

ATTITUDE AND ACHIEVEMENT: A STUDY OF PARENT AND STUDENT ATTITUDES
TOWARDS EDUCATION AND THEIR EFFECTS ON ACHIEVEMENT

A Thesis by

Karen June Henning

Bachelor of Science, Pittsburg State University, 2009

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The following faculty members have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirement for the degree of Master of Arts in Teaching, with a major in Early Childhood Unified.

Kimberly McDowell, Committee Chair

Jeri Carroll, Committee Member

Catherine Bohn-Gettler, Committee Member

ABSTRACT

The purpose of this research is to determine if there is a correlation between parents' and their third grade students' attitudes towards education and if these attitudes and beliefs affect student motivation and academic achievement. A review of the current literature examines parental involvement in four sections: what parental involvement looks like, the benefits of parental involvement, factors affecting parental involvement and why parental involvement is important for schools. The literature also examines students' attitudes and motivation towards education and discusses types of motivation, causes of motivation and the timing of the student's life at which motivation can be studied. To conduct the research, surveys were given to parents and students in the third grade of an urban elementary school in a large Midwestern city to determine if there was a correlation between parental beliefs and attitudes about involvement and students' attitude and motivation. Student achievement data was gathered from the program used by the school for progress monitoring.

Results indicate that parental decisions to be involved are statistically related to invitations from school, role construction, and self-efficacy. Additionally, results indicated that achievement data are positively correlated with role construction and invitations from the child. Findings are discussed and compared to research in which the current study supports and refutes. Limitations to the study, future research, and classroom implications are also discussed.

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LIST OF ABBREVIATIONS

AIMS	Achievement Improvement Monitoring System
AYP	Adequate Yearly Progress
CBM	Curriculum Based Measure
ELL	English Language Learner
EST	Ecological Systems Theory
GED	General Education Development
IQ	Intelligence Quotient
IRB	Institutional Review Board
PIP	Parent Involvement Project
PTA	Parent Teacher Association
R-CBM	Curriculum Based Measure of Oral Reading Fluency
SAAS	Student Academic Attitude Survey
SES	Social Economic Status

CHAPTER ONE

INTRODUCTION

In today's world, education is an important aspect of a child's life. While getting an education, it is important that children have the support they need both in the classroom and at home. Uri Bronfenbrenner's Ecological Systems Theory (1989) can be applied to this idea of supporting students in both the school and the home environment. Bronfenbrenner's Ecological Systems Theory (1989) focuses on the individual and the environments they experience. Attention is also given to the people in the developing person's immediate environment and how they affect it. Bronfenbrenner names four different systems that affect a developing person. These systems are the microsystem, mesosystem, exosystem and macrosystem. He begins with the immediate environment (microsystem), and then expands out to encompass the culture in which the child is living (macrosystem).

The microsystem consists of the activities, roles, face-to-face relationships and the most immediate settings the child experiences. These include the child's home, school, or peer group. Bronfenbrenner (1989) also discusses the idea that "each member in the microsystem influences every other member" (p. 239). For example, a child's parents are in their immediate home environment, so they have an effect on one another. This idea is of importance in the current study.

The mesosystem focuses on the links between the child's microsystems. For example, the relationship between home and school would be considered a mesosystem. This can otherwise be known as a "system of microsystems" (Bronfenbrenner, 1989, p. 227). In the current study, parental involvement as related to achievement in the school setting would be an example of a relationship between microsystems.

The exosystem consists of the relationships between a child's immediate environment and another setting not experienced by the child directly but still affecting him (Bronfenbrenner, 1989). For example, the relationship between the child's home environment and the parent's work environment would be considered part of the exosystem. A parent's work schedule can have an effect on the time they can give to their child at home with tasks such as helping with homework, reading with them, or taking them to community resources such as the public library. The relationship between school and the parent's work environment would be another example. In the current study, parents are asked about the types of involvement they have participated in and barriers to involvement when it comes to their child's school. The inability to leave work would have a negative effect on a parent's ability to become involved at the school during the day.

Finally, the macrosystem takes into consideration the culture and the characteristics of a child's culture such as the lifestyle, values, or resources in which the child is living (Bronfenbrenner, 1989). Suizzo, Jackson, Pahlke, Marroquin, Blondeau, and Martinez (2012) define cultural models as "the interrelated ideologies, values, goals, and strategies shared by members of a community and passed on through generations" (p. 535). In regards to education, culture can have a high influence on the amount of involvement a parent shows.

The role of parental support in a child's education is of critical importance. When parents have positive attitudes and beliefs about school, it reflects upon their children, no matter the level of the parent's involvement (McNeal, 2012). Whether a parent is highly involved in school activities or helpful with homework at home, this shows their children they value education. Being involved in the child's school and helping with homework are some examples of how parents can be supportive. Another example would be that parents simply have a

conversation with their child in which they can convey the importance of education (McNeal, 2012).

The timing of positive parental involvement and support in a child's schooling is important as well. According to a study by Englund, Luckner, Whaley, and Egeland (2004), parental involvement may have a larger impact on younger children than older children. This indicates the importance of parents being supportive, from the very beginning, of their child's education. Although parental involvement is important for all ages, it appears to have the greatest impact when it is initiated during a child's younger years.

A child being successful in school is not completely determined by the amount of support they receive from parents. Many individual factors are related to a student's academic achievement, each of which are interrelated (Quilliams & Beran, 2009). Student motivation and attitude towards education are of particular importance to the current study. When students are motivated by their parents or teacher, for example, they will be "encouraged to work hard in the role of student, they are more likely to do their best to learn to read, write, calculate, and learn other skills and talents, and to remain in school" (Epstein, 1995, p. 702). According to Quilliams and Beran (2009), children who have positive attitudes towards school and learning and are supported by their parents generally have higher academic achievement. This demonstrates the importance of students developing a positive attitude towards school and the role their parents can play in this developmental process.

The goal of this study is to examine the correlation between parental attitude towards and involvement in education and their third grade student's attitudes towards education. This study will also examine the academic achievement of the students participating in this study and determine if correlations exist between the parents' and children's attitudes towards education

and academic achievement. It has been found that more research needs to be done on younger children's motivation (Broussard and Garrison, 2004), so this project will help in fulfilling that need.

CHAPTER TWO

LITERATURE REVIEW

In the current study, parental attitude towards education and involvement is compared to their child's attitude and motivation towards school. The term "attitude" can be defined as "an opinion that includes an evaluative and an emotional component" (Aronson, 2008, p. 114). In regards to the current study, this term refers to the way parents feel or think about the importance of being involved with their child's schooling, whether it is at the school or home level, and how these feelings or ways of thinking affect the amount and types of involvement the parent participates in. At the student level, "attitude" refers to the way the student feels or thinks when they are in school, about how they as an individual perform in school, and how they feel about learning.

Parental Attitudes Towards Education

One aspect addressed in this study is the impact of parental involvement and belief in education and school. A review of the current literature has provided many examples of why this is important and how students' achievement and beliefs in schools can be affected. In this section, parental involvement will be explained and examples of parental involvement in regards to education will be given. Benefits of parental involvement, factors affecting parental involvement and why schools need parents to be involved will be reviewed as well.

Explanation of Parental Involvement

Larocque, Kleiman, and Darling (2011) describe parental involvement as family involvement, defining it as "parents' or caregivers' investment in the education of their children"

(p. 116). Another way of defining this term would be “the ways that parents support their children’s educational experiences and academic achievement” (Suizzo, et al., 2012, p. 534). Being involved in their children’s education can be embodied in a number of ways and on multiple levels. Some parents are highly involved at the school level, i.e. volunteering in the classroom or school, chaperoning field trips or events, and communicating regularly with the teacher. Others may be involved more at the home level rather than the school level, helping with homework or providing time set aside each day for their child to do their homework, but not volunteering or communicating frequently with the school and its staff.

Epstein (1995) describes six types of involvement in which schools can encourage parents to participate. Parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community are areas she suggests schools focus on. Schools can use these focus areas to design parent involvement programs or activities that are tailored towards their school’s needs.

Similar to Epstein’s six types of involvement, the National Standards for Family-School Partnerships (National Parent Teacher Association [PTA], n.d.) are a set of six standards schools can use to develop partnerships with the families they serve. These standards include 1.) Welcoming all families into the school community, 2.) Communicating effectively, 3.) Supporting student success, 4.) Speaking up for every child, 5.) Sharing power, and 6.) Collaborating with community (National PTA, n.d.).

When comparing Epstein’s six types of involvement and the National PTA Standards, we can see the similarities between the two sets. Both stress the importance of the adults in the students’ lives (parents and teachers) to do their best in creating continuity between home and school and making students feel supported. Epstein (1995) stated “As support from school,

family, and community accumulates, significantly more students feel secure and cared for, understand the goals of education, work to achieve their full potential, build positive attitudes and school behaviors, and stay in school” (p. 703).

Benefits of Parental Involvement

Parental involvement has many benefits. One benefit is that parents can show their children they believe school is important when they get involved (Cheung & Pomerantz, 2012). Parental involvement also promotes the importance of doing well in school and this can lead to a discussion of future academic goals for the child (Quilliams & Beran, 2009). For example, a parent who reads with their first grade child every night is promoting the importance of reading, which is the foundation for much school success. During these times every evening, the parent can open up a discussion with their child about what their goals are for the future and talk about how they can achieve them. These discussions can continue throughout the child’s school career and would become highly important once the student reaches high school and is making college or career decisions.

The literature also supports the idea that parental involvement affects students’ academic achievement. Quilliams and Beran (2009) found that the more parents are involved in the school and actively promote learning at home, the higher the student’s grades. In the same study, when children’s perceptions were considered, those who perceived that their parents had positive attitudes towards education and took interest in the school had higher achievement. In a study focusing on early elementary students and how different levels of parental involvement affected achievement, it was found that quality of instruction at the home, involvement in school, and parental expectation (all from the mother) had a higher impact on children’s achievement in third

grade than the child's IQ, educational level of the mother, and the student's achievement history (Englund et al., 2004). This highlights how important parental involvement is to students at the elementary level.

Factors Affecting Parental Involvement

Because educators are highly invested in children's learning and understand the importance of parental involvement, it may be difficult to understand why some parents are not as involved in their child's education as others. There can be many outside forces causing this behavior or attitude that are important to consider. Shumow and Miller (2001) found that parents who were high school graduates were more likely to provide help at home than non-high school graduates. Larocque et al. (2011) found that parents may have had a negative school experience themselves and could have a lingering mistrust in the educational system. For example, a parent who struggled in school and did not get the help they needed may feel like the education system "failed" them, which may lead them to feel inadequate to help their child. This supports the finding by Shumow and Miller (2001) that parents may not feel adequate to help their children at home due to a lack of formal education.

Other factors affecting parental involvement could include jobs and culture. Parents who work may not be able to come to school during regular school hours, which could lead to frustration on the part of the child, parent, or even the teacher (Larocque et al., 2011). Thinking back to Bronfenbrenner's EST (1989), a parent's job affecting their ability to participate in school functions is an example of an exosystem having an effect on a child's microsystem. This could be a problem if the parent is wanting to participate in classroom activities, field trips, volunteer in the classroom or simply observe their child during the day.

Bronfenbrenner added a temporal dimension to his model called the chronosystem later in his career (Berk, 2012, p. 27). This referred to the fact that a child's environment is ever changing and the relationships within it are changing as well. In reference to the current study, the reality of most households needing dual incomes in order to stay afloat is common in today's world. This means that many parents must balance their work schedules with their children's school schedules in order to be more involved.

When culture is considered, it may be that teachers are viewed as the "experts" in education in a particular culture (Larocque et al., 2011). Some parents may not be as involved with homework activities because they feel their children should be asking the teachers rather than them for help. This would be another example of Bronfenbrenner's (1989) macrosystem.

The current study was conducted in a school with a high Hispanic population, so an examination of the culture's views towards education occurred. In a study examining immigrant Latino parents' goals and expectations for their children's achievement, it was found that many parents wanted their children to pursue an education beyond high school, an expectation that increased the longer the parents had been in the United States (Goldenberg, Gallimore, Reese, & Garnier, 2001). Suizzo, et al. (2012) discusses the concept of *familismo* a "multidimensional construct that includes the dimension of maintaining a strong attachment to family through feelings of reciprocity, loyalty, and closeness, and the dimension of feeling a duty to family and conforming to traditions and rules established by elders" (p. 535). In their study, it was discussed that this concept has influenced parent-child relations in the area of academics in that it can predict academic achievement, or at least academic effort, in Hispanic students (Suizzo, et al., 2012, p. 535). A student may feel that it is their duty to go to school and put in a good effort because that is what their parents and elders expect from them.

Why Schools Need Parental Involvement

Parental involvement is important for the child, but it is also of great help to the school. Schools need the help of parents and the community in order to reach every child (Larocque et al., 2011). Teachers do their best when it comes to educating the students in their classrooms, but while some may not need any extra help, others will need help from the teachers at school and from someone at home, whether it is doing extra academic activities or helping with homework.

Another important reason schools need parents to be involved is that it “may lead to increased educational aspirations for their children” (Larocque et al., 2011, p. 117). This means that the more parents get involved with their child’s education, the higher their goals are for their children to do well in school. This could, in turn, be perceived by the student and could lead to higher achievement.

Student Attitudes/ Motivation Towards Education

A second piece of this study consists of determining the attitudes and motivations of students in an elementary classroom. Much data is available on student motivation and how it affects academic achievement. This section will cover intrinsic and extrinsic motivation, causes of student motivation and the timing at which student motivation is studied.

Intrinsic and Extrinsic Motivation

Two different types of motivation are commonly studied: intrinsic motivation and extrinsic motivation. In the classroom setting, intrinsic motivation represents the student’s own desire to learn and master something new, to follow their curiosity, and challenge themselves

academically. Extrinsic motivation represents the desire to attain external rewards, such as the student's desire for pleasing the teacher and getting good grades (Harter, 1981). Looking at this idea, extrinsic motivation can be the student's desire to please their parents as well.

Causes of Student Motivation

Cheung and Pomerantz (2012) concluded that student motivation that is driven by a need to meet the expectations of their parents is considered to be parent-oriented. For example, a student who studies hard for a test because they know their parents value education and will be expecting they get a good grade would be a student whose motivation comes from the desire to please their parents. Marchant, Paulson and Rothlisberg (2001) conducted a study on middle school students' perceptions of their parents' attitudes towards education and how it affected their motivation. They found that when students perceived that their parents had strong values towards achievement, their motivation and feelings of competence were strong as well (p. 515). It was also found that children with high parental involvement in education are more likely to value academic success and be involved in school (Quilliams & Beran, 2009), take personal responsibility for their education (Gonzalez-DeHass, Willems & Holbein, 2005), and place greater emphasis on learning and performing well in school (Shumow & Miller, 2001).

The amount of support a student receives is important for their motivation and achievement. Marchant et al., (2001) concluded that the perception a student has about the amount of support they receive in their educational setting is the most important factor in their learning success. Peterson, Rubie-Davies, Elley-Brown, Widdowson, Dixon, and Irving (2011) surveyed students and found that a good relationship with the teacher and support from their

parents were also factors in education (p. 6), supporting the idea that parental involvement has a great impact on both student motivation and achievement.

Another cause of student motivation is their desire to do well, which would be intrinsic motivation. In a study of elementary students and the relationship between their motivation in the classroom and their academic achievement, Broussard and Garrison (2004) found there was a positive relationship between students' intrinsic motivation and academic achievement, especially in third-graders, indicating that students of this age have an internal desire to do well in school, are curious and want to challenge themselves.

Timing of Studying Motivation

The age at which a student's motivation is studied can be important. Students' academic motivation becomes more stable in later childhood than in early childhood (Quilliams & Beran, 2009) indicating that the motivation level of a student in elementary school would be more stable than the motivation of a three or four-year old child. In a study focusing on who was responsible for a student's achievement, adolescent students realized they had to put effort into their education and they had a choice to put forth this effort in order to be successful in school (Peterson, et al., 2011). At this age, it seems that students realize they need to work hard in order to do well academically and in other areas as well. Younger elementary or Pre-Kindergarten students may not yet grasp this concept.

Parental involvement is an important factor in students' academic success. Parents can show their involvement and support in many ways throughout a child's educational career such as helping with homework, being supportive in educational endeavors, or providing educational opportunities for their child. Benefits of parental involvement include increased student

academic performance and motivation. There are some factors that come into play when it comes to how and if a parent is involved in their child's education. These include things such as jobs, culture, and the parent's attitude towards the education field. Student motivation also plays a part in academic achievement. Students are motivated by both internal and external factors and can be affected by their perceptions of the types and amounts of support they receive from the adults in their lives.

A review of the current literature has yielded many studies pertaining to correlations between parental involvement and student academic achievement, or student motivation and academic achievement. However, these ideas are analyzed as separate entities (i.e. parental involvement only and how it effects student achievement only). This begs the question of the driving force behind the amount and types of parental involvement (attitude) and how it affects student attitude and motivation, which in turn effects achievement. The current study attempted to fill in the gaps between these ideas.

Research Questions and Hypothesis

The research questions addressed in this research include: (1) What is the relation between parental attitude towards education and student attitude towards education? (2) What is the relation between parental involvement and student attitude/achievement? and (3) What is the relation between parental and student attitude towards education and student academic achievement? It was hypothesized there will be a positive correlation between parental attitudes towards education and student attitudes towards education. It was also hypothesized that the more a parent is involved in their child's education, the more positive the child's attitude and

higher the child's achievement will be. Finally, it was hypothesized that the higher the positive attitude of the parents and students, the higher student achievement will be.

CHAPTER THREE

METHODS

Participants

Participants for this study included third grade students and their parents from an elementary school in a large midwestern city. The school district consisted of 10 high schools, 18 middle schools, 57 elementary schools, and 23 special and other schools. The total student population for the district was 51,169. As a whole, the district did not meet Adequate Yearly Progress (AYP) in 2012 with 74.3% of students meeting standards and above in reading and 71.8% of students meeting standards or above in math. Gender wise, the district was made up of 51.2% males and 48.8% females with 93% of these students falling under the Economically Disadvantaged category. As a district, the students were 35.1% White, 32.1% Hispanic, 18.2% African American, 8.5% two or more races, 4.5% Asian, 1.4% Native American, and 0.2% Pacific Islander.

In 2012, the school where the study took place did not make AYP with reading scores of 69.4% and math scores of 71.5% meeting standards or above. The gender makeup of the students was 48.8% female and 51.2% male. Of these, 93.7% of students were economically disadvantaged while 6.3% of students were non-economically disadvantaged. The demographic make-up of the school included Hispanic at 52.3%, White at 18.6%, Black or African American at 13%, and Asian, two or more races, and American Indian or Alaska Native fulfilling the other 16.1%.

In the third grade, there were approximately 87 students; 43 females and 44 males. The demographic makeup of this grade level was 54% Hispanic, 15% White, 11.5% Black or African American, 11.5% Asian, 4.6% American Indian or Alaska Native, and 3.4% two or more races.

The English Language Learner (ELL) population consisted of 36 students, or 41.3% of the grade level. Of the ELL population, 13.9% of these students were native Vietnamese speakers, while 86.1% were native Spanish speakers.

There were a total of 14 students (16% of the grade level) and their parents who chose to participate in the study. Of these students, nine were female and five were male. Fifty-seven percent of the students spoke Spanish, 36% spoke English, and 7% spoke Vietnamese at home. Seven of these students were classified as ELL. Data gathered from parents indicated that three of these students attended preschool of some kind. Students ranged in age from eight to nine years old.

Nine out of twelve parents who reported this information were unemployed. Eight parents were married, four were single, and two were separated, divorced, or widowed. Six parents had an education beyond high school, one had a high school diploma or GED only, and five had less than a high school education.

Materials

The materials used for this study included a parent survey, a student survey, and AIMSWeb R-CBM scores of the students surveyed.

Parental Involvement Project Survey

The survey (see Appendix A) used for the parent portion of the study was adapted and obtained from the survey used in the Parental Involvement Project (PIP) (Whetsel, Hoover-Dempsey, Sandler, & Walker, 2002). The surveys used in the PIP were given both to parents and teachers. For the purpose of this study, only parents were surveyed. The surveys were based

on models created by Hoover-Dempsey (1995) and Sandler (1997) and focus on the reasons parents get involved in their elementary student's education or not.

The parent survey contained four sections, with a total of 74 questions. In section one, questions were in a six-point Likert scale, starting at one with "disagree very strongly" and ending at six, "agree very strongly." The questions pertained to how a parent believes they are responsible for their child's school success, their behaviors in helping their child, and their belief about their own ability to help their child (self-efficacy). Section one had many scales embedded within it. These include "Parent's Perceptions of Self-Efficacy for Helping the Child Succeed in School" (Hoover-Dempsey, Bassler, & Brissie, 1992), "Parent's Role Construct" (Hoover-Dempsey, Walker, Jones, & Reed, 2002), "Parent's Perceptions of General Invitations for Involvement from the School" (Griffith, 1996), and "Parent's Perceptions of General Invitations for Involvement from the Child" (Walker & Hoover-Dempsey, 2001).

In section two, parents were asked to rate how likely they are to respond positively to teacher requests. The ratings were on a four point Likert scale that starts at one with "very unlikely" and goes to four, "very likely." The authors of the survey based this scale, "Decision to Become Involved" on one created by Epstein and Salinas (1993) entitled "Parents' Involvement on All Types of Activities."

Section four asked parents to score how often they have engaged in certain behaviors pertaining to their child's education. In this section, a six-point Likert scale was used with a score of one meaning "never" and six meaning "daily." Section four also focused on "Parent's Role Construction" (Hoover-Dempsey et al., 2002).

Scoring for these three sections correlated with the number chosen. For example, a parent marks a six on one question, so that question gets six points. Some items were reverse scored as well. For example, an answer of six on certain questions was actually scored as one.

Section three of the survey measured the reason(s) why parents may not get involved with their child's education. The scale for this section consisted of 13 items and was in checklist form. The parent was presented with a scenario or task that pertained to being involved in their child's education (such as "Your child's teacher asks you to look over your child's homework") and then they were to check the box for each reason listed they might not engage in that particular activity with their child (such as "Don't have confidence"). This scale was used to obtain insight into why parents might not get involved in various aspects of their child's education. Scores were tallied for each reason and are presented and compared in the results section.

Given the likely variation in parental reading levels, the surveys' readability level was computed to ensure that most parents would be able to independently read and respond to the survey. Readability was calculated using the Flesch Reading Ease Scale and the Flesch-Kincaid Grade Level Scale (Scott, n.d.). It was found the grade level of the survey was 3.2 and the reading ease was 90. This indicates that parents would need to have reached a third grade reading level to independently read and complete the survey. The higher the score of the reading ease, the easier the material is to read. Ranges for reading ease can range from 0 to 100. The readability score of 90 indicates the survey is close to the top of the reading ease spectrum and considered very easy to read.

The parent survey was translated from English into Spanish and Vietnamese to accommodate those parents who were more comfortable answering in their native language.

Classroom teachers were asked to indicate which language the parent survey needed to be in for each student. Surveys that were translated had the translation on one side of the paper and English on the other, giving parents the choice as to which side they filled out.

Student Academic Attitude Survey

The Student Academic Attitude Survey (SAAS) was used to measure students' attitudes towards education (see Appendix B). This 20-question survey was adapted from the Development Studies Center Child Development Project (2005), a short survey utilizing a 5-point Likert scale in which students could answer with numbers one through five, one being "disagree a lot" and five being "agree a lot." Some questions were reverse scored. Scoring was completed according to the number chosen by the student.

The SAAS had five sections: 1.) Liking for School, 2.) Academic Self-Esteem, 3.) Task Orientation Towards Learning, 4.) Educational Aspirations, and 5.) Educational Expectations. These sections provided insight into how each student feels about school, whether or not they feel successful and much more.

Academic Achievement

Student academic achievement was measured using the AIMSWeb (Achievement Improvement Monitoring System) assessment tool. According to Pearson Education (2012), AIMSWeb is a progress monitoring tool school districts use to "identify students at risk, focus areas of instruction, and evaluate student progress". Students attending the elementary school in this study were screened three times a year (Fall, Winter, and Spring) to gather benchmark data. Students identified as "at risk" were given progress-monitoring probes weekly.

Benchmark reading tests take roughly one minute and are done individually. They are administered paper/pencil style and scores are recorded into the AIMSWeb system. Each student's scores stays with them throughout their school career, even if they switch schools within the district.

For the purpose of the current study, student scores on the curriculum based measurement of oral reading fluency (R-CBM) from the AIMSWeb test were used. According to Shinn and Shinn (2002), Curriculum Based Measurement (CBM) was developed and implemented into schools to give teachers "simple, accurate, and efficient indicators of student achievement" (p. 6). In the R-CBM, students read a passage aloud for one minute while the teacher scores the number of words read correctly and incorrectly. Students are then placed into categories of well above average, above average, average, below average, and well below average, depending on the number of words read correctly. Teachers can then use data from the R-CBM and other screening tools to place students in the appropriate reading intervention groups. Data from the fall of students' second grade year and fall of students' third grade year was used and compared as a measure of achievement.

Procedures

Before the research was conducted, approval was granted from the Institutional Review Board (IRB) of the university. Once approval had been granted, the survey portion of the research proceeded.

Surveys were coded to maintain confidentiality yet still retain a connection between parents and children. Each student in the third grade was assigned a three-digit number. The survey going to the child's parents was given the same code as the student followed by the letter

P. The student survey had the code followed by the letter S. For example, a child's parents received survey number 500-P while their child received survey number 500-S.

Parent surveys were sent home with each student. Parents had two weeks to complete the survey, sign the attached consent form (see Appendix C), and return them via their child's backpack. Classroom teachers were given a folder in which to keep the completed surveys. The researcher collected the surveys from the teachers periodically during the two-week window. A total of 14 parents completed surveys and signed the consent forms.

Once the window for parents to complete and return the surveys had closed, student surveys were prepared for those students whose parents had given permission for them to participate. Students were pulled from class at the beginning of the day during "bell work" time or immediately following lunch recess to complete the survey. Over a period of three days, the researcher administered the student surveys, pulling students from one class at a time. Before completing the survey, students were given the option to participate in the study. An assent form was provided to each student to sign. It was explained to the students that their parents had given permission for them to participate in the study and it was optional to fill out the survey. It was also explained they could stop at any time, or skip any questions they did not want to answer. Given the various reading levels present within the student participants, the assent form and survey were read aloud to students. The entire survey was completed during one sitting per class, and took approximately ten minutes each time.

AIMSWeb R-CBM scores from the fall of participant's second grade year and the fall of student's third grade year (the current school year) were recorded in a spreadsheet, along with scores recorded from the SAAS. Additionally, parent surveys were scored and the results recorded in a spreadsheet divided into sheets, one for each scale in the survey.

CHAPTER FOUR

RESULTS

Several analyses were conducted to examine the research questions of (1) What is the relation between parental attitude towards education and student attitude towards education? (2) What is the relation between parental involvement and student attitude/achievement? and (3) What is the relation between parental and student attitude towards education and student academic achievement? First, descriptive statistics were computed for the student responses to the survey, AIMSWeb data, as well as the parental responses to their survey. The descriptive statistics for the survey responses are reported in Tables 1 and 2. For the AIMSWeb data, the Fall 2013 data indicate a mean of 81.21 (SD =28.44). These data represent the number of correct words read per minute.

Table 1

Descriptive Statistics for Student Responses

Subtest	Minimum	Maximum	Mean	Std. Deviation
Liking	24.00	32.00	28.71	2.16
Academic Self Esteem	14.00	20.00	18.43	1.91
Task Orientation	26.00	40.00	31.71	4.71
Education Aspirations	4.00	5.00	4.93	.27
Education Expectations	2.00	5.00	4.43	.85

Note. $N=14$. See Appendix B for alignment of the subtest with survey items and for points possible per subtest.

Table 2

Descriptive Statistics for Parent Responses

Subtest	Minimum	Maximum	Mean	Std. Deviation
Invite from School	47.00	66.00	58.86	5.16
Role Construction	71.00	122.00	98.79	16.24
Self Efficacy	39.00	61.00	52.57	6.81
Invite from Child	9.00	24.00	18.36	3.86
Decision to be Involved	31.00	52.00	45.71	7.53

Note. $N=14$. See Appendix A for alignment of the subtest with survey items and for points possible per subtest.

Secondly, to examine relations between student responses and parent responses, bivariate correlations were computed. Table 3 provides these data. Results indicate that parental decisions to be involved are positively related to invitations from school, role construction, and self-efficacy. No other statistically significant relations emerged.

Table 3

Bivariate Correlations Between Student and Parent Responses

Variable	1	2	3	4	5	1	2	3	4	5
Liking of school	--									
Academic Self-Esteem	-.23	--								
Task Orientation	.38	.07	--							
Educational Aspirations	-.17	-.24	-.32	--						
Education Expectations	.03	.21	-.33	.15	--					

Table 3 (continued)

Invite from School	-.14	.15	.28	-.40	-.20	--				
Role Construction	.10	-.15	-.30	-.41	-.20	.48	--			
Self-Efficacy	-.08	.39	-.11	.28	.18	.34		--		
Invite from Student	.43	.27	-.14	-.42	.47	.01	.47	.23	--	
Decision to be Involved	.03	.11	.05	-.24	.09	.61*	.61*	.65*	.51	--

Note. * $p < .05$. C1=Liking of school, C2=Academic Self Esteem, C3=Task Orientation, C4=Educational Aspirations, C5=Education Expectations. P1=Invite from School, P2=Role Construction, P3=Self Efficacy, P4=Invite from Student, P5=Decision to be Involved.

To determine if student attitude toward school and achievement were related, bivariate correlations between AIMSweb data and student responses were computed. No statistically significant relations emerged. Table 4 provides the coefficients.

Table 4

Bivariate Correlations Among Achievement and Student Attitude

Variable	Liking For school	Academic Self Esteem	Task Orientation	Educational Aspirations	Educational Expectations
AIMSweb	.03	-.24	.12	-.04	-.10

Note. N=14.

To determine if parental attitudes towards education were related to student achievement, bivariate correlations were computed between AIMSweb data and parent survey items (i.e., invitation from school, role construction, self efficacy, invitation from child, and decision to be involved). Results indicated that AIMSweb data are positively correlated with role construction ($r = .55, p < .05$) and invitations from the child ($r = .54, p < .05$).

The final set of data analyzed were parental responses to the open-ended questions

regarding involvement and/or barriers to involvement. Table 5 presents a frequency distribution of responses.

Table 5

Frequency Distribution of Parent Responses

Question	Response											
	1	2	3	4	5	6	7	8	9	10	11	12
1	11	0	1	0	0	1	0	0	0	0	0	0
2	7	0	4	0	1	1	0	1	0	0	3	4
3	13	0	0	0	0	0	0	0	0	0	0	1
4	11	0	0	0	0	1	0	0	0	0	0	0
5	13	0	0	0	0	0	0	0	0	0	0	0
6	12	0	0	0	0	0	0	0	0	0	0	1
7	8	0	1	1	0	1	0	4	0	0	2	3
8	9	0	1	0	0	1	0	2	0	0	1	1
9	7	0	0	0	0	0	0	2	0	0	0	3
10	13	0	0	0	0	0	0	0	0	0	0	0
11	13	0	0	0	0	0	0	0	0	0	0	0
12	5	0	1	3	0	1	2	2	0	0	1	2
13	10	0	0	1	0	0	0	1	0	0	1	1

Note. $N=14$. See Appendix A for the alignment with questions and responses.

Responses include “I would do this activity” (1) to “Other” (12). In looking at the table, it can be noted that 11 parents responded, “I would do this activity” to question one. For complete alignment with questions to answers, refer to the Parent Survey (see Appendix A).

CHAPTER FIVE

DISCUSSION

This study examined the relationship between parental attitude towards education, student attitude towards education, and student achievement. It was hypothesized there would be a positive correlation between parental attitudes towards education and student attitudes towards education. It was also hypothesized that the more a parent was involved in their child's education, the more positive the child's attitude and higher the child's achievement would be. Finally, it was hypothesized that the higher the positive attitude of the parents and students, the higher student achievement would be. The results from this study partially support the hypotheses.

Findings

The results indicated that parental decisions to be involved are positively related to invitations from school, role construction, and self-efficacy. This means that when parents felt they were welcomed or expected to be involved by the school or teacher, felt it was their responsibility to participate in their child's education, and had the confidence in their skills to do so, they were more involved than parents who did not feel this way. This can be related back to research done by Shumow and Miller (2001) who discussed the fact that parents who were more educated had the confidence (self-efficacy) in their abilities to help their children.

The results also indicated that AIMSweb data are statistically significantly correlated with role construction and invitations from the child. This indicates that students had higher achievement when their parents take on the responsibility of being involved with their child's education and when the child wanted them to be involved. These findings are related to research

don by Peterson et al., (2011) who surveyed students and found that perceived support from parents had an effect on achievement.

With regard to the open-ended questions pertaining to involvement and/or barriers to involvement, a majority of parents indicated they would do the activity presented to them (i.e. Your child's teacher asks you to work with your child on a specific homework assignment). This indicates that the parents who responded to the survey seemed to be willing to be an active participant in their child's education.

Findings from this study support those of earlier studies regarding the positive correlations between decisions to become involved and invitations from the school, parents' role construction, and parents' self-efficacy (Hoover-Dempsey et al., 1992; Hoover-Dempsey et al., 2002). Additionally, these findings support earlier studies regarding parental involvement and student academic achievement (Englund et al., 2004; Marchant et al, 2001; and Quilliams and Beran, 2004).

However, findings from this study refute those of Okpala, Okpala, and Smith (2001) who did find any relationship between parental involvement and student achievement at the fourth grade level. The current findings also refute those of Bobbett, French, Achilles, and Bobbett (1995) who found a only a minimal connection between parental involvement and student achievement.

A few reasons why the findings from the current study may vary from those in other studies are that the current study only questioned parents and students, not teachers, about involvement, achievement, and motivation. Quilliams and Beran (2004) surveyed students and teachers about these subjects, but not parents. Students and teachers filled out questionnaires regarding the amount of involvement they perceived parents were participating in. The current

study asked students questions only pertaining to their own perceptions of achievement and motivation for school, and not their perceptions of parental involvement.

Englund et al. (2004) used data from a longitudinal study to assess parental involvement and student achievement in grades one and three. Additionally, they interviewed teachers to obtain data regarding the amounts and types of parental involvement that occurred at these grade levels. The current study did not analyze longitudinal data, nor did it involve teachers in the interview process.

Marchant et al. (2001) gave questionnaires to students only and they pertained to subjects including perceptions of parental involvement and parenting style, teaching style and school environment, and achievement. Teachers were asked only to verify the grades students received. The current study asked students to focus only on how they felt they did in school, whether or not they enjoy school, and how far they think they will go in school. No questions pertaining to students' perceptions of parental involvement were asked in the current study.

Although findings from this study differ from similar studies, the current study does add a new perspective to this topic. The current literature yielded many correlations between parental involvement and student academic achievement, or student motivation and academic achievement. However, these ideas are analyzed as separate entities (i.e. parental involvement only and how it effects student achievement only). The current study attempted to fill in the gaps between the question of the driving force behind the amount and types of parental involvement (attitude) and how it affects student attitude and motivation, which in turn effects achievement.

Limitations

There are a few limitations to this study. First, the sample size is small. With only fourteen respondents, this study was exploratory in nature. It may be that with a larger sample size, different perceptions or themes might emerge. Another limitation to this study is the uncertainty of whether or not the parent survey was actually presented to the parents. Since the survey was sent home with students, that put responsibility on them to ensure their parent received it. Additionally, the students had the responsibility of making sure the survey was returned to school once it was filled out. A question as to whether or not this actually happened seems valid.

Since the survey was sent home, this required parents to read not only the survey, but also the consent form that accompanied it. Given the varied reading levels of the population, there may have been several parents who did not understand or who could not read the consent form, survey, or both. With 93.3% of students at the school in the study falling under the Economically Disadvantaged category, this indicates a very low SES population at the school. While low SES is not the only indicator of a lower parent education level, this may be one reason for the low response to the surveys.

A question regarding an incentive for parents also comes to mind. This was a voluntary activity for parents, and there are many possibilities for their decision not to participate. These include, not having time to fill it out and not wanting to participate. Providing an incentive may have gleaned more responses from the total population.

Future Research

Future research related to this topic might include studies determining the types of activities parents would be willing to participate in at their child's school. If a school can provide activities that parents are interested in or information on a subject parents have requested more information about, they may be able to draw more parents to be involved. For example, a school could ask parents to indicate an area in their child's education they have questions about or are confused about. The school could take that data and provide monthly "workshops" for parents to participate in so their questions can be answered.

Analyzing young children's motivation would be another topic in which to conduct additional research. Broussard and Garrison (2004) determined that research on young children's motivation and achievement was an area that needed more study. Finding a way to measure this motivation would be the key to obtaining the data needed for that study to be successful. For example, to begin studying motivation in young children, a researcher could provide a variety of toys or activities for the child to participate in. After the child has chosen an activity and had the opportunity to play for a certain amount of time, the researcher could engage in a discussion with the child about why they chose that particular toy or activity, what they liked about it, and so on.

Classroom Implications

Classroom implications derived from this study include the fact that parents are more involved when they feel welcomed by the school, are expected to be involved by the teacher, feel confident in their abilities to be involved, and feel their child wants them to be involved. This means that teachers need to provide activities and ways in which parents can be involved not

only at school, but at the home level as well. A look back at Epstein's (1995) six types of involvement and the National Standards for Family-School Involvement (National PTA, n.d.) provide ways that schools and teachers can do this. Parents need to feel comfortable enough to talk to the teacher and ask questions if they are confused with their child's homework or school projects. They need to have confidence they will be respected and listened to if they volunteer in the classroom.

Before a parent can feel comfortable asking questions or volunteering in the classroom, there needs to be a relationship between the teacher and parent with open lines of communication. Establishing a good working relationship will be beneficial in many ways to the child, parent, and teacher. This relationship between the child's parents and teacher refers back to the mesosystem, or system of microsystems, in Bronfenbrenner's EST (1989).

CHAPTER SIX

CONCLUSION

Parental attitudes towards being involved in and the importance of education in relation to student academic motivation and achievement is a complex matter. The current study attempted to find correlations between these topics and was partially successful. Correlations were found between parents' decision to become involved and invitations from school, role construction, and self-efficacy. Additionally, positive correlations were found between student achievement, role construction and invitations from the child.

Conclusions that can be drawn from this study are that parents need to feel welcomed by the school and the teacher in order to feel comfortable becoming involved. In order for this to occur, schools and teachers need to provide opportunities for parents to make their needs known and ask questions. This will help establish open lines of communication between the school and home, which is beneficial for the child, parent, and teacher.

Applying Bronfenbrenner's EST (1989) to this subject shows us that a child's environment is liked by a series of relationships and environments. A change in one environment can often lead to a change in another environment. When a child's home and school environments are working together for the betterment of that child, this will most likely lead to higher involvement on the part of the parent and higher achievement on the part of the child.

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APPENDICES

APPENDIX A

PARENT INVOLVEMENT QUESTIONNAIRE

Instructions

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.

1 = Disagree Very Strongly, 2 = Disagree, 3 = Disagree Just a Little, 4 = Agree Just a Little,
5 = Agree, 6 = Agree Very Strongly

		1	2	3	4	5	6
1.	I know how to help my child do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	This school's staff contacts me promptly about any problems involving my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I like to spend time at my child's school when I can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I assume my child is doing all right when I don't hear anything from the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	This school's office staff treats me courteously and promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I keep an eye on my child's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	It's my job to explain tough assignments to my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	The teachers at this school keep me informed about my child's progress in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I get involved in my child's education because s/he appreciates it when I get involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	I don't know if I'm getting through to my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	This school does a good job of letting me know about ways I can help out in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	The teacher has to let me know about a problem before I can do something about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Parent activities are scheduled at this school so that I can attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I don't know how to help my child make good grades in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15.	If I try hard, I can get through to my child, even when s/he has difficulty understanding something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I get most of my information about my child's progress from report cards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	A student's motivation to do well in school depends on the parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	It's important that I let the teacher know about things that concern my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	The principal at this school is interested and cooperative when I discuss my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	It's my job to make sure my child understands his or her assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	I feel successful about my efforts to help my child learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Teachers at this school are interested and cooperative when they discuss my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	I find it helpful to talk with the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Other children have more influence on my child's grades than I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	This school lets me know about meetings and special school events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	I get involved in my child's education because s/he really <u>wants</u> me to be involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	I don't know how to help my child learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	This school does a good job of letting me know about school rules and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	I get involved in my child's education because s/he has a hard time with schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	My child's teacher(s) know(s) me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	I make a significant difference in my child's school performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	I feel welcome at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Other children have more influence on my child's motivation to do well in school than I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	I get involved in my child's education because I want him/her to do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35.	When my child first enrolled in this school, we were made to feel welcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	My efforts to help my child learn are successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	My child's learning is mainly up to the teacher and my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	I make it my business to stay on top of things at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	I expect the school to notify me if my child had a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	I expect my child to do his or her homework at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	I rely on the teacher to make sure my child understands his or her assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate how likely you are to respond **POSITIVELY** to each of the following teacher requests.

1 = very unlikely, 2 = somewhat unlikely, 3 = somewhat likely, 4 = very likely

		1	2	3	4
42.	Your child's teacher sends home a note asking parents to send supplies for a class party.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	Your child's teacher asks for volunteers to chaperone a class trip.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	Your child's teacher asks you to help your child study for an upcoming math test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	Your child's teacher asks you to send supplies for an educational activity in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	Your child's teacher asks you to look over your child's homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	Your child's teacher asks you to schedule a conference to discuss your child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	Your child's teacher asks for parents to volunteer a few hours of time to beautify the school grounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	Your child's teacher asks for parents to help organize a field day at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	Your child's teacher asks you to attend a student program at the school in the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	evening.				
51.	Your child's teacher asks you to talk with your child about his/her school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	Your child's teacher asks you to work with your child on a specific homework assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53.	Your child's teacher asks you to come to school to talk about your work or a special interest of yours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54.	Your child's teacher asks you to help out in the classroom (for example, listen to children read).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parents often want to be involved in their children's education but many things can get in the way. In this section, we want to know what things might keep you from being involved in the activities numbered below. You can check as many things that get in the way as you need to. If nothing would keep you from being involved in the activity, please check the "I would do this activity box." Remember, you can check as many things as you need to for each activity.

55.	<p>Your child's teacher sends home a note asking parents to send supplies for a party.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
56.	<p>Your child's teacher asks for volunteers to chaperone a class trip.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work

	<input type="checkbox"/> Other
57.	<p>Your child's teacher asks you to help your child study for an upcoming math test.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
58.	<p>Your child's teacher asks you to send supplies for an educational activity in the classroom.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
59.	<p>Your child's teacher asks you to look over your child's homework.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
60.	<p>Your child's teacher asks you to schedule a conference to discuss your child's progress.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested

	<input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
61.	<p>Your child's teacher asks for parents to volunteer a few hours of time to beautify the school grounds.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
62.	<p>Your child's teacher asks for parents to help organize a field day at the school.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
63.	<p>Your child's teacher asks you to attend a student program at the school in the evening.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work

	<input type="checkbox"/> Other
64.	<p>Your child's teacher asks you to talk with your child about his/her school day.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
65.	<p>Your child's teacher asks you to work with your child on a specific homework assignment.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
66.	<p>Your child's teacher asks you to come to school to talk about your work or a special interest of yours.</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to <input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
67.	<p>Your child's teacher asks you to help out in the classroom (for example, listen to children read).</p> <input type="checkbox"/> I would do this activity <input type="checkbox"/> My child wouldn't want me to

	<input type="checkbox"/> No transportation <input type="checkbox"/> Don't have skills <input type="checkbox"/> I am not interested <input type="checkbox"/> Can't afford it <input type="checkbox"/> Don't have confidence <input type="checkbox"/> Too many other responsibilities <input type="checkbox"/> The teacher doesn't really want me to <input type="checkbox"/> Don't understand what the teacher wants <input type="checkbox"/> Can't leave work <input type="checkbox"/> Other
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Please indicate HOW OFTEN you have engaged in the following behaviors so far this school year.

1 = Never, 2 = Once so far this year, 3 = About once each month, 4 = Once every tow weeks,
5 = Once a week, 6 = Daily

		1	2	3	4	5	6
68.	I made sure that my child's homework got done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.	I helped my child study for tests or quizzes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.	I exchanged phone calls or notes with my child's teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.	I got advice from the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.	I talked to my child about what he or she is learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73.	I contacted the teacher with questions about schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.	I took my child to the library, community events, or similar places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was your child part of Head Start/Early Head Start or USD 259 Preschool? Yes No

What is your education level?

- Greater than High School
- High School diploma or GED
- Less than High School

Marital Status

- Married
- Single
- Separated/Divorced/Widowed

Employment Status

- Presently Employed
- Presently Unemployed

APPENDIX B

STUDENT ACADEMIC ATTITUDE SURVEY

Please use the following scale to respond to these statements:

- 1 = disagree a lot
- 2 = disagree a little
- 3 = neither agree nor disagree
- 4 = agree a little
- 5 = agree a lot.

- ___ My school is a fun place to be.
- ___ I'm bored in school.
- ___ I enjoy what I do in school.
- ___ I hate being in school.
- ___ I like my school.
- ___ What we do in school is a waste of time.
- ___ I don't do very well in school.
- ___ I am doing a good job in school.
- ___ I think I'm a good student.
- ___ I am not a very good student.
- ___ The times I feel best in school are when a lesson makes me think about things.
- ___ The times I feel **worst** in school are when I work hard all day.
- ___ The times I feel best in school are when I keep busy.
- ___ The times I feel best in school are when something I learn makes me want to find out more.
- ___ The times I feel **worst** in school are when what I learn really makes sense.
- ___ The times I feel best in school are when I learn something interesting.
- ___ The times I feel **worst** in school are when I get a new idea about how things work.
- ___ The times I feel best in school are when I solve a problem by working hard.

If you could go as far as you wanted in school, how far would you like to go?

- 1= Go to high school, but not graduate
- 2= Graduate from high school
- 3= Go to a trade or vocational school
- 4= Go to college for a while
- 5= Finish college

Sometimes what you would *like* to happen is not what *you think really* will happen. How far do you think you *really will go* in school?

- 1= Go to high school, but not graduate
- 2= Graduate from high school
- 3= Go to a trade or vocational school
- 4= Go to college for a while
- 5= Finish college

APPENDIX C

PARENT CONSENT FORM

Wichita State University
Institutional Review Board Approval
11114113-11113114



Department of Curriculum & Instruction

Purpose: You and your child are invited to participate in a study of parental involvement and how it effects student motivation and academic achievement. We hope to learn about the relationships between the amount of parental involvement and student academic achievement and views towards school.

Participant Selection: You were selected as a possible participant in this study because you are the parent or guardian of a third grade student at _____ Elementary School. Your child was selected as a possible participant because they are a third grade student at _____ Elementary School. About 85 students and their parents/guardians will be asked to participate in this study.

Explanation of Procedure: If you decide to participate, you will complete the attached survey and return it to school with your child no later than November 22, 2013. The purpose of the survey is to gather information about the way you feel about school, being involved, and possible barriers to your involvement. This one-time survey should take approximately 15 minutes to complete. If you decided to allow your child to participate, they will complete a one-time survey at school, which should take approximately 20 minutes. The purpose of the student survey is to gather information about how your child feels about school and how they feel they are as a student.

Discomfort/Risks: Some questions ask about the way you feel when you come into the school. Please be as honest as possible when answering these questions, keeping mind your answers will be confidential and will have no effect on the way you or your child are viewed/treated. You may skip any question that makes you uncomfortable and stop answering questions at any time.

Benefits: You will have the opportunity to be open and honest about your involvement while completing the survey. In doing so, this will benefit you by allowing _____ Elementary to consider the ways in which parents are asked to be involved in the school and will benefit the researchers by having accurate data.

Confidentiality: Any information obtained in this study in which you can be identified will remain confidential and will be disclosed only with your permission. The survey you have been given has a number on it specific to you. Please do not put your name on the survey. The survey given to your child will also have a number on it that is specific to them. They will be asked to leave their name off of the survey.

Refusal/Withdrawal: Participation in this study is entirely voluntary. Your decision whether or not to participate and whether or not to allow your child to participate will not affect your future relations with Wichita State University or _____ Elementary School. If you agree to participate in this study, you are free to withdraw yourself or your child from the study at any time without penalty.

Contact: If you have any questions about this research, you can contact me, Karen Henning, via telephone at (316)253-5008 or email at kjhenning@wichita.edu. Additionally, you may contact Kim McDowell, 105J Hubbard Hall, telephone (316)978-6873, email kim.mcdowell@wichita.edu. If you have questions pertaining to your rights as a research subject, or about research-related injury, you can contact the Office of Research and Technology Transfer at Wichita State University, Wichita, KS 67260-0007, telephone (316)978-3285.

You and your child are under no obligation to participate in this study. Your signature indicates that you have read the information provided above and have voluntarily decided to participate and allow your child to participate.

You will be given a copy of this consent form to keep

Name of Child

Signature of Parent/Guardian

Date

Witness Signature

Date