate how many hours per week they worked. The number of hours worked by the participants was categorized in four levels. The results are displayed in Table 8. The most frequent response reported by the participants was their working hours were between 6 and 20 hours (37.4%) and 41.8% for their spouses.

Table 8

Hours Worked Per Week

Respondent (n=345)			Spouse (n=282)		
Hours	<i>f</i>	%	Hours	<i>f</i>	%
0 - 5	75	21.7	0 - 5	34	12.1
6 - 20	129	37.4	6 - 20	118	41.8
21 - 40	80	23.2	21 - 40	58	20.6
41 or more	61	17.7	41 or more	72	25.5

Number of Children at Home

Participants were asked to report the number of children in the household. The most frequent response was two children at 40.2% and the second most frequent response was three children at 27.8%. Table 9 displays the participants' responses.

Table 9

Number of Children at Home

Number of Children	<i>f</i>	%
1	65	18.4
2	142	40.2
3	98	27.8
4	40	11.3
5	6	1.7
6 or more	2	0.6

Note: n = 353

Children's Gender

The participants were asked to indicate the gender of the children for whom they were completing the questionnaire. The data showed that the participants had more girls than boys.

Table 10

Gender of Children

Gender (<i>n</i> = 351)	<i>f</i>	%
Female	180	51.3
Male	171	48.7

Children's Grade Level

Parents reported their children's grade level from six categories. The most frequent response was third grade at 19.9%.

Table 11

Grade of the Children

Grade Levels (<i>n</i> = 337)	<i>f</i>	%
Pre-Kindergarten	57	16.9
Kindergarten	37	11.0
First	33	9.8
Second	46	13.6
Third	67	19.9
Fourth	50	14.8
Fifth	47	13.9

Parent Involvement Project (PIP) Parent Questionnaire

The Family-School Partnership: Parent Involvement Project (PIP) Parent Questionnaire developed by Hoover-Dempsey and Sandler (1995, 1997) was used to investigate parents' perceptions of their involvement and the areas they were most involved. The PIP included 12 scales. The instrument consisted of 109 items designed to measure parents' motivations to become involved; parents' availability and dispositions, and the activities parents undertake to support their children's education.

Reliability

The reliability of the original scale was based on a sample of 877 participants. The instrument obtained a Cronbach's alpha value of 0.70 or higher for all scales and subscales as reported by Hoover-Dempsey and Sandler (2005). This research project was comprised of a sample of 344 participants who met the qualification criteria for participation. The data collected revealed that the reliability on the Parent Efficacy scale was 0.65, showing a lower reliability on these items. The General Invitations scale also resulted in a lower reliability than the original model. In addition, it is important to mention that the Specific Child Demands and Involvement Activities scales were higher in comparison with the author's results, producing alpha values of 0.79 and 0.81, respectively.

Table 12

Reliability Values for Parent Involvement Project Parent Questionnaire Scales

Scales	Cronbach's Alpha
Valence	0.92
Parent Role Beliefs	0.85
Parental Sense of Efficacy for Helping the Child Succeed	0.65
Parental Perception of General Invitations to Involvement from the School	0.79
Parental Perceptions of Specific Invitations from the Teacher	0.82
Parental Perceptions of Specific Invitations from the Child	0.79
Parent Perceptions of Personal Knowledge & Skills, Time & Energy	0.88
Parent Report of Home and School based Involvement Activities	0.81
Parent Report of Encouragement	0.91
Parent Report of Modeling	0.92
Parent Report of Reinforcement	0.94
Parent Report of Instruction	0.92

Research Question

Research Question #1: What are parents' perceptions of involvement as measured by The Family-School Partnership: Parent Involvement Project Parent Questionnaire (Hoover-Dempsey & Sandler, 1995, 1997)? The participants' responses to the instrument were used to answer this question.

PIP Scales

The scales assessed parents' motivational beliefs concerning involvement in their children's school activities. Valence addressed the parents' experiences when they were in school (Table 13) and Parent Role Beliefs addressed their level of responsibility in their children's education (Table 14).

Valence. For reporting purposes, the six-point scale was collapsed to create a dichotomy for the ratings, with 1-3 as the negative and 4-6 as the positive responses. The data revealed that 93.6% of the participants liked their school and 93.3% indicated that their overall experience was successful. Positive ratings reflected a sense of belonging and a belief that teachers cared about them.

Table 13

Frequencies and Percentages for Valance Items

Items	<i>n</i>	Disliked		Liked	
		<i>f</i>	%	<i>f</i>	%
My School	342	22	6.4	320	93.6
		Were Mean		Were Nice	
My Teachers	343	33	9.6	310	90.4
		Ignored Me		Cared About Me	
My Teachers	340	32	9.4	308	90.6
		Bad		Good	
My School Experience:	343	26	7.6	317	92.4
		An Outsider		I Belonged	
I Felt Like:	342	34	9.9	308	90.1
		Failure		Success	
My Overall Experience:	342	23	6.7	319	93.3

Parent role beliefs. This subscale reflected participants' agreement or disagreement with a set of 10 statements. The ratings included the following: Disagree very strongly (1), Disagree (2), Disagree just a little (3), Agree just a little (4), Agree (5), and Agree very strongly (6). The rating categories were collapsed for reporting purposes to reflect disagreement (1-3) and agreement (4-6). The items resulting in the highest ratings for agreement were "talk with my child about the school day" (97.4%)

and “help my child with homework” (96.8%). Parents were less likely to “talk with other parents from my child’s school” and “volunteer at school.”

Table 14

Frequencies and Percentages for Parent Role Beliefs

Items	<i>n</i>	Disagree Very Strongly to Disagree Just a Little		Agree Just a Little to Agree Very Strongly	
		<i>f</i>	%	<i>f</i>	%
I believe it’s my responsibility to...					
...volunteer at the school.	340	57	16.8	283	83.2
...communicate with my child’s teacher regularly.	341	12	3.5	329	96.6
...help my child with homework.	342	11	3.2	331	96.8
...make sure the school has what it needs.	339	36	10.6	303	89.4
...support decisions made by the teacher.	339	19	5.6	320	94.4
...stay on top of things at school.	342	15	4.4	327	95.6
...explain tough assignments to my child.	338	11	3.3	327	96.7
...talk with other parents from my child’s school.	339	59	17.4	280	82.6
...make the school better.	340	20	5.9	320	94.1
...talk with my child about the school day.	341	9	2.6	332	97.4

Parental Sense of Efficacy for Helping the Child Succeed

The participants responded to each statement using a six-point Likert scale from “Disagree very strongly” to “Agree very strongly.” For scoring purposes, the negatively worded items were recorded in order for the higher scores to reflect a positive Parent Efficacy score. For rating purposes, ratings were collapsed to reflect categories of agreement and disagreement, as displayed in Table 14. The statement with the highest level of agreement was “I know how to help my child do well in school” (95.3%). On the other hand, participants disagreed with the statement, “I don’t know how to help my child learn” (56.0%).

Table 15

Frequencies and Percentages for Parental Sense of Efficacy

Items	<i>n</i>	Disagree Very Strongly to Disagree Just a Little		Agree Just a Little to Agree Very Strongly	
		<i>f</i>	%	<i>f</i>	%
I know how to help my child do well in school.	342	16	4.7	326	95.3
I don't know if I'm getting through to my child.	337	146	43.3	191	56.7
I don't know how to help my child make good grades in school.	338	179	53.0	159	47.0
I feel successful about my efforts to help my child learn.	341	30	8.8	311	91.2
I don't know to help my child learn.	339	190	56.0	149	44.0

Parental Perception of General Invitations to Involvement from the School

This scale consisted of six items with ratings from “Disagree very strongly” to “Agree very strongly.” Responses reflected overall positive agreement with the statements, as evidenced in Table 16. Participants indicated that the school informs them know about meetings and other events (97.4%). Parents felt welcomed and were kept informed about their children’s progress.

Table 16

Frequencies and Percentages for Parental Perception of General Invitations to Involvement from the School

Items	n	Disagree Very Strongly to Disagree Just a Little		Agree Just a Little to Agree Very Strongly	
		f	%	f	%
Teachers at this school are interested and cooperative when they discuss my child.	343	14	4.1	329	95.6
I feel welcome at this school.	342	14	4.1	328	95.9
Parent activities are scheduled at this school so that I can attend.	341	33	9.7	308	90.3
This school lets me know about meetings and special school events.	343	9	2.6	334	97.4
This school’s staff contacts me promptly about any problems involving my child.	342	22	6.4	320	93.6
The teachers at this school keep me informed about my child’s progress in school.	343	14	4.1	329	95.9

Parental Perceptions of Specific Invitations from the Teacher

Participants were asked to report how often their children's teachers communicated with them since the beginning of the school year. The six-point Likert scale included the following options: Never (1), 1 or 2 times this year (2), 4 or 5 times this year (3), Once a week (4), A few times a week (5), and Daily (6). In Table 23 the participants' ratings were collapsed into four categories.

The participants reported that their children's teachers expected them to help with homework daily (43.7%). Weekly contacts such as notes, phone calls, or e-mail, were reported by 29.9% of the participants. At least once this year, 46.2% of the participants reported an invitation to attend a special event at school. On the other hand, 34.7% of participants reported that their children's teachers never asked them "to help out at school."

Table 17

Frequencies and Percentages for Specific Teacher Demands

Items	<i>n</i>	Never			1 or 2 Times this Year to 4 or 5 Times this Year		Once a Week to Few Time a Week		Daily	
		<i>f</i>	%		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My child's teacher asked me or expected me to help my child with homework.	343	35	10.2		91	26.5	67	19.5	150	43.7
My child's teacher asked me to talk with my child about the school day.	339	72	21.2		88	26.0	52	15.3	127	37.5
My child's teacher asked me to attend a special event at school.	340	71	20.9		157	46.2	58	17.1	54	15.9
My child's teacher asked me to help out at the school.	334	116	34.7		127	38.0	50	15.0	41	12.3
My child's teacher contacted me (for example, send a note, phone, e-mail).	341	43	12.6		98	28.7	102	29.9	98	28.7

Parental Perceptions of Specific Invitations from the Child

The five statements in this scale asked participants to report how often their children made specific requests. In Table 18, the ratings were collapsed into four

categories. Daily requests from children focused on family supervision for homework (56.5%). “My child asked me to help explain something about his or her homework” was selected as a daily request by 47.6% of the participants. Demands that occurred from one to five times during the year included attendance at special events (36.7%) and helping at the school (33.5%).

Table 18

Frequencies and Percentages for Child Specific Demands

Items	<i>n</i>	Never		1 or 2 Times this Year to 4 or 5 Times this Year		Once a Week to Few Time a Week		Daily	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My child asked me to help explain something about his or her homework.	338	9	2.7	42	12.4	126	37.3	161	47.6
My child asked me to supervise his or her homework.	340	27	7.9	25	7.4	96	28.2	192	56.5
My child asked me to attend a special event at school.	338	27	8.0	124	36.7	64	18.9	123	36.4
My child asked me to help out at the school.	334	67	20.1	112	33.5	76	22.8	79	23.7
My child asked me to talk with his or her teacher.	338	80	23.7	110	32.5	66	19.5	82	24.3

Parent Perceptions of Personal Knowledge & Skills, Time, & Energy

The 11 items in this scale assessed participants' agreement or disagreement using a six-point Likert scale from "Disagree very strongly" to "Agree very strongly." In Table 19, ratings were combined to display disagreement and agreement. The statements with the highest level of agreement were "I know how to supervise my child's homework (95.0%) and "I have enough time and energy to supervise my child's homework" (94.4%). On the other side, participants disagreed with the item, "I have enough time and energy to help out at my child's school" (30.5%).

Table 19

Frequencies and Percentages for Knowledge, Skills, Time, and Energy

Items	<i>n</i>	Disagree Very Strongly to Disagree Just a Little		Agree Just a Little to Agree Very Strongly	
		<i>f</i>	%	<i>f</i>	%
I know about special events at school.	342	23	6.7	319	93.3
I have enough time and energy to help out at my child's school.	341	104	30.5	237	69.5
I know enough about the subjects of my child's homework to help him or her.	341	39	11.4	302	88.6
I have enough time and energy to communicate effectively with my child's teacher.	338	86	25.4	252	74.6

I have enough time and energy to attend special events at school.	341	91	26.7	250	73.3
I know how to supervise my child's homework.	341	17	5.0	324	95.0
I know about volunteering opportunities at my child's school.	341	88	25.8	253	74.2
I know how to explain things to my child about his or her homework.	339	33	9.7	306	90.3
I have enough time and energy to help my child with homework.	341	26	7.6	315	92.4
I have the skills to help out at my child's school.	337	60	17.8	277	82.2
I have enough time and energy to supervise my child's homework.	339	19	5.6	320	94.4

Parent Report of Home and School Based Involvement Activities

Participants were asked to report how often they were involved in specific activities since the beginning of the school year. The six-point Likert scale included the following options: Never (1), 1 or 2 times this year (2), 4 or 5 times this year (3), Once a week (4), A few times a week (5), and Daily (6). In Table 20, the ratings for options 2 and 3 were combined and the ratings for options 4 and 5 were combined. The participants reported supervising children's homework daily (75.4%) and talking daily with children about the school day (71.1%). A majority of participants (54.6%) reported never volunteering to go on class field trips. A large percentage (48.3%) reported never

attending PTA meetings, while 33.0% reported PTA attendance one or more times this year. Special events were attended at least once a year by 49.5% of participants.

Table 20

Frequencies and Percentages for Home and School based Involvement Activities

Items	<i>n</i>	Never			1 or 2 Times this Year to 4 or 5 Times this Year		Once a Week to Few Time a Week		Daily	
		<i>f</i>	%		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Someone in this family...										
...talks with this child about the school day.	343	5	1.5		21	6.1	73	21.3	244	71.1
...supervises this child's homework.	341	4	1.2		14	4.1	66	19.4	257	75.4
...helps out at this child's school.	336	102	30.4		126	37.5	72	21.4	36	10.7
...attends special events at school.	333	61	18.3		165	49.5	67	20.1	40	12.0
...helps this child study for tests.	335	28	8.4		42	12.5	108	32.2	157	46.9
...volunteers to go on class field trips.	335	183	54.6		84	25.1	28	8.4	40	11.9
...attends PTA meetings.	333	161	48.3		110	33.0	29	8.7	33	9.9
...practices spelling, math or other skills with this child.	338	23	6.8		43	12.7	127	37.6	145	42.9
...reads with this child.	342	12	3.5		28	8.2	107	31.3	195	57.0
...goes to the school's open-house.	336	144	42.9		96	28.6	37	11.0	59	17.6

Parent Report of Encouragement

Participants were asked how they encouraged their children when helping with schoolwork. The ratings used a six-point Likert scale including the following: Not at all true (1), A little bit true (2), Somewhat true (3), Often true (4), Mostly true (5), and Completely true (6). As displayed in Table 18, the ratings were combined for options 2 and 3 and for options 4 and 5. Participants indicated that they “encouraged their children to believe that they can learn new things” (82.4%) and “encouraged their children to follow the teacher’s directions in school” (81.2%).

Table 21

Frequencies and Percentages for Encouragement

		Not at all true			A Little Bit True or Some- what True		Often True to Mostly True		Completely True	
Items	<i>n</i>	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
We encourage this child...										
...when he or she doesn't feel like doing schoolwork.	343	6	1.7	16	4.7	75	21.9	246	71.7	
...when he or she has trouble organizing schoolwork.	340	5	1.5	17	5.0	106	31.2	212	62.4	

...to try new ways to do schoolwork when he or she is having a hard time.	342	2	0.6	16	4.7	91	26.6	233	68.1
...to be aware of how he or she is doing with schoolwork.	342	0	0.0	16	4.7	83	24.3	243	71.1
...to develop an interest in schoolwork.	339	2	0.6	20	5.9	103	30.4	214	63.1
...to look for more information about school subjects.	339	5	1.5	28	8.3	113	33.3	193	56.9
...to stick with a problem until he or she solves it.	341	8	2.3	24	7.0	110	32.3	199	58.4
...to believe that he or she can do well.	342	4	1.2	9	2.6	60	17.5	269	78.7
...to believe that he or she can learn new things.	341	5	1.5	4	1.2	51	15.0	281	82.4
...to ask other people for help when a problem is hard.	341	4	1.2	6	1.8	60	17.6	271	79.5
...to follow the teacher's directions.	341	1	0.3	7	2.1	56	16.4	277	81.2
...to explain what he or she thinks to the teacher.	340	5	1.5	9	2.6	80	23.5	246	72.4
...when he or she has trouble doing schoolwork.	341	3	0.9	12	3.5	74	21.7	252	73.9

Parent Report of Modeling

The scale consisted of 10 items with the following ratings: Not at all true (1), A little bit true (2), Somewhat true (3), Often true (4), Mostly true (5), and Completely true (6). The categories were combined in Table 19 for options 2 and 3 and for options 4 and 5. Items with the highest frequencies for “Completely True” included “We show this child that we want to learn as much as possible” (80.0%) and “...can learn new things” (79.1%).

Table 22

Frequencies and Percentages for Modeling

Items	<i>n</i>	Not at all True		A Little Bit True or Somewhat True		Often True to Mostly True		Completely True	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
We show this child that we...									
...like to learn new things.	341	2	0.6	17	5.0	87	25.5	235	68.9
...know how to solve problems.	341	1	0.3	18	5.3	120	35.2	202	59.2
...enjoy figuring things out.	339	3	0.9	15	4.4	113	33.3	208	61.4
...do not give up when things get hard.	338	5	1.5	10	3.0	83	24.6	240	71.0

...ask others for help when a problem is hard to solve.	340	5	1.5	10	2.9	88	25.9	237	69.7
...can explain what we think to others.	337	7	2.1	17	5.0	117	34.7	196	58.2
...can learn new things.	340	1	0.3	4	1.2	66	19.4	269	79.1
...want to learn as much as possible.	340	2	0.6	2	0.6	64	18.8	272	80.0
...like to solve problems.	337	3	0.9	8	2.4	103	30.6	223	66.2
...try different ways to solve a problem when things get hard.	340	1	0.3	5	1.5	94	27.6	240	70.6

Parent Report of Reinforcement

Participants were asked how they reinforced their children when helping with schoolwork. The ratings presented in Table 23 combined options 2 with 3 and options 4 with 5. The item with the highest frequency was “We show this child we like it when he or she tries to learn as much as possible” (82.7%) and “...wants to learn new things” (82.2%).

Table 23

Frequencies and Percentages for Reinforcement

		Not at all true		A Little Bit True or Somewhat True		Often True to Mostly true		Completely True	
Items	<i>n</i>	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<hr/>									
We show this child <u>we</u> <u>like it</u> when he or she...									
...wants to learn new things.	342			7	2.0	54	15.8	281	82.2
...tries to learn as much as possible.	342			9	2.6	50	14.6	283	82.7
...has a good attitude about doing his or her homework.	341	1	0.3	15	4.4	53	15.5	272	79.8
...keeps working on homework even when he or she doesn't feel like it.	339	2	0.6	11	3.2	86	25.4	240	70.8
...asks the teacher for help.	342	4	1.2	15	4.4	86	25.1	237	69.3
...explains what he or she thinks to the teacher.	340	5	1.5	11	3.2	91	26.8	233	68.5
...explains to us what he or she thinks about school.	341	5	1.5	14	4.1	85	24.9	237	69.5

...works hard on homework.	338	0	0.0	14	4.1	82	24.3	242	71.6
...understands how to solve problems.	338	3	0.9	17	5.0	103	30.5	215	63.6
...sticks with a problem until he or she solves it.	339	5	1.5	25	7.4	105	31.0	204	60.2
...organizes his or her schoolwork.	339	6	1.8	23	6.8	84	24.8	226	66.7
...checks his or her work.	339	5	1.5	16	4.7	81	23.9	237	69.9
...finds new ways to do schoolwork when he or she gets stuck.	341	5	1.5	15	4.4	88	25.8	233	68.3

Parent Report of Instruction

This scale assessed the instructional practices of participants when helping their children with schoolwork. In Table 18 the ratings were combined for options 2 and 3 and for options 4 and 5. Overall, respondents were positive in regarding teaching their children during the current school year. The most frequent responses for “Completely True” included teaching the child “...to follow the instructions of the teacher” (83.3%), “...to ask questions when he or she doesn't understand something,” (83.1%) and “...to talk with the teacher when he or she has questions” (82.2%).

Table 24

Frequencies and Percentages for Parents as Instructors

Items	<i>n</i>	Not at all true		A Little Bit True or Somewhat True		Often True to Mostly True		Completely True	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
We teach this child...									
...to go at his or her own pace while doing schoolwork.	344	7	2.0	21	6.1	90	26.2	226	65.7
...to take a break from his or her work when he or she gets frustrated.	344	12	3.5	30	8.7	107	31.1	195	56.7
...how to check homework as he or she goes along.	344	5	1.5	26	7.6	110	32.0	203	59.0
...how to get along with others in his or her class.	344	3	0.9	21	6.1	85	24.7	235	68.3
...to follow the teacher's directions.	341			5	1.5	52	15.2	284	83.3
...ways to make his or her homework fun.	340	3	0.9	21	6.2	118	34.7	198	58.2
...how to find out more about things that interest him or her.	343	2	0.6	17	5.0	119	34.7	205	59.8

...to try the problems that help him or her learn the most.	343	3	0.9	14	4.1	96	28.0	230	67.1
...to have a good attitude about his or her homework.	343	1	0.3	10	2.9	84	24.5	248	72.3
...to keep trying when he or she gets stuck.	343	1	0.3	7	2.0	92	26.8	243	70.8
...to stick with his or her homework until he or she finishes it.	341	1	0.3	4	1.2	64	18.8	272	79.8
...to work hard.	341	1	0.3	3	0.9	67	19.6	270	79.2
...to talk with the teacher when he or she has questions.	342	1	0.3	2	0.6	58	17.0	281	82.2
...to ask questions when he or she doesn't understand something.	344	2	0.6	2	0.6	54	15.7	286	83.1
...to make sure he or she understands one part before going on to the next.	343	2	0.6	5	1.5	84	24.5	252	73.5

Total Scale Scores

Total scale scores for the Parent Involvement Project (PIP) Parent Questionnaire were calculated by adding the ratings for each item and dividing by the number of items within the scales. The means and standard deviations are displayed in Table 25, showing, reinforcement, instruction, modeling, and encouragement as the

highest scores and specific teacher demands as the lowest scores. Reinforcement from ($M = 5.53, SD = 0.74$), instruction from ($M = 5.53, SD = 0.63$), modeling scores from ($M = 5.52, SD = 0.66$), encouragement scores from ($M = 5.51, SD = 0.68$), specific teacher demands ($M = 3.61, SD = 1.40$). Figure 7 displays a bar graph of the mean scores.

Table 25

Means and Standard Deviations of PIP Scales

Scales	<i>n</i>	<i>M</i>	<i>SD</i>
Valence	343	5.27	0.99
Parent Role Beliefs	342	5.30	0.68
Parent Efficacy	344	4.23	1.07
General School Invitations	344	5.36	0.67
Specific Teacher Demands	343	3.61	1.40
Specific Child Demands	342	4.22	1.26
Knowledge, Skills, Time, and Energy	342	4.74	0.79
Home Involvement Activities	343	3.89	0.95
Encouragement	343	5.51	0.68
Modeling	341	5.52	0.66
Reinforcement	342	5.53	0.74
Instruction	344	5.53	0.63

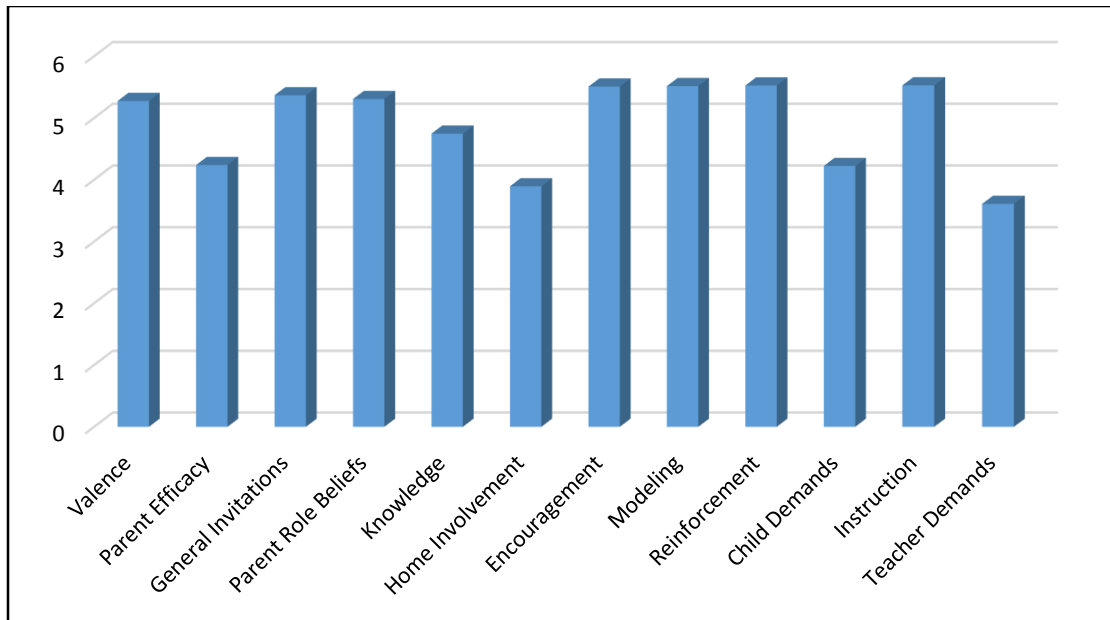


Figure 7. Parent involvement project means scores

Research Question #2: What are parents' future educational expectations for their children as measured by Kim et al. (2012)?

This research question investigated expectations for children's future educational attainment. Participants selected the response that best represented their expectation of how far their children will go in school with the following options: Won't finish high school (1), Will graduate from high school (2), Will go to vocational, trade, or business school (3), Will go to college (4), and Will go to graduate school (5). According to the data, 61.4% of the participants expected their elementary children to go to college, while another 30.1% anticipated that their children will go to graduate school. For further analyses, the lower categories were combined because of the small cell sizes. "Won't Finish High School" and "Will Graduate from High School" and

“Will Go to Vocational, Trade, or Business School” were combined to form a category named “Will Go to Vocational School or less.” “Will Go to Graduate School” was considered the reference category.

Table 26

Frequencies and Percentages of Parents' Expectations

Educational Attainment ($n = 352$)	f	%
Won't Finish High School	4	1.1
Will Graduate from High School	16	4.5
Will Go to Vocational, Trade, or Business School	10	2.8
Will Go to College	216	61.4
Will Go to Graduate School	106	30.1

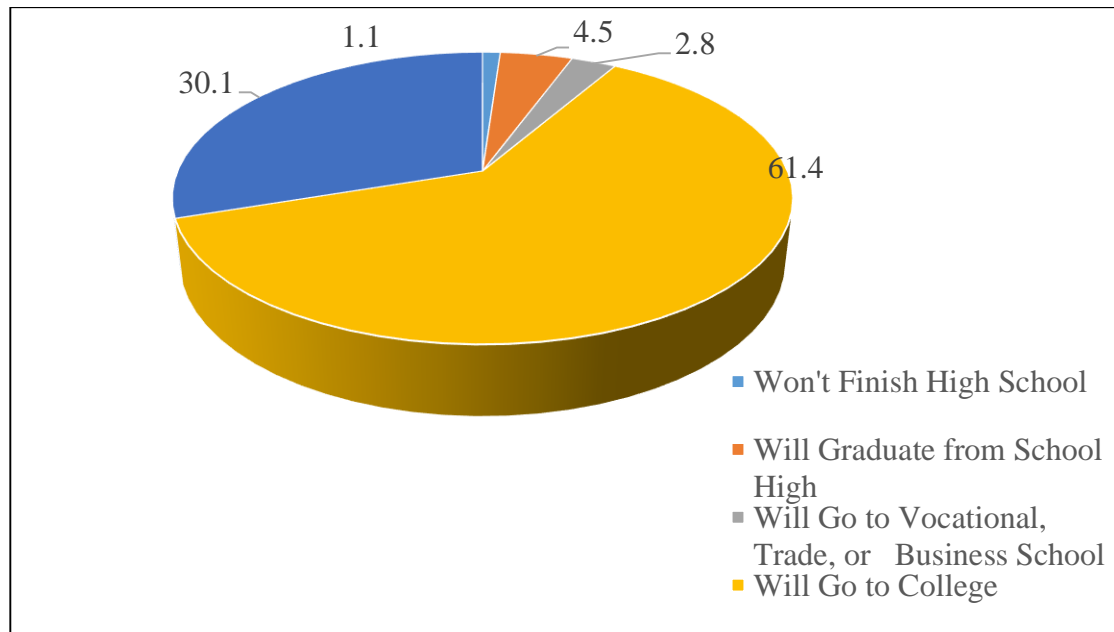


Figure 8. Parents' expectations

Research Question #3: Which factors best predict parents' future educational expectations for their children, when considering family demographic descriptors and scales of the Parent Questionnaire.

A multinomial logistic regression model is a type of logistic regression used when the outcome has more than two categories (Field, 2009). For this analysis, the outcome variable is parents' expectations with three levels: (a) less than vocational, trade, or business school, (b) will go to college, and (c) will go to graduate school. The multinomial logistic regression model was executed using parents' job, parents' work hours, parents' education, and family income as factors; and the questionnaire scales as covariates to predict the relationship between parents' expectations and valance, parents' role beliefs, parents' efficacy, general school invitations, specific teacher demands, specific child demands, parents' knowledge, skills, time, and energy, home involvement activities, encouragement, reinforcement, modeling, and instruction. A multiple linear regression was executed to test for multicollinearity and the value of the VIF was less than 2.13, determining that the multicollinearity assumption had been met and the tolerance level was adequate for the model.

The multinomial logistic regression model was found to be a significant fit for the data, $X^2(38) = 89.08, p < 0.001$. The Nagelkerke Pseudo R Square value was 0.324, implying that approximately 32.0% of the variance in parents' expectations was accounted by the model. The values O^b indicated that those parameters were set as zero, because the data was redundant.

The Parameter Estimate Table 27, shows the logistic coefficient (β), the standard error, Wald statistic, *df*, Sig. as well as the Exp(B) for each predictor variable in comparison with the outcome variable. “Will go to graduate school” is the reference category.

Table 27

Multinomial Logistic Regression

“Will Go to Graduate School”		Beta	Std.Error	Wald	Sig.	Exp(b)
Parent Expectations “Will Go Less Than Vocational, Trade, or Business School”	Intercept	5.330	4.826	1.219	.755	-
	Valance	-.290	.377	.591	.442	.749
	Parent Role Beliefs	-.217	.555	.154	.695	.805
	Parental Sense of Efficacy for Helping The Child Succeed	-.091	.291	.097	.755	.913
	Parental Perception of General Invitations to Involvement from the School	-.472	.430	1.208	.272	.624
	Parental Perceptions of Specific Invitations from the Teacher	-.511	.273	3.502	.633	.699
	Parental Perceptions of Specific Invitations from the Child	-.253	.282	.807	.369	.776
	Parent Perceptions of Personal Knowledge & Skills, Time & Energy	-.130	.551	.056	.813	.878
	Parent Report of Home and School based Involvement Activities	1.160	.481	5.819	.016	3.189
	Parent Report of Encouragement	-.996	.822	1.466	.226	.369
	Parent Report of Modeling	.625	.749	.696	.404	1.869
	Parent Report of Reinforcement	-.319	.853	.140	.709	.727
	Parent Report of Instruction	-.358	.750	.228	.633	.699
	Parent Work Hours Twenty or Less hours	.365	.733	.248	.619	1.440
	Parent Work Hours Twenty One Hours or More	0 ^b	-	-	-	-

Parent Expectations "Will Go to College"	Parent Education Less than High School	.529	.940	.316	.574	1.687
	Parent Education High School	1.390	.779	3.180	.075	4.013
	Parent Education Some College	-.515	.995	.267	.605	.598
	Parent Education College Degree	0 ^b	-	-	-	-
	Parent Job Skilled or Other Jobs	.489	.772	.402	.526	1.631
	Parent Job Public Service or Business	0 ^b	-	-	-	-
	Family Income Less than \$20,000	2.869	1.243	5.324	.021	17.616
	Family Income \$20,001 to \$40,000	2.385	1.239	3.703	.054	10.858
	Family Income Over \$40,001	0 ^b				
	Intercept	4.085	2.713	2.267	.132	-
	Valance	-.016	.202	.006	.936	.984
	Parent Role Beliefs	-.449	.326	1.892	.169	.638
	Parental Sense of Efficacy for Helping The Child Succeed	-.254	.147	2.986	.084	.775
	Parental Perception of General Invitations to Involvement from the School	.186	.268	.484	.487	1.205
	Parental Perceptions of Specific Invitations from the Teacher	-.014	.125	.013	.910	.986
	Parental Perceptions of Specific Invitations from the Child	.156	.145	1.158	.282	1.169
	Parent Perceptions of Personal Knowledge & Skills, Time & Energy	.266	.270	.966	.326	1.304
	Parent Report of Home and School based Involvement Activities	-.312	.219	2.034	.154	.732
	Parent Report of Encouragement	-.327	.453	.520	.471	.721
	Parent Report of Modeling	.022	.383	.003	.954	1.022
	Parent Report of Reinforcement	-.350	.443	.625	.429	.704
	Parent Report of Instruction	.201	.404	.246	.620	1.222
	Parent Work Hours Twenty or Less hours	-.051	.344	.022	.883	.950
	Parent Work Hours Twenty One Hours or More	0 ^b	-	-	-	-

Parent Education Less than High School	.797	.461	2.993	.084	2.220
Parent Education High School	1.030	.405	6.455	.011	2.801
Parent Education Some College	-.288	.409	.496	.481	.750
Parent Education College Degree	0 ^b	-	-	-	-
Parent Job Skilled or Other Jobs	.160	.346	.214	.644	1.174
Parent Job Public Service or Business	0 ^b	-	-	-	-
Family Income Less than \$20,000	.932	.436	4.579	.032	2.540
Family Income \$20,001 to \$40,000	.888	.411	4.669	.031	2.430
Family Income Over \$40,001	0 ^b	-	-	-	-

Multinomial logistic regression model for the impact of parents' expectations on "Will Go to Vocational School or less" and parents' expectations on "Will Go to College." The Multinomial logistic regression revealed that there were four variables in the model that were related to the odds of expectations either "Will Go to Vocational School or less" or "Will Go to College" as opposed to parents who expect that their elementary school children "Will Go to Graduate School." An analysis of the statistically significant ratios shown in Table 27 revealed that the parents who had more home involvement activities (Odds ratio = 3.189), and families whose income was less than \$20,000 were 17.62 time more likely to expect that their elementary school children "Will Go to Vocational School or less" than expecting that their children "Will Go to Graduate School."

In addition, those parents who had high school degrees (Odds ratio = 2.801), parents with a family income less than \$20,000 dollars (Odds ratio = 2.54), or families

whose income was between \$20,001 and \$40,000 (Odds ratio = 2.43) were more likely to expect their elementary school children “Will Go to College” than expecting their children “Will Go to Graduate School.”

The results of research question three partially confirmed the hypothesis in relation to the factor parents’ education, revealing that only those parents with high school education was a predictor for parental expectations for their children’s future academic attainment. However, parents with more education does reflect to be a significant factor to predict parental expectations. In addition, the four mechanisms factors measure by the PIP scale used by parents’ such as modeling, reinforcement, encouragement, and instruction, were not significant predictors of parents’ future expectations for their children’s.

Summary

This chapter outlined the demographics of the participants that included parents of elementary school children who volunteered to participate in this study. The data were reported from 355 participants using the Parent Involvement Project (PIP) Parent Questionnaire Hoover-Dempsey and Sandler (1995, 1997). The instrument measured parents’ perceptions of their involvement in their children’s education. Parents’ future educational expectations for their children was measured using a question develop by Kim et al. (2012). The findings described parents’ perceptions of their involvement, the mechanisms used by parents to support their children’s, and parents’ future educational expectations for their children. A multinomial regression analysis determined the best predictors for parents’ expectations for their children’s future academic attainment.

Results were presented through tables and figures showing that most of the parents who completed the questionnaire has positive perceptions of their involvement in their children's education.

CHAPTER V

DISCUSSION

Parental involvement in their children's education continues to be an important issue for teachers, school administrators, and policy makers. This study examined parental perceptions of their involvement, the mechanisms used by parents to support their children, and parents' expectations for their elementary school children's future educational attainment. The Family-School Partnership: Parent Involvement Project (PIP) Parent Questionnaire developed by Hoover-Dempsey and Sandler (1995, 1997) was the instrument utilized to measure perceptions of involvement. Parents' perceptions of their involvement variables which includes: Valence, Sense of Efficacy, Parent Perceptions of Specific Invitations to Involvement from the Teacher, Parent Perceptions of Specific Invitations to Involvement from the Child, Parent Perceptions of Personal Knowledge and Skills, Parent Perceptions of Personal Time and Energy, Parent Report of Home-Based Involvement Activities, Parent Report of School-Based Involvement Activities, Parent Report of Encouragement, Parent Report of Modeling, and Parent Report of Instruction. Parents' future educational expectations for their children was measured by a question developed by Kim et al. (2012) which served as a dependent variable.

Research supports that parental involvement is an important component in children's academic success (Epstein, 2005). This chapter consists of a summary of the

study and a discussion of the findings for each research question. In addition, this section presents the conclusions of the findings, limitations, and recommendations for professional practice, and recommendations for future research.

Overview of the Study

Hoover-Dempsey and Sandler (1995) indicated that parents' motivations to become involved in their children's education is influenced by parents' personal beliefs, school, teacher, and children's invitations for involvement, and the mechanisms used by parents to enhance and support their children's education. The study was designed to investigate parents' perceptions about their involvement in their children's education, the mechanisms of involvement, and parents' future academic expectations for their elementary school children. The theoretical framework included Bronfenbrenner's Bio-Ecological System Theory, Epstein's model of School-Family Partnerships, and Hoover-Dempsey's and Sandler's model of Parental Involvement.

Description of the Sample

The study was conducted in two elementary schools in a large, urban school district in North Texas during the 2016-2017 school year serving predominantly low-income families. Participants from the two schools of this study were predominantly Hispanic parents of students enrolled in Pre-Kindergarten through 5th grade. A majority of the 355 participants were mothers. Most of the respondents had less than a bachelor's degree.

Discussions of Findings

This section of the chapter presents the findings produced from the quantitative data gathered from the PIP questionnaire. The Hoover-Dempsey and Sandler (1995, 1997) model of parental involvement described parental motivation for becoming involved in their children's education. Each level described the factors that influence parents' decisions to become involved. This study focused on the first three levels of the Hoover-Dempsey and Sandler (1995, 1997) model. Level 1, parental involvement decisions, included parental role, self-efficacy, and opportunities for involvement. Level 2 was comprised of parents' knowledge, skills, time, energy, and specific invitations from the child and the teacher. Level 3 encompassed the mechanism used by parents that influenced children's school outcomes. In addition, the findings based on parents' expectations for their children's future educational attainment are presented. The best predictors for these expectations were explored.

Research Question One

What are parents' perceptions of involvement as measured by The Family-School Partnership: Parent Involvement Project Parent Questionnaire (Hoover-Dempsey & Sandler, 1995, 1997)?

The questionnaire was used to determine parents' perceptions of their own experiences in school, parents role beliefs, parent efficacy, general school invitations for involvement, specific teacher demands, specific child demands, parents' knowledge, skills, time and energy to help their children, involvement activities, and mechanisms

used by parents for their involvement, such as encouragement, modeling, reinforcement, and instruction. Each level of the model focused on parent's motivations, parent's choices of involvement, and the mechanisms or activities used by parents to become involved. The final goal of the parental involvement model is to impact student academic achievement (Hoover-Dempsey & Sandler, 1995, 1997). The PIP questionnaire consisted of twelve scales that were analyzed based on the participants' responses to each of the 109 items.

Valence. This scale described parents' attitudes and prior experiences when they were in school (Hoover-Dempsey & Sandler, 2005). The sample of parents in this study reported positive experiences when they were in school. The PIP results indicated that parents liked their school and that their teachers were nice to them and cared about them. Parents considered their overall experiences in school successful.

Parent role beliefs. Participants reported that they knew it was their responsibility to help their children when the children were working with homework, and to talk to them about their school day. Hoover-Dempsey and Sandler (1995, 1997) included this scale to consider parents' active participation as an important aspect of their children's academic success.

Parental sense of efficacy for helping the child succeed. Results showed that most parents agreed that they knew how to help their children to do well in school and they felt successful in their efforts to help their children. These findings were similar to

those of Hoover-Dempsey et al. (1992), where parents reported that with more involvement they knew how to help and support their children.

Parental perception of general invitations to involvement from the school.

The findings of this study revealed that the majority of parents reported that they were aware of school activities and issues concerning their children because the school contacted them. Hoover-Dempsey et al. (2005) indicated that creating an environment that welcomes parents influenced parents' motivations of involvement.

Parental perceptions of specific invitations from the teacher. Parents reported that teachers expected them to help their children with school related activities such as homework and to ask children about the school day. However, this study also found that some parents indicated their children's teachers never asked them to help out at school. As reported by Hoover- Dempsey et al. (2005), teachers' attitudes and invitations for parents play an important role in the parental decision to become involved.

Parental perceptions of specific invitations from the child. Responses from the PIP questionnaire revealed that parents reported that their children frequently asked them to supervise and help them with school related work. However, children less frequently asked parents to talk with their teachers. Hoover-Dempsey and Sandler (1995) found that children were excited to see their parents at school events. Responding to these invitations offers parents an advantage to know about their children's school day.

Parent perceptions of personal knowledge & skills, time, & energy. On this scale, parents indicated that they had the skills, knowledge, and energy to support their

children's academic development. However, some parents reported not having the time to help their children with school related work. Most parents in the sample reported working between six to 20 hours. As parents work more hours, they may have less time and energy to become involved in their children's education because of time constraints and job-related responsibilities. Green et al. (2007) reported that parents' work hours were negative predictors of involvement. They also reported low correlations between SES and involvement whereas other researchers noted that family income was a factor that influenced parental involvement (Cooper et al., 2010). The findings here revealed that income was a significant predictor of parental involvement in their children's education.

Parent report of home and school based involvement activities. Results from the PIP questionnaire disclosed a high percentage of parents participated in daily activities to support their children's education in areas such as supervising homework, reading with their child, and talking daily about their children school day. Green et al. (2007) stated that parental participation should be focused on areas such as home-based and school-based involvement activities. Some of the activities included in those areas are helping with their children with homework, preparing for tests, assisting with PTA meetings, and attending parent-teacher conferences.

Parent report of encouragement. Participants reported that they used encouragement strategies such as telling their children they can do well in school and they will learn new things and motivating them to go to school and do the best they can.

Parent report of modeling. The findings from this scale revealed that parents served as role models for their children by showing them how to do things in different ways to succeed. It has been established that parental involvement has high importance in their children's academic attainment (Sin-Sze Cheung & Pomerantz, 2012). Parental involvement influences the children's concepts of the importance of school. Children learn that parents value school and education when they see their parents helping with homework, doing volunteer work in school, and performing other involvement activities (Sin-Sze Cheung & Pomerantz, 2012).

Parent report of reinforcement. Results from the PIP questionnaire revealed that parents reported use of reinforcement strategies such as showing approval for their children to learn as much as they can, to work hard when doing homework, and to demonstrate positive attitudes. Hoover-Dempsey and Sandler (1995) indicated that parental involvement in school related activities provided children with a sense of how important school is to their parents. By utilizing reinforcement strategies, parents reward and praise their children, without taking away the children's self-motivation to learn and succeed (Hoover-Dempsey & Sandler, 1995; Sin-Sze Cheung & Pomerantz, 2012).

Parent report of instruction. By using instruction strategies parents engage in activities that enhance and support their children's cognitive development. The findings disclosed overall positive perceptions by parents of their role as their children's teacher or instructor. As stated by Hoover-Dempsey, Bassler, and Burow (1995), parents' involvement in their children's education in different ways may contribute to their

children's success in school. Although the strategies used by parents may differ, Hoover-Dempsey and Sandler (1997) suggests that the interaction between parents and children influenced children's school outcomes.

Research Question Two

What are parents' future educational expectations for their children as measured by a question by Kim, Sherraden, and Clancy (2012)?

Research question #2 examined parents' future educational expectations for their children. Participants' responses suggested that the majority of parents expected their elementary school children to go to college ($f = 61.4\%$) while an additional 30.1% expected their children to go to graduate school. This data suggested that parents were more likely to expect their children to complete a college degree. Contrasting the data with the participants' levels of education, the percentage of parents with some college or bachelor degree was 39.9%. Parents expressed high expectations for their children. Throughout this study, parents' responses indicated their high expectations for their children. It was demonstrated through their responses focused on encouragement, modeling, instructions, and reinforcement skills as visible support for their children. Those high expectations set by the parents were also apparent in parents' responses about their role beliefs in helping their children.

Research Question Three

Which factors best predict parents' future educational expectations for their children, when considering parents' demographic descriptors and scales of the Parent Questionnaire?

This research question examined parents' expectations by parents' hours per week at work, levels of education, family income, parental employment, and scales of the Parent Questionnaire. A multinomial logistic regression analysis was used to determine the best predictors among the demographic variables and the mean scores of the scales of the Parent Questionnaire. The data revealed that the best predictors for parent's expectations that their children will attend vocational, trade, business school or less are Home and School Based Involvement Activities and family income less than \$20,000. The best predictors of parents' expectations that their children will go to college were parents' completion of high school, family income less than \$20,000, and family income \$20,001 to \$40,000. This data explains that those parents whose income was less than \$20,000, and were involved in home and school, expected their children to attend vocational school or less while parents with higher income and high school education expected their children to go further in school. These results are consistent with research conducted by Davis-Kean (2005), indicating that parents' income and education are factors related to their children's academic achievement. This information provides an opportunity for educators and administrators to support parents in their efforts to guide their children and to set realistic expectations for academic achievement.

The following variables were not significant predictors: number of hours at work; parental employment; Parent Role Beliefs; Parental Sense of Efficacy for Helping The Child Succeed; Parental Perception of General Invitations to Involvement from the School; Parental Perceptions of Specific Invitations from the Teacher; Parental Perceptions of Specific Invitations from the Child; Parent Perceptions of Personal Knowledge & Skills, Time & Energy; Parent Report of Encouragement, Modeling, Reinforcement, and Instructions.

Conclusion

The purpose of this study was to investigate parents' perceptions about their involvement in their children's education, the areas where they were involved, and their future expectations for their children. This study used Hoover-Dempsey's and Sandler's (1995, 1997) model of parental involvement which consisted of the following: Valence; Role Beliefs; Parental Sense of Efficacy for Helping the Child Succeed; Parental Perception of General Invitations to Involvement from the School; Parental Perceptions of Specific Invitations from the Teacher; Parental Perceptions of Specific Invitations from the Child; Parent Perceptions of Personal Knowledge, Skills, Time, & Energy; Parent Report of Home and School based Involvement Activities; Parent Report of Encouragement, Modeling, Reinforcement, and Instruction. In addition, parents' future educational expectations for their children was determined by responses to a question derived from Kim et al. (2012).

The results of this study suggests that parents have positive perceptions of the importance of their participation in their children's education and high expectations for their children's future educational attainment. Based on parents' responses to the PIP, parents valued education and promoted positive attitudes toward school using involvement mechanism such as modeling, encouragement, instruction and reinforcement. In addition, parents' experiences when they were in school also led them to become involved. In addition, they reported using different strategies to help and support their children. The results indicated that parents' Parent Report of Home and School based Involvement Activities also contributed to parents' decisions to become involved in school. The data revealed that many parents had never attended PTA meeting, gone on class field trips, or helped in their children's school. Furthermore, some parents indicated that their children's teachers had never asked them to talk to the children about the school day or help in school. As a matter of fact, some parents indicated that their children have never asked them to help in school. Concerning parents' expectations for their children future academic success, the results revealed that home and school based involvement, parent education, and family income appeared to be the best predictors of parents' future expectations for their children's education.

Limitations

This study presented data regarding parents' perceptions of their involvement in their children' education and their future expectations for their children. The limitations identified in this study:

- (1) The study only examined the perceptions of parents in two public elementary schools in a large urban area in North Texas.
- (2) The data was based on self-reports from parents.
- (3) Most of the participants were Hispanic; however, the findings cannot be generalized to all Hispanics parents or other ethnicities.

Implications

The findings of this research study led to implications for parents and teachers concerning parental involvement and expectations for their children's future academic success. The study identified the following implications.

- (1) The high expectations that parents expressed for their elementary children's future educational attainment should be acknowledged and supported throughout the children's school years.
- (2) It is important for parents to become involved in their children's education, both at home and at school.
- (3) Parents should be encouraged to become involved in various activities based on their abilities, interests, and available time, energy, and knowledge.
- (4) School administrators and teachers should plan events that accommodate parents' schedules and work hours in order to promote increased levels of parental involvement.

- (5) Parents may be willing to providing modeling, encouragement, reinforcement, and instruction when provided with more tools and resources to support their children's education.

Recommendations

Recommendations for Parents

Parents are considered their children first teachers (Zeece, 2005). Parents have the responsibility of educating their children in terms of the values of their culture and the basic skills to succeed in life. For that reason, it is important that parents stay connected and assist their children through their different stages of development. Some recommendations for parents are:

- (1) Become a member of the PTA. Through their participation, they will be aware of different events and ways they can be actively involved in school.
- (2) Attend parent-teacher conferences. This provides an opportunity to speak to the teacher and gather information about their children performance and needs.
- (3) Serve as volunteers in school events, such as field days, career week, chaperones, etc.
- (4) Talk to other parents and create a support system.
- (5) Ask teachers for the goals and objectives of their children's respective grade level, in order for them to know what they children will be learning.
- (6) Communicate with teachers as needed, to know areas of need.
- (7) Continue to demonstrate the value of education for their children and to meeting their future goals.

(8) Set clear expectations and communicate those expectations to their children.

(9) Know the school expectations in order to help their children to succeed.

Recommendations for Teachers

Teachers work directly with children and parents to offer the academic and social skills needed for academic success (Calzada et al., 2015). Parents' responses in this study indicated that they felt welcome in their children's schools and teachers showed interest in talking to them about their children. With that in mind, it is important to continue and create more opportunities for parents and teachers to work together on behalf of all children. The following are recommendations for teachers.

(1) Encourage parents to become involved in school and home-based activities to support their children.

(2) Provide parents with resources and suggestions to help their children.

(3) Communicate actively, frequently, and positively with parents through email, phone calls, and flyers in the parent's language for them to understand what is needed from them.

(4) Make parents feel welcome and appreciated for their efforts to support their children.

(5) Communicate with parents in a positive way.

(6) Communicate clear expectations to parents in terms of areas in which they can support their children.

- (7) Acknowledge the efforts of parents to help with school based projects or activities.
- (8) Take the time to meet and know the children's parents and their needs.
- (9) Celebrate diversity and invite parents to become actively involved based on their time, knowledge, and skills.
- (10) Establish and communicate with parents regarding expectations for their children's school attainment in order to create a bridge between home and school expectations.
- (11) Promote, develop and create a classroom climate that reinforces the importance of completing school and going to college.

Future Research

Based on the findings of this study, future research should focus on parents', students', and teachers' relationships to promote better school outcome (Epstein, 2011). Parents' viewpoints should be taken into consideration during the decision making process to establish and improve relationships that will benefit children. Teachers' points of view regarding areas in which parents can support and enhance their children's academic success is vital to establish communication between children's homes and schools. Children's perspectives should be examined to establish the impact of parental involvement at home and in school in their academic success. The following are some suggested strategies for future research.

- (1) Select samples from other ethnicity groups that will provide a better understanding of parents' perceptions from diverse families.
- (2) Provide parents with opportunities to participate in focus groups to express their ideas, opinions, and concerns.
- (3) Invite children to express their viewpoints concerning parental involvement at home and at school.
- (4) Explore teachers' and administrators' attitudes concerning parental involvement.
- (5) Investigate children's expectations for their future academic attainment.

Summary

This study examined parents' perceptions of involvement, mechanism of involvement, and parents' future expectations for their children educational attainment. Parent Involvement Project questionnaire was used to understand parent's perceptions of their involvement and future expectations for their children. This chapter summarized the findings from each research question, limitations, implications, and recommendations parents, teachers and future research studies.

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APPENDIX A

Institutional Review Board (IRB) Approval Letter



Institutional Review Board
Office of Research and Sponsored Programs
P.O. Box 425619, Denton, TX 76204-5619
940-898-3378
email: IRB@twu.edu
<http://www.twu.edu/irb.html>

DATE: February 16, 2017

TO: Ms. Sandra Morales
Family Sciences

FROM: Institutional Review Board (IRB) - Denton

Re: *Approval for Parents' Perceptions of Their Involvement in Their Children's Education and Their Future Expectations (Protocol #: 19421)*

The above referenced study has been reviewed and approved by the Denton IRB (operating under FWA00000178) on 2/16/2017 using an expedited review procedure. This approval is valid for one year and expires on 2/16/2018. The IRB will send an email notification 45 days prior to the expiration date with instructions to extend or close the study. It is your responsibility to request an extension for the study if it is not yet complete, to close the protocol file when the study is complete, and to make certain that the study is not conducted beyond the expiration date.

If applicable, agency approval letters must be submitted to the IRB upon receipt prior to any data collection at that agency. A copy of the approved consent form with the IRB approval stamp is enclosed. Please use the consent form with the most recent approval date stamp when obtaining consent from your participants. A copy of the signed consent forms must be submitted with the request to close the study file at the completion of the study.

Any modifications to this study must be submitted for review to the IRB using the Modification Request Form. Additionally, the IRB must be notified immediately of any adverse events or unanticipated problems. All forms are located on the IRB website. If you have any questions, please contact the TWU IRB.

cc. Dr. Karen Petty, Family Sciences
Dr. Lin Moore, Family Sciences
Graduate School

APPENDIX B

Research Review Board (RRB) of the Dallas Independent School District

Michael Hinojosa
Superintendent of Schools



February 20, 2017

Mrs. Sandra Morales
Texas Women's University
P.O. Box 425769
Denton, TX 75204

RE: Parents Perceptions of Their Involvement in Their Children's Education and Their Future Expectations

Dear Mrs. Morales:

The Research Review Board (RRB) of the Dallas Independent School District (Dallas ISD) has reviewed and approved your proposal to conduct the above-referenced study. Based on the information provided, the committee concludes that the study serves a worthwhile purpose and will benefit the district.

It is our understanding that you have read and agreed to the terms described in the *Procedures and Policies for Conducting Extra-District Research in the Dallas Independent School District*. Please note that all school and district information, wherever applicable, should remain confidential within the limits of the law. In addition, any data collected from Dallas ISD may be used solely for the purposes of the approved study.

Approval by the RRB does not guarantee that any Dallas ISD department, school, or employee will comply with data requests for the study. If the study involves collection of primary data at a school or schools, the permission of the building principal(s) must be obtained separately from this approval.

Please provide the RRB with a copy of any data file constructed using Dallas ISD student or personnel information, and a copy of your final report, within 30 days following the completion of the study. In all future communications, please use the study's reference number (17-0101).

On behalf of the committee, I wish you the best of luck with your study.

Sincerely,

A handwritten signature in cursive script, reading "Larry Featherston", is positioned above the typed name and title.

Dr. Larry Featherston, Ph.D.
Chair, Research Review Board
Office of Applied Research
Department of Evaluation and Assessment
Dallas Independent School District

3700 Ross Ave.
Dallas, TX 75204
(972) 925-3700
www.dallasisd.org

APPENDIX C
Recruitment Flyer English/Spanish



PARTICIPANTS NEEDED FOR RESEARCH AT



We are looking for volunteers to take part in a dissertation research study focused on parents' perceptions of their involvement in their children's education and their future expectations.

Parents, Guardians, and Caregivers

As a participant in this study, you will be asked to:

- Sign a consent form to participate.
- Complete a questionnaire regarding parents' perceptions of their involvement in their children's education that will take 40 minutes.

For more information or to volunteer for this study, please contact:

Sandra Morales at smorales1@twu.edu

or

Dr. Lin Moore at lmoore@twu.edu



PLEASE NOTE: "There is a potential risk of loss of confidentiality in all email, downloading, and internet transactions."



SE NECESITAN PARTICIPANTES PARA INVESTIGACIÓN EN

Estamos buscando voluntarios para participar en un estudio de investigación doctoral el cual se centra en las percepciones de los padres sobre su participación en la educación de sus hijos (as) y sus expectativas del futuro académico de sus hijos (as).

Padres, tutores y/o encargados de niños en la

Como participante en este estudio, se le requerirá que:

- Firme el formulario de consentimiento para participar.
- Completar un cuestionario sobre las percepciones de los padres de su participación en la educación de sus hijos, que puede tomarle unos 40 minutos para contestarlo.

Para obtener más información o para ofrecerse como voluntario para este estudio, puede comunicarse con:

Sandra Morales al correo electrónico smorales1@twu.edu

o al

Dr. Lin Moore at lmoore@twu.edu



Por favor observe: “Existe un riesgo potencial de pérdida de la confidencialidad en todos los mensajes de correo electrónico, descarga y las transacciones a través de internet”.

APPENDIX D

Consent to Participate in Research English/Spanish

TEXAS WOMAN'S UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Title: Parents' Perceptions of Their Involvement in Their Children's Education and Their Future Expectations

Investigator: Sandra I. Morales smorales1@twu.edu
Advisor: Lin Moore, Ph.D.....lmoore@twu.edu 940-898-2210

Explanation and Purpose of the Research

You are being asked to participate in a research study for Mrs. Morales' dissertation at Texas Woman's University. The purpose of this study is to examine parents' perceptions of their roles, and expectations in their children's education. By identifying parents' perceptions, more informed decisions can be made by school personnel to develop various opportunities for involvement.

Description of Procedures

As a participant in this study you will be asked to spend approximately 40 minutes of your time in its completion. Remember that your participation in the study is purely voluntary and you can withdraw your participation at any time. Mrs. Morales will be available at the school in the mornings and afternoons at the drop-off and pick-up times to distribute and collect packets of materials. You can also ask questions of the researchers, even after hours via email.

Each packet will contain two copies of the consent form and The Family-School Partnership: Parent Involvement Project (PIP) Parent Questionnaire. You will be asked questions about how your children's school invites you to get involved, your role in your children's education, and how you help and support your children. As a participant you will be asked to complete the forms during your time at the school or at a place and time of your choosing. Questions and concerns will be handled on an individual basis, as needed. As a participant you will be instructed to keep one copy of the consent form and seal a signed copy in the letter size envelope along with the completed questionnaire in the packet.

Potential Risks

There is a potential of loss of confidentiality in all email, downloading, electronic, meetings, and internet transactions" (#3). No personal information will be identified by names of parents or children. Parents will be requested to return the questionnaire in a sealed envelope. E-mail messages from participants will be deleted immediately after responses are sent from the researcher. Confidentiality will be protected to the full extent allowable by law. The responses to the surveys will be secure in a locked filing cabinet. The locked cabinet will be located in the researcher's office of which she only has access.

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Texas Woman's University
Institutional Review Board
Approved: February 16, 2017

Initials
Page 1 of 2

Loss of anonymity. Anonymity cannot be guaranteed if parents complete the forms at the PTA meeting. Parents who decide to take the forms home and complete them at home can return them in a sealed envelope to minimize the risk of loss of anonymity. No names of parents or children will be used in the summary report. Findings will be aggregated by groups.

Loss of time. Parents can complete the questionnaire at home and return it to the school. If parents decide to complete the questionnaire in school they will take all the time they need to complete the survey. Reading the consent form and answering the questionnaire will take approximately 40 minutes.

Potential fatigue. You can take breaks. It is not necessary to complete the questionnaire in a specific amount of time.

There is a possibility of coercion for parents. Participants will be guaranteed that participation is voluntary and they can withdraw at any time. Participation or withdrawal will not affect the services received from the school. Neither the PTA nor the school are involved in the research in any way.

Embarrassment/ Emotional discomfort. For those parents who need help reading any of the documents assistance will be provided at a different time. Parents may contact the PI to request the assistance. A different date and time will be scheduled to help those parents who need assistance.

The researcher will try to prevent any problem that might happen because of this research. You should let the researchers know at once if there is a problem and they will try to help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are participating in this research.

Participation and Benefits

There are no direct benefits to you for participating. Withdrawal from participation will not in any way affect any services you and your child receive from [REDACTED]. A full report will be submitted to [REDACTED] and a summary made available to families and personnel at [REDACTED] Elementary and [REDACTED] Elementary school following the completion of the study by January, 2018.

Questions Regarding the Study

You will be given a copy of this signed and dated consent form to keep. If you have any questions about the research study you should ask the researchers; their email addresses and phone numbers are listed at the top of this form. If you have questions about your rights as a participant in this research or the way this study has been conducted, you may contact the Texas Woman's University Office of Research and Sponsored Programs at 940-898-3378 or via e-mail at IRB@twu.edu.

Signature of Participant

Date

Approved by the
Texas Woman's University
Institutional Review Board
Approved: February 16, 2017

Page 2 of 2

TEXAS WOMAN'S UNIVERSITY
CONSENTIMIENTO PARA PARTICIPAR EN INVESTIGACIÓN

Título: Percepciones de los padres de su participación en la educación de sus hijos y sus expectativas futuras.

Investigadora: Sandra I. Morales smorales1@twu.edu
Asesora: Lin Moore, Ph.D.lmoore@twu.edu 940-898-2210

Explicación y propósito de la investigación

Usted está invitado a participar en un estudio de investigación para la disertación doctoral de la Sra. Morales en la "Texas Woman's University." El propósito de este estudio es examinar las percepciones de los padres acerca de su rol y expectativas en la educación de sus hijos (as). Identificando las percepciones de la padres, el personal escolar podrá tomar mejores decisiones para desarrollar diferentes oportunidades para que los padres puedan involucrarse en la educación de sus hijos (as).

Descripción de los procedimientos

Como participante en este estudio, se le pedirá que complete un cuestionario que le tomará aproximadamente unos 40 minutos. Recuerde que su participación en el estudio es totalmente voluntaria y usted puede retirar su participación en cualquier momento. La Sra. Morales estará disponible en la escuela el área de dejar y levantar a los estudiantes durante la mañana y durante la tarde para distribuir y recoger los paquetes con los materiales relacionados al estudio. Usted también puede hacer preguntas a los investigadores, después de horas laborables a través del correo electrónico.

Cada paquete contiene dos copias del formulario de consentimiento, la Asociación "Family-School": Proyecto de Participación de Padres (PIP). Cuestionario de padres. El cuestionario consta de preguntas acerca de cómo la escuela de su hijo (a) lo invita a participar en eventos en la escuela, su rol en la educación de su hijo (a) y como usted puede ayudar y apoyar a su hijo (a).

Como participante se le pedirá que complete los formularios durante su tiempo en la escuela o en un lugar y a una hora de su elección. Sus preguntas y preocupaciones serán tratadas de manera individual, según sea necesario. Como participante, se le pedirá que guarde una copia del formulario de consentimiento y sellar una copia firmada en el sobre tamaño carta, junto con el cuestionario luego de completarlo.

Riesgos Potenciales

Existe un riesgo potencial de pérdida de la confidencialidad en todos los mensajes de correo electrónico, descarga electrónica, reuniones, y las transacciones por internet". Ninguna información personal será identificada, Los nombres de los padres o hijos no serán utilizados. Se

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Approved: February 16, 2017

Iniciales
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les pedirá a los padres que regresen el cuestionario en un sobre sellado. Los mensajes de correo electrónico de los participantes serán borrados inmediatamente después de que el investigador envíe la respuesta a las preguntas. La confidencialidad será protegida hasta el máximo grado permitido por la ley. Las respuestas a la encuesta serán guardadas en un archivo seguro. El archivo se mantendrá cerrado y estará ubicada en la oficina del investigador de la cual solo el investigador principal tiene acceso.

Pérdida de anonimato. El anonimato no puede ser garantizado si los padres completan los documentos durante la reunión del "PTA". Aquellos padres que decidan llevarse las formas para completarlas en la casa pueden regresarlas en el sobre sellado que se le ha provisto para reducir el riesgo de perder el anonimato. Ni los nombres de los padres o de los niños serán utilizados en el resumen. Los resultados serán agregados por grupos.

La pérdida de tiempo. Los padres pueden completar el cuestionario en casa y devolverlo a la escuela. Si los padres deciden completar el cuestionario en la escuela, pueden utilizar todo el tiempo necesario para completar la encuesta. Leer el formulario de consentimiento y contestar el cuestionario le llevará aproximadamente 40 minutos.

Riego potencial de fatiga. Usted puede tomar descansos. No es necesario completar el cuestionario en una cantidad de tiempo específica.

Existe una posibilidad de coacción para los padres. Los participantes tendrán la garantía de que la participación es voluntaria y pueden retirarse en cualquier momento. Su participación o retirada del estudio no afectará los servicios recibidos en la escuela. Ni el PTA ni la escuela están involucradas en la investigación.

Vergüenza/ malestar emocional. Para aquellos padres que necesitan ayuda para leer cualquiera de los documentos se ofrecerá asistencia en un momento diferente. Los padres pueden ponerse en contacto con la PI para solicitar la asistencia. Una fecha y hora diferente será programada para ayudar a aquellos padres que necesitan asistencia.

El investigador tratará de evitar cualquier problema que pueda ocurrir debido a esta investigación. Usted debe dejarle saber a los investigadores inmediatamente si hay un problema y este tratará de ayudarlo. Sin embargo, la TWU no proporciona servicios médicos o de asistencia financiera por las lesiones que podría suscitarse debido a su participación en esta investigación.

Participación y Beneficios

No hay beneficios directo por su participación. El retiro de su participación no afectará en modo alguno cualquier servicio que usted y su hijo reciba del Distrito Escolar Independiente de [REDACTED]. Un informe completo será presentado al [REDACTED] y un resumen estará disponible para las

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Texas Woman's University
Institutional Review Board
Approved: February 16, 2017

Iniciales
Página 2 de 3

familias y el personal de la escuela primaria [REDACTED] y de la escuela primaria [REDACTED] tras la finalización del estudio en enero de 2018.

Preguntas Sobre el Estudio

Se le dará una copia de este formulario de consentimiento firmado y fechado para sus expedientes. Si usted tiene alguna pregunta acerca del estudio de investigación usted debe dirigir sus preguntas a los investigadores; su dirección de correo electrónico y el número de teléfono se encuentran en la parte superior de este formulario. Si usted tiene preguntas acerca de sus derechos como participante en esta investigación o la manera en que este estudio se ha realizado, puede ponerse en contacto con la "Texas Woman's University" a la Oficina de Investigación y Programas Patrocinados al número 940-898-3378 o a través del siguiente correo electrónico IRB@twu.edu

Firma del Participante

Fecha

Página 3 de 3

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Texas Woman's University
Institutional Review Board
Approved: February 16, 2017

APPENDIX E

Permission to Use Tools

-  [Home](#)
-  [Papers](#)
-  [Scale Descriptions](#)
-  [Current Research](#)
-  [Links](#)
-  [Model](#)
-  [Lab Members](#)

The Family-School Partnership Lab

Statement of Use

We thank you for your interest in our research. On behalf of Kathy Hoover-Dempsey and Howard Sandler, you have permission to use and/or modify any of these scales. We ask that you cite the following:

Hoover-Dempsey, K.V., & Sandler, H.M. (2005). *Final Performance Report for OERI Grant # R305T010673: The Social Context of Parental Involvement: A Path to Enhanced Achievement*. Presented to Project Monitor, Institute of Education Sciences, U.S. Department of Education, March 22, 2005. ([click here to view](#))

If you use any of the scales at Level 1 in the model-based graphic (including [Parental Role Construction](#) , [Parental Efficacy](#) , [General School Invitations](#) , [Specific School Invitations](#) , [Specific Child Invitations](#) , [Time and Energy](#) , [Knowledge and Skills](#)), please cite also:

Walker, J. M., Wilkins, A. S., Dallaire, J., Sandler, H. M., & Hoover-Dempsey, K. V. (2005). Parental involvement: Model revision through scale development. *Elementary School Journal*, 106(2); 85-104.
[\[click here to view pdf\]](#)

If you use the [Parent Efficacy for Helping Children Succeed in School](#), please cite also

Hoover-Dempsey, K. V., Bassler, O. C., & Brissie, J. S. (1992). Explorations in parent-school relations. *Journal of Educational Research*, 85 (5), 287-294.
[\[click here to view pdf\]](#)

If you use either the [Teacher Self-Efficacy for Teaching](#) scale or the [Teacher Perceptions of Parent Efficacy for Helping Children Succeed in School](#) scale, please also cite:

Hoover-Dempsey, K. V., Bassler, O. C., & Brissie, J. S. (1992). Explorations in parent-school relations. *Journal of Educational Research*, 85 (5), 287-294.
[\[click here to view pdf\]](#)

Hoover-Dempsey, K.V., Walker, J.M.T., Jones, K.P., & Reed, R.P. (2002). Teachers Involving Parents (TIP): An in-service teacher education program for enhancing parental involvement. *Teaching and Teacher Education*, 18 (7), 843-467.
[\[click here to view .doc\]](#)

We wish you all the best with your research and encourage you to send us your findings.

APPENDIX F

Permission to Use Graphics



IP Granting Department

303 2nd St., Suite S500, San Francisco, CA 94107-1373
Phone: 800-730-2214
Email: permissionrequest@cengage.com
Web: www.cengage.com/permissions

Request # 396909

06/29/2017

Sandra I Morales
Texas Women University
4902 Prosperous Ln
Sachse, TX 75048 United States

Thank you for your interest in the following Cengage, or one of its respective subsidiaries, divisions or affiliates (collectively, "Cengage") material.

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Author(s): Rathus ISBN: 9781305861862 (1305861868)
Publisher: South-Western Year: 2017
Specific material: Figure 1.4 The Contexts of Human Development page 23
Total pages: 1

For use by:
Name: Sandra Morales
School/University/Company:
Course title/number: Dissertation
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Sincerely,

Sheila Harris
Rights and Permissions Editor



Center on School, Family, and Community Partnerships

Johns Hopkins University • 2701 North Charles Street, Suite 300 • Baltimore MD 21218

TEL: 410-516-8800 • FAX: 410-516-8890 • nnps@jhu.edu

May 8, 2017

To: Sandra Morales

From: Joyce L. Epstein, Ph.D.

Re: Permission to use:

- Figure 2.1. Overlapping Spheres of Influence of Family, School, and Community on Children's Learning (External Structure of Theoretical Model). Epstein, J. L. (2011). *School, family and community partnerships: Preparing educators and improving schools*. 2nd edition. Boulder, CO: Westview Press.
- Figure 2.2. Overlapping Spheres of Influence of Family, School, and Community on Children's Learning (Internal Structure of Theoretical Model). Epstein, J. L. (2011). *School, family and community partnerships: Preparing educators and improving schools*. 2nd edition. Boulder, CO: Westview Press.

This letter grants you permission to use, adapt, translate, or reprint the figures noted above in your dissertation study.

We ask only that you include appropriate references to the figures and author in the text and bibliography of your reports and publications.

Best of luck with your project.



Sandra Morales <sandramorale@gmail.com>

to Kathleen, howard.sandler ▾

📧 May 3



Dr. Hoover-Dempsey:

My name is Sandra Morales, a student at Texas Woman's University. As part of my research project I'm using some of your work and I need your authorization to be able to use some graphs on my dissertation.

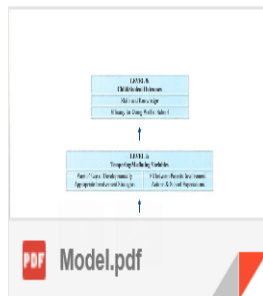
I'm attaching the graphic that I was planning on using with your approval.

If you allows me to use it, I may need a statement from you with your approval.

Thank you in advance.

Sandra Morales

[972-310-1988](tel:972-310-1988)

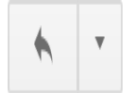




Hoover-Dempsey, Kathleen V <kathy.hoover-dempsey@vanderbilt.edu>

to me ▾

📧 Jun 4 ☆



Dean Sandra,

My many apologies for a late response. I retired from Vanderbilt in August 2013 after 40 years doing teaching and researching that I loved, and at this point I'm checking VU email less frequently than I used to.

The graphic that you sent is indeed reflective in part of our evolving model of the parental involvement/engagement process, though it does reflect primarily those that we developed around 2011-2012. I'm very glad to approve your use of our earlier model in your dissertation, but it may be good to indicate in your dissertation (and other forthcoming publications) that this is drawn from one of the models we developed earlier in our work.

In any event, I wish you all the best in completing your dissertation and in your on-going career!

Sincerely,

Kathy Hoover-Dempsey, Ph.D.
Professor Emerita, Psychology & Human Development
Peabody College of Vanderbilt University
Nashville, TN 37203

APPENDIX G

The National Institute of Health (NIH) Certification



APPENDIX H

Questionnaires English/Spanish

Parent Involvement Project (PIP)

Parent Questionnaire

People have different feelings about school. Please circle the number on each line below that best describes your feelings about your school experiences When You Were A Student.

1. My school:	disliked 1	2	3	4	5	liked 6
2. My teachers:	were mean 1	2	3	4	5	Were nice 6
3. My teachers:	ignored me 1	2	3	4	5	cared about me 6
4. My school experience:	bad 1	2	3	4	5	good 6
5. I felt like:	an outsider 1	2	3	4	5	I belonged 6
6. My overall experience:	failure 1	2	3	4	5	success 6

Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement.

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agreed very strongly
7. I know how to help my child do well in school.	1	2	3	4	5	6
8. I don't know if I'm getting through to my child.	1	2	3	4	5	6
9. I don't know how to help my child make good grades in school.	1	2	3	4	5	6
10. I feel successful about my efforts to help my child learn.	1	2	3	4	5	6
11. I don't know how to help my child learn.	1	2	3	4	5	6

Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement.

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agreed very strongly
12. Teachers at this school are interested and cooperative when they discuss my child.	1	2	3	4	5	6
13. I feel welcome at this school.	1	2	3	4	5	6

Please indicate HOW OFTEN the following have happened SINCE THE BEGINNING OF THIS SCHOOL YEAR?

	Never	1 or 2 times this year	4 or 5 times this year	Once a week	a few times a week	daily
14. My child's teacher asked me or expected me to help my child with homework.	1	2	3	4	5	6
15. My child's teacher asked me to talk with my child about the school day.	1	2	3	4	5	6
16. My child's teacher asked me to attend a special event at school.	1	2	3	4	5	6
17. My child's teacher asked me to help out at the school.	1	2	3	4	5	6
18. My child's teacher contacted me (for example, send a note, phoned, e-mailed).	1	2	3	4	5	6

Parents have many different beliefs about their level of responsibility in their children's education. Please respond to the following statements by indicating the degree to which you believe you are responsible for the following.

I believe it's my responsibility to...	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agreed very strongly
19. ... <u>volunteer</u> at the school.	1	2	3	4	5	6
20. ... <u>communicate</u> with my child's teacher regularly.	1	2	3	4	5	6
21. ... <u>help</u> my child with homework.	1	2	3	4	5	6
22. ... <u>make</u> sure the school has what it needs.	1	2	3	4	5	6
23. ... <u>support</u> decisions made by the teacher.	1	2	3	4	5	6
24. ... <u>stay</u> on top of things at school.	1	2	3	4	5	6
25. ... <u>explain</u> tough assignments to my child.	1	2	3	4	5	6
26. ... <u>talk</u> with other parents from my child's school.	1	2	3	4	5	6
27. ... <u>make</u> the school better.	1	2	3	4	5	6
28. ... <u>talk</u> with my child about the school day.	1	2	3	4	5	6

Dear Parent, please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about THE CURRENT SCHOOL YEAR as you consider each statement.

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agreed very strongly
29. I know about special events at school.	1	2	3	4	5	6
30. I have enough time and energy to help out at my child's school.	1	2	3	4	5	6
31. I know enough about the subjects of my child's homework to help him or her.	1	2	3	4	5	6
32. I have enough time and energy to communicate effectively with my child's teacher.	1	2	3	4	5	6
33. I have enough time and energy to attend special events at school.	1	2	3	4	5	6
34. I know how to supervise my child's homework.	1	2	3	4	5	6
35. I know about volunteering opportunities at my child's school.	1	2	3	4	5	6
36. I know how to explain things to my child about his or her homework.	1	2	3	4	5	6
37. I have enough time and energy to help my child with homework.	1	2	3	4	5	6
38. I have the skills to help out at my child's school.	1	2	3	4	5	6
39. I have enough time and energy to supervise my child's homework.	1	2	3	4	5	6

Parents and families do many different things when they are involved in their children's education. We would like to know how often you have done the following SINCE THE BEGINNING OF THE SCHOOL YEAR.

Someone in this family...	Never	1 or 2 times this year	4 or 5 times this year	Once a week	a few times a week	daily
40. ... <u>talks</u> with this child about the school day.	1	2	3	4	5	6
41. ... <u>supervises</u> this child's homework.	1	2	3	4	5	6
42. ... <u>helps</u> out at this child's school.	1	2	3	4	5	6
43. ... <u>attends</u> special events at school.	1	2	3	4	5	6
44. ... <u>helps</u> this child study for tests.	1	2	3	4	5	6
45. ... <u>volunteers</u> to go on class field trips.	1	2	3	4	5	6
46. ... <u>attends</u> PTA meetings.	1	2	3	4	5	6
47. ... <u>practices</u> spelling, math or other skills with this child.	1	2	3	4	5	6
48. ... <u>reads</u> with this child.	1	2	3	4	5	6
49. ... <u>goes</u> to the school's open-house.	1	2	3	4	5	6

Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement.

	Disagree very strongly	Disagree	Disagree just a little	Agree just a little	Agree	Agreed very strongly
50. Parent activities are scheduled at this school so that I can attend.	1	2	3	4	5	6
51. This school lets me know about meetings and special school events.	1	2	3	4	5	6
52. This school's staff contacts me promptly about any problems involving my child.	1	2	3	4	5	6
53. The teachers at this school keep me informed about my child's progress in school.	1	2	3	4	5	6

Parents and families do many different things when they help their children with schoolwork. We would like to know how true the following things are for you and your family when you help your child with schoolwork. Please think about the current school year as you read and respond to each item.

We encourage this child...	Not at all true	A little bit true	Somewhat true	Often true	Mostly true	Completely true
54. ... <u>when</u> he or she doesn't feel like doing schoolwork.	1	2	3	4	5	6
55. ... <u>when</u> he or she has trouble organizing schoolwork.	1	2	3	4	5	6
56. ... <u>to</u> try new ways to do schoolwork when he or she is having a hard time.	1	2	3	4	5	6
57. ... <u>to</u> be aware of how he or she is doing with schoolwork.	1	2	3	4	5	6
58. ... <u>to</u> develop an interest in schoolwork.	1	2	3	4	5	6
59. ... <u>to</u> look for more information about school subjects.	1	2	3	4	5	6

Parents and families do many different things when they help their children with schoolwork. We would like to know how true the following things are for you and your family when you help your child with schoolwork. Please think about the current school year as you read and respond to each item.

We encourage this child...	Not at all true	A little bit true	Somewhat true	Often true	Mostly true	Completely true
60. ... to stick with a problem until he or she solves it.	1	2	3	4	5	6
61. ... to believe that he or she can do well.	1	2	3	4	5	6
62. ... to believe that he or she can learn new things.	1	2	3	4	5	6
63. ... to ask other people for help when a problem is hard.	1	2	3	4	5	6
64. ... to follow the teacher's directions.	1	2	3	4	5	6
65. ... to explain what he or she thinks to the teacher.	1	2	3	4	5	6
66. ... when he or she has trouble doing schoolwork.	1	2	3	4	5	6

Parents and families do many different things when they help their children with schoolwork. We would like to know how true the following things are for you and your family when you help your child with schoolwork. Please think about the current school year as you read and respond to each item.

We show this child that we...	Not at all true	A little bit true	Somewhat true	Often true	Mostly true	Completely true
67. ... like to learn new things.	1	2	3	4	5	6
68. ... know how to solve problems.	1	2	3	4	5	6
69. ... enjoy figuring things out.	1	2	3	4	5	6
70. ... do not give up when things get hard.	1	2	3	4	5	6
71. ... ask others for help when a problem is hard to solve.	1	2	3	4	5	6
72. ... can explain what we think to others.	1	2	3	4	5	6
73. ... can learn new things.	1	2	3	4	5	6
74. ... want to learn as much as possible.	1	2	3	4	5	6
75. ... like to solve problems.	1	2	3	4	5	6
76. ... try different ways to solve a problem when things get hard.	1	2	3	4	5	6

We show this child we like it when he or she...	Not at all true	A little bit true	Somewhat true	Often true	Mostly true	Completely true
77. ... wants to learn new things.	1	2	3	4	5	6
78. ... tries to learn as much as possible.	1	2	3	4	5	6
79. ... has a good attitude about doing his or her homework.	1	2	3	4	5	6
80. ... keeps working on homework even when he or she doesn't feel like it.	1	2	3	4	5	6
81. ... asks the teacher for help.	1	2	3	4	5	6
82. ... explains what he or she thinks to the teacher.	1	2	3	4	5	6
83. ... explains to us what he or she thinks about school.	1	2	3	4	5	6
84. ... works hard on homework.	1	2	3	4	5	6
85. ... understands how to solve problems.	1	2	3	4	5	6
86. ... sticks with a problem until he or she solves it.	1	2	3	4	5	6
87. ... organizes his or her schoolwork.	1	2	3	4	5	6
88. ... checks his or her work.	1	2	3	4	5	6
89. ... finds new ways to do schoolwork when he or she gets stuck.	1	2	3	4	5	6

Dear Parent, please indicate HOW OFTEN the following have happened SINCE THE BEGINNING OF THIS SCHOOL YEAR?

	Never	1 or 2 times this year	4 or 5 times this year	Once a week	a few times a week	daily
90. My child asked me to help explain something about his or her homework.	1	2	3	4	5	6
91. My child asked me to supervise his or her homework.	1	2	3	4	5	6
92. My child asked me to attend a special event at school.	1	2	3	4	5	6
93. My child asked me to help out at the school.	1	2	3	4	5	6
94. My child asked me to talk with his or her teacher.	1	2	3	4	5	6

Parents and families do many different things when they help their children with schoolwork. We would like to know how true the following things are *for you and your family* when you help your child with schoolwork. Please think about the *current school year* as you read and respond to each item.

We teach this child ...	Not at all true	A little bit true	Somewhat true	Often true	Mostly true	Completely true
95. ...to go at his or her own pace while doing schoolwork.	1	2	3	4	5	6
96. ...to take a break from his or her work when he or she gets frustrated.	1	2	3	4	5	6
97. ...how to check homework as he or she goes along.	1	2	3	4	5	6
98. ...how to get along with others in his or her class.	1	2	3	4	5	6
99. ...to follow the teacher's directions.	1	2	3	4	5	6
100. ...ways to make his or her homework fun.	1	2	3	4	5	6
101. ...how to find out more about things that interest him or her.	1	2	3	4	5	6
102. ...to try the problems that help him or her learn the most.	1	2	3	4	5	6
103. ...to have a good attitude about his or her homework.	1	2	3	4	5	6
104. ...to keep trying when he or she gets stuck.	1	2	3	4	5	6
105. ...to stick with his or her homework until he or she finishes it.	1	2	3	4	5	6
106. ...to work hard.	1	2	3	4	5	6
107. ...to talk with the teacher when he or she has questions.	1	2	3	4	5	6
108. ...to ask questions when he or she doesn't understand something.	1	2	3	4	5	6
109. ...to make sure he or she understands one part before going on to the next.	1	2	3	4	5	6

We understand that the following information may be of a sensitive nature. We ask for this information because it helps us describe the range of families in our total group. Please bubble the response for each item that best describes you and your family.

<p>1. Your Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male</p> <p>2. How far in school do you think your child will go?</p> <p><input type="checkbox"/> Won't finish high school.</p> <p><input type="checkbox"/> Will graduate from high school.</p> <p><input type="checkbox"/> Will go to vocational, trade, or business school.</p> <p><input type="checkbox"/> Will go to college.</p> <p><input type="checkbox"/> Will go to graduate school.</p> <p>3. Please choose the job that best describes yours (please choose only one):</p> <p><input type="checkbox"/> Unemployed, retired, student, disabled</p> <p><input type="checkbox"/> Labor, custodial, maintenance</p> <p><input type="checkbox"/> Warehouse, factory worker, construction</p> <p><input type="checkbox"/> Driver (taxi, truck, bus, delivery)</p> <p><input type="checkbox"/> Food services, restaurant</p> <p><input type="checkbox"/> Skilled Craftsman (plumber, electrician, etc.)</p> <p><input type="checkbox"/> Retail sales, clerical, customer service</p> <p><input type="checkbox"/> Service technician (appliances, computers, cars)</p> <p><input type="checkbox"/> Bookkeeping, accounting, related administrative</p> <p><input type="checkbox"/> Singer/musician/writer/artist</p> <p><input type="checkbox"/> Real Estate/Insurance Sales</p> <p><input type="checkbox"/> Social services, public service, related governmental</p> <p><input type="checkbox"/> Teacher, nurse</p> <p><input type="checkbox"/> Professional, executive</p> <p>4. On average, how many hours per week do you work?</p> <p><input type="checkbox"/> 0-5 <input type="checkbox"/> 21-40</p> <p><input type="checkbox"/> 6-20 <input type="checkbox"/> 41 or more</p> <p>5. Your level of education (please check highest level completed):</p> <p><input type="checkbox"/> less than high school <input type="checkbox"/> bachelor's degree</p> <p><input type="checkbox"/> high school or GED <input type="checkbox"/> some graduate work</p> <p><input type="checkbox"/> some college, 2-year <input type="checkbox"/> master's degree</p> <p><input type="checkbox"/> college or vocational <input type="checkbox"/> doctoral degree</p>	<p>6. Please choose the job that best describes your spouse or partner's:</p> <p><input type="checkbox"/> No Spouse or Partner</p> <p><input type="checkbox"/> Unemployed, retired, student, disabled</p> <p><input type="checkbox"/> Labor, custodial, maintenance</p> <p><input type="checkbox"/> Warehouse, factory worker, construction</p> <p><input type="checkbox"/> Driver (taxi, truck, bus, delivery)</p> <p><input type="checkbox"/> Food services, restaurant</p> <p><input type="checkbox"/> Skilled Craftsman (plumber, electrician, etc.)</p> <p><input type="checkbox"/> Retail sales, clerical, customer service</p> <p><input type="checkbox"/> Service technician (appliances, computers, cars)</p> <p><input type="checkbox"/> Bookkeeping, accounting, related administrative</p> <p><input type="checkbox"/> Singer/musician/writer/artist</p> <p><input type="checkbox"/> Real Estate/Insurance Sales</p> <p><input type="checkbox"/> Social services, public service, related governmental</p> <p><input type="checkbox"/> Teacher, nurse</p> <p><input type="checkbox"/> Professional, executive</p> <p>7. Your spouse or partner's level of education (please check highest level completed):</p> <p><input type="checkbox"/> less than high school <input type="checkbox"/> some graduate work</p> <p><input type="checkbox"/> high school or GED <input type="checkbox"/> bachelor's degree</p> <p><input type="checkbox"/> some college, 2-year <input type="checkbox"/> master's degree</p> <p><input type="checkbox"/> college or vocational <input type="checkbox"/> doctoral degree</p> <p>8. On average, how many hours per week does your spouse or partner work?</p> <p><input type="checkbox"/> 0-5 <input type="checkbox"/> 21-40</p> <p><input type="checkbox"/> 6-20 <input type="checkbox"/> 41 or more</p> <p>9. Family income per year (check one):</p> <p><input type="checkbox"/> less than \$5,000</p> <p><input type="checkbox"/> \$5,100-\$10,000</p> <p><input type="checkbox"/> \$10,001-\$20,000</p> <p><input type="checkbox"/> \$20,001-\$30,000</p> <p><input type="checkbox"/> \$30,001-\$40,000</p> <p><input type="checkbox"/> \$40,001-\$50,000</p> <p><input type="checkbox"/> over \$50,001</p> <p>10. How many children (under the age of 19) <u>live</u> in your home?</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6 or more</p>
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11. Your Race/Ethnicity:

- ☐ Asian/Asian-American
- ☐ Black/African-American
- ☐ Hispanic/Hispanic-American
- ☐ White/Caucasian
- ☐ Other

12. Choose one of your children when responding this question:

Gender		Grade Level
Female	Male	

13. Whose your relationship with the children for whom your answering this questionnaire:

	Mother
	Father
	Grandmother
	Grandfather
	Guardian
	Sister
	Brother

Proyecto de Familias en Compromiso (PIP)

Cuestionario para Padres de Familia

Las personas tienen diferentes sentimientos acerca de su escuela. **Por favor marque con un círculo su respuesta que describa su sentimiento acerca de su experiencia escolar. CUANDO USTED ERA ESTUDIANTE.**

1. Mi escuela:	no me gustaba 1	2	3	4	5	me gustaba 6
2. Mis maestros:	fueron malos 1	2	3	4	5	fueron buenos 6
3. Mis maestros:	me ignoraron 1	2	3	4	5	se preocuparon por mí 6
4. Mi experiencia escolar:	malo 1	2	3	4	5	bueno 6
5. Yo me sentía como:	un extraño 1	2	3	4	5	confortable 6
6. Mi final experiencia escolar fue:	fracaso 1	2	3	4	5	éxito 6

Por favor indique que tanto esta usted de ACUERDO o NO con cada una de las preguntas. Por favor piensen el presente año escolar al contestar cada pregunta.

	En total desacuerdo	Desacuerdo	Poco desacuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
7. Yo sé como ayudar a mi hijo(a) para que progrese en la escuela.	1	2	3	4	5	6
8. No sé si estoy teniendo una buena comunicación con mi hijo(a).	1	2	3	4	5	6
9. Yo no sé como ayudar mi hijo (a) sacar buenas calificaciones en la escuela.	1	2	3	4	5	6
10. Estoy complacido (a) con los esfuerzos que hago para ayudar a mi hijo (a) en aprender.	1	2	3	4	5	6
11. Yo no sé como ayudar mi hijo (a) aprender.	1	2	3	4	5	6
12. Los maestros de la escuela se interesan y cooperan cuando ellos hablan acerca de mi hijo (a).	1	2	3	4	5	6
13. Yo me siento comfortable en la escuela.	1	2	3	4	5	6

Estimados padres, por favor indique que tan seguido se ha comprometido con las siguientes conductas por lo que va DEL PRESENTE AÑO ESCOLAR.

	Nunca	Una vez hasta ahora	Una vez al mes	Una vez cada 2 semanas	Una vez a la semana	A diario
14. El maestro de mi hijo(a) me pregunta o espera que ayude a mi hijo(a) con las tareas.	1	2	3	4	5	6
15. El maestro de mi hijo(a) me pide que hable con mi hijo(a) acerca del día escolar.	1	2	3	4	5	6
16. El maestro de mi hijo(a) me pidió que asistiera a un evento especial en la escuela.	1	2	3	4	5	6
17. El maestro de mi hijo(a) me pidió que ayudara en la escuela.	1	2	3	4	5	6
18. El maestro de mi hijo(a) se comunica conmigo (por ejemplo: envía notas, por teléfono o correo electrónico).	1	2	3	4	5	6

Por favor continúe en la siguiente página

Padres de familia tienen diferentes ideas acerca del límite y responsabilidad en la educación de sus hijos. Por favor responda a las siguientes preguntas, indicando el nivel de acuerdo o no de las siguientes prácticas.

Yo creo que es mi responsabilidad que yo...	En total desacuerdo	Desacuerdo	Poco desacuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
19. ...sea voluntario(a) en la escuela.	1	2	3	4	5	6
20. ...comunicarme con el maestro de mi hijo(a) regularmente.	1	2	3	4	5	6
21. ...ayudar a mi hijo(a) con la tarea.	1	2	3	4	5	6
22. ...asegurarme que la escuela tenga lo que necesita.	1	2	3	4	5	6
23. ...apoyar las decisiones que tome el maestro(a).	1	2	3	4	5	6
24. ...estar pendiente de situaciones que pasen en la escuela.	1	2	3	4	5	6
25. ...explicar tareas difíciles a mi hijo(a).	1	2	3	4	5	6
26. ...hablar con otros padres de familia de la escuela.	1	2	3	4	5	6
27. ...hacer que la escuela mejore.	1	2	3	4	5	6
28. ...hablar con mi hijo(a) acerca del día escolar.	1	2	3	4	5	6

Estimados padres, por favor indique que tan seguido se ha comprometido con las siguientes conductas por lo que va DEL PRESENTE AÑO ESCOLAR.

	En total desacuerdo	Desacuerdo	Poco desacuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
29. Estoy informado(a) acerca de eventos especiales en la escuela.	1	2	3	4	5	6
30. Yo tengo suficiente tiempo y energía para ayudar a la escuela de mi hijo(a).	1	2	3	4	5	6
31. Yo tengo los suficientes conocimientos para poder ayudar con las tareas de mi hijo(a).	1	2	3	4	5	6
32. Yo tengo suficiente tiempo y energía para ayudar a la escuela de mi hijo(a).	1	2	3	4	5	6
33. Yo tengo suficiente tiempo y energía para asistir a eventos especiales en la escuela.	1	2	3	4	5	6
34. Yo sé como supervisar las tareas de mi hijo(a).	1	2	3	4	5	6
35. Yo sé acerca de oportunidades para ser voluntario(a) en la escuela de mi hijo(a).	1	2	3	4	5	6
36. Yo sé como explicar las tareas a mi hijo(a).	1	2	3	4	5	6
37. Yo tengo suficiente tiempo y energía para ayudar a mi hijo(a) con sus tareas.	1	2	3	4	5	6
38. Yo tengo las habilidades para ayudar a la escuela de mi hijo(a).	1	2	3	4	5	6
39. Yo tengo suficiente tiempo y energía para supervisar las tareas de mi hijo (a).	1	2	3	4	5	6

Por favor continúe en la siguiente página

Padres y familiares hacen diferentes cosas para ayudar con la educación de sus hijos. Estimados padres, por favor indique que tan seguido se ha comprometido con las siguientes conductas por lo que va DEL PRESENTE AÑO ESCOLAR.

Alguien en la familia...	Nunca	Una vez hasta ahora	Una vez al mes	Una vez cada 2 semanas	Una vez a la semana	A diario
40. ...habla con el niño(a) acerca del año escolar.	1	2	3	4	5	6
41. ...superviza las tareas del niño(a).	1	2	3	4	5	6
42. ...ayuda en la escuela.	1	2	3	4	5	6
43. ...atiende eventos especiales.	1	2	3	4	5	6
44. ...ayuda al niño(a) a estudiar para el exámen.	1	2	3	4	5	6
45. ...es voluntario(a) en paseos escolares.	1	2	3	4	5	6
46. ...atiende a las juntas de PTA.	1	2	3	4	5	6
47. ...practica matemáticas, ortografía y otras materias con el estudiante.	1	2	3	4	5	6
48. ...lee con el niño(a).	1	2	3	4	5	6
49. ...asiste a "open house" en la escuela.	1	2	3	4	5	6

Estimados padres, por favor indique que tan seguido se ha comprometido con las siguientes conductas por lo que va DEL PRESENTE AÑO ESCOLAR.

	En total desacuerdo	Desacuerdo	Poco desacuerdo	Poco en acuerdo	Acuerdo	En total acuerdo
50. Las actividades para padres de familia se llevan a cabo en la escuela para que podamos atender.	1	2	3	4	5	6
51. La escuela me deja saber acerca de eventos especiales y juntas.	1	2	3	4	5	6
52. El personal de la escuela hace contacto conmigo por cualquier problema con mi hijo(a).	1	2	3	4	5	6
53. Los maestros de la escuela me mantienen informado(a) acerca del progreso académico de mi hijo(a).	1	2	3	4	5	6

Padres y familiares hacen diferentes cosas para ayudar con la educación de sus hijos. Nos gustaría saber que tan verdaderas son las siguientes preguntas para usted y sus familiares. Piense en el presente año escolar en cada pregunta y respuesta.

Nosotros animamos al niño(a) cuando:	Falso	un poco verdadero	algo verdadero	Varias verdadero	Mayoría verdadero	Verdadero
54. ...cuando él/ella no tienen ganas de hacer la tarea.	1	2	3	4	5	6
55. ...cuando él/ella tiene problemas en organizar sus tareas.	1	2	3	4	5	6
56. ...buscar nuevas maneras para que él/ella hagan su tarea.	1	2	3	4	5	6
57. ...estar pendiente de como hacen sus tareas.	1	2	3	4	5	6

Por favor continúe en la siguiente página

Nosotros animamos al niño(a) cuando:	Falso	un poco verdadero	algo verdadero	Varias verdadero	Mayoría verdadero	Verdadero
58....desarrollar interés en tareas escolares.	1	2	3	4	5	6
58. buscar más información acerca de las materias escolares	1	2	3	4	5	6
60. ...que no deje sin terminar un problema.	1	2	3	4	5	6
61. ...creer que él/ella pueden hacerlo bien.	1	2	3	4	5	6
62. ...creer que él/ella pueden aprender nuevas cosas.	1	2	3	4	5	6
63. ...buscar ayuda cuando el problema es difícil.	1	2	3	4	5	6
64. ...cumplir con las instrucciones del maestro (a)	1	2	3	4	5	6
65. ...explicar que es lo que él/ella piensa de su maestro(a).	1	2	3	4	5	6
66. ...cuando él/ella tienen problemas en hacer tareas.	1	2	3	4	5	6

Padres y familiares hacen diferentes cosas para ayudar con la educación de sus hijos. Nos gustaría saber que tan verdaderas son las siguientes preguntas para usted y sus familiares. Piense en el presente año escolar en cada pregunta y respuesta.

Nosotros mostramos al niño(a) que nosotros:	Falso	un poco verdadero	algo verdadero	Varias verdadero	Mayoría verdadero	Verdadero
67. ...nos gusta aprender nuevas cosas.	1	2	3	4	5	6
68. ...sabemos como resolver problemas.	1	2	3	4	5	6
69. ...disfrutamos tratando en resolver algo.	1	2	3	4	5	6
70. ...no vencerse cuando la situación es difícil.	1	2	3	4	5	6
71. ...pedir ayuda a otros, cuando el problema es difícil.	1	2	3	4	5	6
72. ...que podemos explicar lo que pensamos de otras personas.	1	2	3	4	5	6
73. ...podemos aprender nuevas cosas.	1	2	3	4	5	6
74. ...deseamos aprender todo lo que podamos.	1	2	3	4	5	6
75. ...nos gusta resolver problemas.	1	2	3	4	5	6
76. ...tratar diferentes maneras de resolver un problema cuando es difícil.	1	2	3	4	5	6

Por favor continúe en la siguiente página

Nosotros apreciamos cuando el niño(a):	Falso	un poco verdadero	algo verdadero	Varias verdadero	Mayoría verdadero	Verdadero
77. ...quiere aprender cosas nuevas.	1	2	3	4	5	6
78. ...trata de aprender todo lo que puede.	1	2	3	4	5	6
79. ...tiene una actitud positiva cuando hace sus tareas.	1	2	3	4	5	6
80. ...continúa trabajando en su tarea, aunque él/ella no tenga ganas.	1	2	3	4	5	6
81. ...pregunta a su maestro (a) por ayuda.	1	2	3	4	5	6
82. ...explica que es lo que piensa de su maestro (a).	1	2	3	4	5	6
83. ...nos explica que es lo que piensa de su escuela.	1	2	3	4	5	6
84. ...trabaja muy bien en sus tareas.	1	2	3	4	5	6
85. ...entiende como resolver problemas.	1	2	3	4	5	6
86. ...no deja un problema hasta que lo termina.	1	2	3	4	5	6
87. ...organiza sus tareas.	1	2	3	4	5	6
88. ...reviza sus tareas.	1	2	3	4	5	6
89. ...encuentra nuevas formas en hacer sus tareas, cuando se ve en problemas.	1	2	3	4	5	6

Estimados padres, por favor indique que tan seguido se ha comprometido con las siguientes conductas por lo que va DEL PRESENTE AÑO ESCOLAR.

	Nunca	Una vez hasta ahora	Una vez al mes	Una vez cada 2 semanas	Una vez a la semana	A diario
90. Mi hijo(a) me pide ayuda cuando no entiende su tarea.	1	2	3	4	5	6
91. Mi hijo(a) me pide que supervise sus tareas.	1	2	3	4	5	6
92. Mi hijo(a) me pide que atienda algún evento especial en la escuela.	1	2	3	4	5	6
93. Mi hijo(a) me pide que ayude a la escuela.	1	2	3	4	5	6
94. Mi hijo(a) me pide que hable con sus maestros.	1	2	3	4	5	6

Por favor continúe en la siguiente página

Padres y familiares hacen diferentes cosas para ayudar con la educación de sus hijos. Nos gustaría saber que tan verdaderas son las siguientes preguntas para usted y sus familiares. Pense en el presente año escolar en cada pregunta y respuesta.

Nosotros le enseñamos al niño(a) que:	Falso	un poco verdadero	algo verdadero	Varias verdadero	Mayoría verdadero	Verdadero
95. ...que haga su tarea en paz y en el lugar indicado.	1	2	3	4	5	6
96. ...que tome un descanso cuando él/ella se sienta cansado(a) o molesto(a).	1	2	3	4	5	6
97. ...como revizar su tarea en el momento de estar haciendola.	1	2	3	4	5	6
98. ...como relacionarse con sus compañeros de clase.	1	2	3	4	5	6
99. ...seguir las instrucciones de su maestro (a).	1	2	3	4	5	6
100. ...maneras de hacer sus tareas divertidas.	1	2	3	4	5	6
101. ...como encontrar más información en actividades que le interesan.	1	2	3	4	5	6
102. ...ayudarle con sus problemas para que aprenda más.	1	2	3	4	5	6
103. ...que tenga una actitud positiva en relación con sus tareas.	1	2	3	4	5	6
104. ...que continúe tratando de resolver un problema.	1	2	3	4	5	6
105. ...que termine su tarea completamente.	1	2	3	4	5	6
106. ...que trabaje duro.	1	2	3	4	5	6
107. ...que hable con su maestro(a) cuando él/ella tenga alguna pregunta.	1	2	3	4	5	6
108. ...que haga preguntas cuando él/ella no entienda algo.	1	2	3	4	5	6
109. ...que esté seguro(a) que entienda desde el principio, para que pueda continuar adelante.	1	2	3	4	5	6

Por favor continúe en la siguiente página

Nosotros entendemos que las siguientes preguntas son de carácter sensitivo. Hacemos estas preguntas para identificar el total del grupo familiar. Por favor señale la respuesta que más lo describa a usted y su pareja.

1. Su género: ☐ Femenino ☐ Masculino
2. ¿Cuán lejos en la escuela usted piensa que su hijo(a) puede llegar?
☐ no terminará la escuela secundaria.
☐ se graduará de la escuela secundaria.
☐ irá a un programa vocacional, comercial, o escuela de negocios.
☐ irá a la universidad.
☐ irá a la escuela graduada.
3. Por favor seleccione el **empleo que mejor describa su trabajo** (por favor escoja uno solamente):
☐ Desempleado, jubilado, estudiante, deshabilitado
☐ Obrero, conserje, mantenimiento
☐ Empleado de almacén, fábrica, construcción
☐ Chofer (taxi, trailer, autobus, entregas)
☐ Servicio de comida, restaurante
☐ Habilidades especiales (plomero, electricista, etc)
☐ Empleado de ventas, recepcionista, servicio al cliente
☐ Servicio técnico (electrodomésticos, computadoras, automóviles)
☐ Contabilidad, servicios administrativos
☐ Cantante/músico/escritor/artista
☐ Agente de Bienes Raíces/Venta de Seguros
☐ Servicios sociales, servicio público, relacionado con el gobierno
☐ Maestro(a), enfermero(a)
☐ Profesional, ejecutivo
4. ¿En promedio, **cuántas horas al día usted trabaja?**
☐ 0-5 ☐ 21-40
☐ 6-20 ☐ 41 o más
5. **Su nivel de educación** (por favor marque el **grado más alto** que completó):
☐ Menos de secundaria
☐ Secundaria o "GED"
☐ Algunos cursos universitarios, Universidad de 2 años o escuela vocacional
☐ Bachillerato
☐ Algunos cursos postgraduados
☐ Licenciatura Superior (**Maestría**)
☐ Doctor en Filosofía y Letras/ Ciencias
6. Por favor escoja el **trabajo u oficio** que mejor describa el trabajo de **su esposo(a) o pareja**:
☐ No Esposa(o), o pareja
☐ Desempleado, jubilado, estudiante, deshabilitado
☐ Obrero, conserje, mantenimiento
☐ Empleado de almacén, fábrica, construcción
☐ Chofer (taxi, trailer, autobus, entrega)
☐ Servicio de comida, restaurante
☐ Habilidades especiales (plomero, electricista, etc)
☐ Empleado de ventas, recepcionista, servicio al cliente
☐ Servicio técnico (electrodomésticos, computadoras, automóviles)
☐ Contabilidad, servicios administrativos
☐ Cantante/músico/escritor/artista
☐ Agente de Bienes Raíces/Venta de Seguros
☐ Servicios sociales, servicio público, relacionado con el gobierno
☐ Maestro(a), enfermero(a)
☐ Profesional, ejecutivo
7. **Nivel educativo que su esposo(a) o pareja completó:** (por favor marque el **grado más alto** que completó):
☐ Menos de secundaria
☐ Secundaria o GED
☐ Algunos cursos universitarios , Universidad de 2 años o escuela vocacional
☐ Bachillerato
☐ Algunos cursos postgraduados
☐ Licenciatura Superior (**Maestría**)
☐ Doctor en Filosofía y Letras/ Ciencias
8. ¿En un promedio, **cuántas horas al día su esposo(a) o pareja trabaja?**
☐ 0-5 ☐ 21-40
☐ 6-20 ☐ 41 o más

9. Ingreso familiar por un año (marque uno):

- ☐ menos de \$5,000
☐ \$5,100 - \$10,000
☐ \$10,001-\$20,000
☐ \$20,001-\$30,000
☐ \$30,001-\$40,000
☐ \$40,001-\$50,000
☐ más de \$50,001

10. ¿Cuántos hijos(as) menores (de 19 años) viven en su hogar?

- ☐ 1 ☐ 4
☐ 2 ☐ 5
☐ 3 ☐ 6 o más

11. Su raza/grupo étnico:

- ☐ Asiático/Asiático Americano
☐ Negro/Americano Africano
☐ Hispano/Hispano-Americano
☐ Blanco/Caucásico
☐ Otro

12. Piense en solo uno de sus hijos (as) cuando conteste esta pregunta:

Género		Grado
Femenina	Masculino	

13. ¿Cuál es su relación con el niño (a) para quien usted esta contestando este cuestionario:

	Mamá
	Papá
	Abuela
	Abuelo
	Encargado (a)
	Hermana
	Hermano

APPENDIX I
Curriculum Vitae

Curriculum Vitae

Sandra I. Morales-Acosta, Ph.D.
sandramorale@gmail.com

Education

Bachelor of Education	University of Puerto Rico	1991
Master of Counseling	<u>Interamerican University</u>	1998
Master of Educational Leadership	<u>Turabo University</u>	2005
Doctoral Candidate/ Early Child Development	Texas Woman's University	2017

Dissertation

Parents' Perceptions of Their Involvement in Their Children's Education and Their Future Expectations (Graduation, December, 2017)

Teaching Experience

Texas Woman's University

17FA FS3403 Concepts of Early Childhood

SUAGM Dallas University System

SU17 EDUC 173	Educational Psychology
SU17 PSY 123	General Psychology
16SP EDUC 518	Counseling for Children & Adolescents
16SU EDUC 580	<u>Evolutive Psychology</u> : Human Growth & Development

Richland Community College

EDUC 1300 Learning Frameworks
Adjunct Professor

Dallas Independent School District, Dallas, TX

Teacher

Relevant Work Experience

Dallas Independent School District, Dallas, Texas
Counselor

Texas Woman's University, Denton, TX

Federation of North Texas Universities
Graduate Assistant

Puerto Rico Department of Education, Yabucoa, PR

School Administrator

Employment

Texas Woman's University / Denton, TX Adjunct Instructor	2017
Richland Community College /Dallas, X	2015 – Present
Dallas Independent School District /Dallas, TX Counselor / Teacher	2006 – Present
Ana G. Mendez University System (SUAGM) /Dallas, TX Adjunct Instructor	2016 - 2017

Publications

Morales, S. (2014). Guii-Guii. Review of Children's Book. *Current Issues and Best Practices in Early Childhood Education*, 1, 77.

Presentations

Morales, S., Summers, S. & Lema, J. *Sculpting Play: Creating 3-Dimensional Sculptures with Storytelling*. 12th Annual Conference at Billy Martin Jr. Memorial Symposium, May, 2017, Commerce, Texas.

Moore L. *Developing Friendships through Reading with Preschool Children*. SECA. The Whole Child In Harmony, February 11, 2016, Tulsa, OK.

Morales, S. & Moore L. *Developing Friendships through Reading with Preschool Children*. SECA. The Whole Child In Harmony, February 11, 2016, Tulsa, OK.

Morales, S. & Moore, L. *Will You Be My Friend? Examining Portrayals in Books for Preschool Children*. 11th Annual Conference at Billy Martin Jr. Memorial Symposium, May, 2015, Commerce, Texas.

Moore, L. Morales, S. *A Cross-Cultural Study of Children's Friendships Portrayed in Books for Preschoolers in Taiwan, Thailand, and United States*. Association for Childhood Education International, March 4, 2015, Washington, DC.

Morales, S., Charles, M., & Brown, R. *Self-Regulation*. 9th Annual Conference at Billy Martin Jr. Memorial Symposium, May, 2012, Commerce, Texas.

Organizational Memberships

Association of Children International (ACEI)

National Association for Education of Young Children (NAEYC)

Southern Early Childhood Association (SECA)

Texas Counseling Association (TCA)