

Parental Involvement and Academic Performance

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- The degree to which parents involve themselves in their children's lives.
 - PTA meetings
 - Parent-teacher conferences
 - Chaperoning field trips
 - Home-based involvement



Parental Involvement

- Underrepresented Minority Students (URM): Mexican American, African American, Native American, Native Hawaiian/Pacific Islander, first generation college student
- Syed, Azmitia, Cooper (2011) and colleagues: URM students have a more difficult time aspiring towards highly educated careers, have the highest rates of college dropouts, and low levels of academic self-confidence towards STEM (Science, Technology, Engineering, Math) classes or declaring STEM majors.

URM Adolescent Students, Academic Challenges, and Filial Resources

- Only 8.5% of Mexican American men over the age of 25 have conferred a college degree compared to 33.8% of White men, 18.7% of Black men, and 55.8% of Asian men in the United States (U.S. Census Bureau, 2009).
- Perhaps parental involvement can help aide Mexican American adolescents in academic success.



Mexican American Adolescents

- The current study sought to investigate the overall effect size of parental involvement on the general population and on Latino adolescents (high school through college)
- The analyses included data from 7 Studies:
 - Englund et al. (2004)
 - Keith et al. (1986)
 - Henry, Plunkett, & Sands (2011)
 - Gordon & Cui (2012)
 - Mena (2011)
 - Ojeda, Navarro, & Morales (2011)
 - Keith & Lichtman (1994)

The Current Study

- In total, Parental Involvement was measured in in 3 major ways
 - Parental presence in their child's school lives
 - Parental encouragement of their child's academic success
 - Parental presence in their child's at-home lives.
- Most common use of measurement were scales reported by children, not parents (all studies utilized this)

Measures of Parental involvement

- Academic success was measured in the following ways
 - Student's self-reported GPA
 - Student's attitudes towards school
 - Student's intentions to complete high-school/college
 - Student's sense of academic motivation
 - And Teachers evaluation of student's performance

Measures of Academic Success

Source	N	I.V.	D.V.	Statistic	<i>d</i>	<i>w</i>
Englund et al. (2004)	187	Parental Involvement	3 rd Grade Achievement	$X^2 = .15$	.02	46.75
Keith et al. (1986)	28,000	Parental Involvement	High school Achievement	$t = .07$	.02	7000.
Henry, Plunkett, & Sands (2011)	594	Parental Involvement	Academic Motivation	$r = .30$	.62	148.88
Gordon & Cui (2012)	18,749	School Specific Parenting	Later Academic Achievement	$t = .218$	.04	4687.25
Mena (2011)	187	Parental Involvement	Positive School beliefs	$X^2 = .34$	.02	46.86
Ojeda, Navarro, & Morales (2011)	186	Parental Involvement	College Persistence	$t = 2.21$	.32	51.38
Keith & Lichtman (1994)	1,714	Parental Involvement	Academic Achievement	$r = .34$	.72	428.61

Unbiased estimate of $d = .22$

- The overall effect size demonstrates a promising finding that suggests that parental involvement (in all domains) acts as a significant resource for the academic achievement of both the general population, and URM students as Latinos and Mexican Americans.
- Findings suggest that the multiple domains of parental involvement also correlate significantly with the multiple domains of Academic Achievement.

Conclusion:

- Future studies should utilize longitudinal designs wherein researchers examine children throughout the academic pipeline, alongside their parental experiences.
- Developmentally, there may be “critical periods” of parental involvement that may be more impactful than others.
- Family monitoring also seems to be a moderator of the effectiveness of parental involvement, which should be included in future studies.

Future Research

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