

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



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

Englund, M. M., Luckner, A. E., Whaley, G. L., & Egeland, B. (2004). Children's Achievement in Early Elementary School: Longitudinal Effects of Parental Involvement, Expectations, and Quality of Assistance. *Journal Of Educational Psychology*, 96(4), 723-730. doi:10.1037/0022-0663.96.4.723

Gordon, M. S., & Cui, M. (2012). The effect of school-specific parenting processes on academic achievement in adolescence and young adulthood. *Family Relations: An Interdisciplinary Journal Of Applied Family Studies*, 61(5), 728-741. doi:10.1111/j.1741-3729.2012.00733.x

Henry, C., Plunkett, S., & Sands, T. (2011). Family structure, parental involvement, and academic motivation in Latino adolescents. *Journal Of Divorce & Remarriage*, 52(6), 370-390. doi:10.1080/10502556.2011.592414

Keith, P. B., & Lichtman, M. V. (1994). Does parental involvement influence the academic achievement of Mexican-American eighth graders? Results from the National Education Longitudinal Study. *School Psychology Quarterly*, 9(4), 256-273. doi:10.1037/h0088292

References

Keith, T. Z., Reimers, T. M., Fehrmann, P. G., Pottebaum, S. M., & Aubey, L. W. (1986). Parental involvement, homework, and TV time: Direct and indirect effects on high school achievement. *Journal Of Educational Psychology*, 78(5), 373-380. doi: 10.1037/0022-0663.78.5.373

Mena, J. A. (2011). Latino parent home-based practices that bolster student academic persistence. *Hispanic Journal Of Behavioral Sciences*, 33(4), 490-506. doi: 10.1177/0739986311422897

Ojeda, L., Navarro, R. L., & Morales, A. (2011). The role of la familia on Mexican American men's college persistence intentions. *Psychology Of Men & Masculinity*, 12(3), 216-229. doi:10.1037/a0020091

Syed, M., Azmitia, M., & Cooper, C. R. (2011). Identity and academic success among underrepresented ethnic minorities: An interdisciplinary review and integration. *Journal Of Social Issues*, 67(3), 442-468. doi:10.1111/j.1540-4560.2011.01709.x

U.S. Census Bureau. (2009). *Educational Attainment in the United States: 2008*. Retrieved from <http://www.census.gov/population/www/socdemo/education/cps2008.html>

References
