Parental Involvement and Academic Performance

By: Armando Ayala
• The degree to which parents involve themselves in their children’s lives.
  • PTA meetings
  • Parent-teacher conferences
  • Chaperoning field trips
  • Home-based 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)
In total, Parental Involvement was measured 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).
• 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
<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>I.V.</th>
<th>D.V.</th>
<th>Statistic</th>
<th>d</th>
<th>w</th>
</tr>
</thead>
<tbody>
<tr>
<td>Englund et al. (2004)</td>
<td>187</td>
<td>Parental Involvement</td>
<td>3rd Grade Achievement</td>
<td>$X^2 = .15$</td>
<td>.02</td>
<td>46.75</td>
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<tr>
<td>Keith et al. (1986)</td>
<td>28,000</td>
<td>Parental Involvement</td>
<td>High school Achievement</td>
<td>$t = .07$</td>
<td>.02</td>
<td>7000</td>
</tr>
<tr>
<td>Henry, Plunkett, &amp; Sands (2011)</td>
<td>594</td>
<td>Parental Involvement</td>
<td>Academic Motivation</td>
<td>$r = .30$</td>
<td>.62</td>
<td>148.88</td>
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<tr>
<td>Gordon &amp; Cui (2012)</td>
<td>18,749</td>
<td>School Specific Parenting</td>
<td>Later Academic Achievement</td>
<td>$t = .218$</td>
<td>.04</td>
<td>4687.25</td>
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<td>Mena (2011)</td>
<td>187</td>
<td>Parental Involvement</td>
<td>Positive School beliefs</td>
<td>$X^2 = .34$</td>
<td>.02</td>
<td>46.86</td>
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<tr>
<td>Ojeda, Navarro, &amp; Morales (2011)</td>
<td>186</td>
<td>Parental Involvement</td>
<td>College Persistence</td>
<td>$t = 2.21$</td>
<td>.32</td>
<td>51.38</td>
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<tr>
<td>Keith &amp; Lichtman (1994)</td>
<td>1,714</td>
<td>Parental Involvement</td>
<td>Academic Achievement</td>
<td>$r = .34$</td>
<td>.72</td>
<td>428.61</td>
</tr>
</tbody>
</table>

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.


References


References