IMPROVING SCHOOLS BY IMPROVING PARENTAL INVOLVEMENT

Thesis

Submitted to

The School of Education and Allied Professions of the

UNIVERSITY OF DAYTON

In Partial Fulfillment of the Requirements for

The Degree

Master of Science in Education

By

Abraham Mewezino

Dayton, Ohio

May, 2010
IMPROVING SCHOOLS BY IMPROVING PARENTAL INVOLVEMENT

APPROVED BY:

______________________________________________
Carolyn Talbert-Johnson, Ph.D.
Committee Chair
Professor

______________________________________________
Mary Lou Andrews, Ph.D.
Committee Member
Administrative Faculty

______________________________________________
Diana Hunn, Ph.D.
Committee Member
Associate Professor

______________________________________________
Katie Kinnucan-Welsch, Ph.D.
Department Chairperson
ABSTRACT

IMPROVING SCHOOLS BY IMPROVING PARENTAL INVOLVEMENT

Name: Mewezino, Abraham
University of Dayton
Advisor: Dr. Carolyn Talbert-Johnson

In the past few decades, state and federal laws have promoted school collaboration, and a stronger role for parents in their children’s education. Collaboration has been one of the cornerstones for several educational movements, including school accountability and community schools, therefore it is vital that parents contribute to the process by becoming active participants. As a result, collaboration strategies have become central policy tools or instruments for improving education that is embedded in a variety of educational laws (e.g., the No Child Left Behind Act).

Research shows that parental involvement at all grade levels, can assist in the academic and behavioral performance of students. When parents work collaboratively with schools, they assist in ensuring that effective practices are employed. Kochhar-Bryant (2008) notes that the ability of professionals and parents to collaborate to solve problems and to improve education has become so important that just about every set of new standards for the preparation of teachers, administrators, and related school personnel now addresses collaboration. Collaborative endeavors refer to relationships and strategies designed to ensure that quality services are
Provided to meet every student’s educational needs.

Collaboration has gained increasing attention because people accomplish more and make better decisions when they work effectively together. For too long parents were not included in the collaborative experience, therefore their concerns were not voiced. It is not surprising that collaboration between teachers and parents has become even more important because of the relevance in achieving new school reform requirements that promote equitable practices for every student. The reality is that these higher expectations for schools demand that educators develop a wider range of collaborative skills to partner with parents and communities.
ACKNOWLEDGEMENTS

This project is the fruit of many minds. I am forever grateful to the inspiration and wisdom of the great men and women who, through their commitment and generosity have helped to come to this fruitful end.

My deep appreciation goes to my advisor, Professor Talbert-Johnson without whom this project would have not been a reality. To Dr. Talbert-Johnson “Your patience, critical thinking, expertise, and encouragement have provided me with a great inspiration and the necessary equipment to bring this thesis to its conclusion. May God bless you forever.

I’m indebted to the family member of School of Education and Allied Professions for the time and support they gave me during my graduate studies at the University of Dayton and for making our classroom a learning community which valued diversity, service, love and research. I owe much to Brother Maximin Magnan, my Regional Superior and the members of my religious community, the Marianists with whom I lived this year, for believing in my capacity and for the tremendous contributions to each step of this journey in becoming a leader. Thank you for making this job yours.

I wish to make a special mention to Edwige Kuegah and Jacqueline Bislao for their commitment of calling me every day to see how I was doing with my studies. That made me less homesick and yield to happiness.
May anyone who participated in my educational formation find in this reflection the fruits of what he/she has sown.

And finally, special gratitude to the Omnipotent One, the Father of all creation; His Son, Jesus Christ, the Holy Spirit, Virgin Mary, my companion of the journey for enlightening me and allowing for this rich experience.
TABLE OF CONTENTS

ABSTRACT...........................................................................................................iv

ACKNOWLEDGEMENT.........................................................................................vi

CHAPTER I - INTRODUCTION............................................................................1

CHAPTER II - REVIEW OF RELATED RESEARCH AND LITERATURE.............6

   Why Parental Involvement?
   Parents as Stakeholders
   An International Perspective on Parents
   Barriers to Effective Communication
   Strategies to Support Partnering Relationships

CHAPTER III - METHODOLOGY.........................................................................23

   Participants and Setting
   Data Collection

CHAPTER IV - RESULTS.....................................................................................27

CHAPTER V - SUMMARY AND CONCLUSIONS..................................................34

BIBLIOGRAPHY.................................................................................................38

APPENDICES.......................................................................................................43
A. LETTER TO PRINCIPAL ...................................................................................43
B. SURVEY OF TEACHERS ..................................................................................44
C. SURVEY OF STUDENTS ...................................................................................45
LIST OF FIGURES

1. Teachers’ Total Percentage of Agreement........................................................................28

2. Students’ Total of Percentage of Agreements..................................................................31
LIST OF TABLES

1. Teachers Survey Responses...................................................................................27

2. Students Survey Responses....................................................................................30

3. Teachers’ Total Percentage of Agreement.............................................................28

4. Students’ Total Percentage of Agreement..............................................................31
Chapter I

INTRODUCTION

A strong school-parent partnership is an important ingredient in any successful school program. Parents have been instrumental in the change process for the education of children, especially children with special needs. Enlisting the support of parents is essential, as parents provide key information regarding their children. When parents are involved in the partnering relationship, all stakeholders benefit.

It is essential that parent feel that they are an important part of the school community. Turnbull, Turnbull, Erwin, and Soodak (2006) suggest that there are many ways to enhance families’ participation and sense of community in their child’s school. First, it is vital that teachers make an effort to extend a welcome to all families and ensure that they connect with other families at school. Secondly, it is wise for teachers to provide meaningful opportunities for parents to attend and volunteer in school activities. This provides for the development of partnerships with parents and enhances their sense of community within the school.

In addition, teachers must be willing to communicate with parents regarding their desires for their children and seek the parents input. Turnbull et al., (2006) states that partnerships can be created when families attend school events, contribute to classroom instruction, contribute to other school tasks, and participate in the parent-teacher
organization. These activities allow parents to be actively involved and to gain knowledge about the teacher, instructional activities, and school policies.

Cultural or language differences may make it difficult for parents to be involved. In addition, some parents may lack the economic resources to participate (Finders & Lewis, 1994). Although some parents have innate communication skills and easily form strong relationships with teachers, others may need to be coaxed (Tucker, Bachman, Klahr, Meza, & Walters, 2008). It is possible that parents may feel devalued and may need explicit encouragement to communicate with teachers. There may be feelings of uncertainty due to parents own negative experiences with schools, feelings of embarrassment about clothing or their own learning inadequacies. However there are still many parents who are willing to participate.

Teachers must recognize that active participation by one group is viewed passive by another. For example, for some parents following the teachers’ suggestions and making no demands is considered active participation; for others involvement is being present in the classroom on a set schedule of days assisting with instruction. The key issue is that teachers must communicate with parents to determine how much they want to be involved. It is important that teachers make an effort to include parents, as much as possible.

Collaboration can not be effective if parents are not included. There must be a connection between parents and schools. Schools must be willing to collaborate with parents. It is becoming increasingly evident that schools cannot effectively educate children without the support and involvement from parents. The challenge becomes
ensuring that the school and home are working in an effective manner, while ensuring the needs of every student is met. Schools must have a plan of action that identifies specific strategies for including parents in the learning process.

Statement of the Problem

Establishing partnerships between teachers and parents is vital for effective collaboration. Research supports that there is a strong relationship between effective parental involvement in education and students’ success (Christenson & Sheridan, 2001). In addition, children whose families support their efforts at school and encourage their learning appear to have better long-term academic success, than children who lack such support regardless of income or social economic status (Edin & Lein, 1997).

Although some parents possess appropriate communication skills and are willing to form strong relationships with teachers, others may need to be encouraged to participate in the collaborative process. In particular, parents from diverse cultures and low income parents because they may feel unwelcome at school generally are less likely to take an active role in their children’s education. Therefore, it is important that schools, administrators, and teachers make an effort to create welcoming environments that facilitate open, consistent, two-way communication, if positive, partnering relationships are to be established.

Significance of the Problem

Parental involvement in the learning experiences of their children is vital. Failure by parents to participant can ultimately impede the academic performance of their children and may result in negative behaviors and inappropriate attitudes. As a
stakeholder in education it is important that parents participate in the education experience and become a team player in the process. The challenge for teachers is determining how to ensure that parents acquire, maintain, and possibly increase their involvement in the collaborative process (Hoover-Dempsey, Walker, Jones, & Reed, 2002). With few teacher education programs outside of special education and early childhood offering a specific course in school-family collaboration, unfortunately many new teachers do not have the training, nor possess the requisite skills to establish appropriate collaborative partnerships with the families of their students. This is unfortunate, considering that the No Child Left Behind Act (NCLB) mandates that teachers become highly qualified. It is essential that highly qualified teachers possess the requisite skills required for partnerships with parents and community personnel.

Purpose of the Study

Schools and teachers must recognize the power that parents have as they are viewed as vital members of the collaborative process (Smith, Gartin, Murdick, & Hilton, 2006). Unfortunately, effective parental involvement is not always acquired or sustained in many schools. The purpose of this study is to investigate the perceptions of teachers and students relevant to parental involvement in the educational experience. Additionally, strategies will be identified to sustain and increase the participation of parents in the collaborative process with teachers.
Research Questions

1. What are teachers’ perceptions of parental involvement in a Catholic high school?

2. What are students’ perceptions of parental involvement in a Catholic high school?

3. What strategies can be effective in improving parental involvement in a Catholic high school?
Chapter II

REVIEW OF RELATED RESEARCH AND LITERATURE

This chapter presents the review of literature regarding the topic of parental involvement. It provides information related the topics of why parental involvement, parents as stakeholders, an international perspective of parents, barriers to effective collaboration, and strategies to support partnering relationships.

Why Parental Involvement?

The goal of education is to promote the highest possible levels of academic, social, and career-vocational functioning for each child. This goal can only be accomplished through a change in professionals, in families, and in schools and systems (Kochhar-Bryant, 2008), a change that promotes partnering relationships. This change has to address student progress and the collaborative efforts of all to bridge the different and separate worlds of family and school, of professional roles, and of school and community.

The ability of professionals and parents to collaborate to solve problems and to improve education has become so important that just about every set of new standards for the preparation of teachers and administrators now addresses collaboration as a key topic. Expectations for collaboration are embedded in the No Child Left Behind Act. According to Kochhar-Bryant (2008), collaboration has gained increased attention because
stakeholders can accomplish more and make better decisions when they work effectively together. In addition, the establishment of partnering relationships with key stakeholders has become even more important because of its relevance in achieving agendas for school reform. The stakeholders (i.e., parents) must be willing to work jointly with schools, as well as different groups of people (e.g., speech therapists, counselors, administrators, etc.) for the betterment of their children.

Lopez and Cole (1999) report that parents’ involvement can be defined as a variety of activities that allows parents to take part in children’s educational process at home and/or school. According to Marzano (2003), it’s the day-to-day running of the school. The importance of parents supporting children’s learning at home or at school has been a topic of increasing interest because parents are important to the education of their children. The literature shows that parents fulfill this role in more than one way.

Parents are central figures since they are the natural and irreplaceable agents in the education of their children. Yun and Kusum (2008) note that parents play a key role in the education of their children. Parents can impact the engagement levels, academic performance, and future social competence of their children. Because of the power of parents, this key role in education has never been contested. Yun and Kusum (2008) focused on how parents involvement in middle school affected the engagement of their children and improved academic performance. The study supported that creating school structures can be beneficial to the relationships between the school and home. Data was collected from students in grades seven through 12. The researchers collected information from parents as well, regarding their involvement with their children’s education. The research showed that parents who stayed connected to school contributed
to their children’s success, however as the children moved to higher grades, parental involvement declined. There were various reasons provided as to the decline of parental involvement, which included, time, schedule demands, and convenience of the school’s location.

Kyriakides (2005) suggests that students at all levels perform better academically and have more positive school attitudes when their parents are involved. This is extremely important for students who are at risk of school failure because they frequently lack advocates to fight for their rights. If parents of these at risk children are involved, it is possible that these students will attempt to perform better academically and behaviorally. Parents were actively involved in the learning experience by working in their children’s classroom during the day and they also worked cooperatively with teachers in their roles as classroom aides.

A study by Martin and Martin (2007) also indicates that students can positively improve their achievement if parents are involved. Data was collected in math, science, and social studies across the areas of attendance, reprimands, discipline, and detention in grades K-4 of an urban elementary school. The longitudinal study lasted five years. The data supported that students with parental involvement had perfect attendance and improved in weekly class assignments and homework. Sanders (2008) asserts that parents should also give sufficient time to attend some school activities in support of their children’s learning. The author concludes that if parents are involved by helping with homework and other curriculum-related activities, their children benefit.

One comprehensive approach to homework partnerships provided an opportunity for parents and middle-school students who were at risk of school failure to learn about
self-management skills (Turnbull, Turnbull, Erwin, & Soodak, 2006). This approach required students to complete daily math assignments by using self-monitoring, self-recording, self-reinforcement, and self-instruction. The students and parents were given separate training sessions. Results of the program indicated that homework completion and quality were significantly higher when the parents facilitated this self-management approach than before intervention. Math achievement increased at a greater-than-anticipated rate, and students and parents were extremely positive about their involvement with the program.

There is a wealth of research (Aram & Levin, 2004; Chen & Gregory, 2009; Drolet, Maryse, & Magnolia, 2007; Sheldon & Van Voorhis, 2004; Sumer, 2009) that supports the inclusion of parents as key stakeholders in the partnering relationship. Parental involvement has a positive impact on the academic and behavior performance of children and assists in ensuring that school initiatives are promoted.

Parents As Stakeholders

There are benefits for all stakeholders when parents are actively involved in the learning experience. A study by Fletcher and Silberberg (2006) investigated the importance of fathers’involvement in their children’s grade school activities. Telephone surveys were used to gather data about parental involvement. The results confirmed evidence of positive effects of parents’ involvement in their children’s schooling. Specifically, the research found that a father’s participation in school activities had a stronger influence on students’ grades and assisted in the reduction of misbehavior of some males than a mother’s involvement. Based on this finding, the researchers
recommended that schools target fathers more consistently for participating in activities related to academic achievement. This is a topic for future research, as it is apparent that teachers should seek the participation of fathers more frequently in partnering relationships.

If parents can assist teachers in the classroom, then it is important that schools make an effort to attract parents as key stakeholders in the learning process. Partnering with parents is valuable as everyone benefits. Martin and Martin (2007) describe the experience of implementing a family/school partnership in an urban elementary school. In the study, 400 fourth grade students were participants in the five year longitudinal study. Thematic subjects such as math, language arts, science, and social studies were investigated. Yearly, students took state standardized tests and the researchers evaluated their academic performance to determine the impact of parental involvement. The results were compared to previous outcomes to determine the effectiveness of the program on academic achievement. Data was also collected on the behavioral aspects of students in classroom settings. Data was assessed across the areas of attendance, discipline, suspensions, and expulsions. The research showed that academic achievement in reading and math was above the 75% percentile for the state requirement. There was also a 30% improvement in the number of students who were proficient in math in the 2000-2004 academic year.

The research also showed that attendance improved from 90% in 2000 to almost 97% in 2004. Inappropriate behaviors such as expulsions and suspensions decreased. These included behaviors such as yelling, using profane language, and lack of
cooperation. The authors note that parents were instrumental to the collaborative process and the establishment of positive partnering relationships.

A study by Somers, Owens, and Piliawsky (2009) found that there were important factors that contribute to school dropout and identified an intervention in the prevention of dropouts. The authors collected data on the effects of mentoring, personal development, and parental involvement on students’ achievement with 140 ninth graders attending an urban public high school. The participants responded to a Likert style survey and open-ended questions were also given to collect information regarding their career goals and role models.

The study showed that having qualified teachers, giving more attention to individual students, increasing teachers’ support, reducing class sizes, and making instruction meaningful to students, as well as connecting teaching with real-world experiences was likely to assist students. The research showed that the most important factor contributing to keeping students in school to complete their education was partnering with parents and strengthening the school/home relationship. Based on the findings, the researchers recommended that parental mentoring be implemented, which allows parents to play an active role as a stakeholder in education.

As previously stated, students are highly motivated when parents participate in their learning experiences. Gonzalez-Dehass, Willems, and Holbein (2005) found in their research that students’ motivation is highly influenced by parental views and the value parents place on academic achievement. Students who perceive their parents to be actively involved in school persistent in time of adversity and difficulties, and perform
better (Gonzalez-Dehass, et al, 2005). These students are interested in performing well and are consistent in their efforts in the classroom.

Another study that addresses the benefits of parental involvement was investigated by Lopez and Cole (1999). The authors evaluated the effect of parent-implemented interventions on students’ academic readiness skills. There were five Puerto Rican parents and their kindergarten children who were identified by the teacher as having problems with learning the letters of the alphabet. Only students who knew less than 50% of the letters and were able to identify and name the letters of the alphabet in English and Spanish were included in the study. As part of the intervention parents were asked to assist their children in learning the letters using specific strategies. The results illustrated that when the Puerto Rican parents were actively involved in their children’s learning, especially in the early years, it had a positive impact on academic performance.

The involvement of parents in partnering relationships varies across families and communities. Even though some families are extremely involved in the education of their children, others have very limited involvement (Smith, Gartin, Murdick, & Hilton, 2006). Harig, Lovett, and Saren (1991) reported that 43% of families said they were somewhat involved with the educational program of their child, but only 34% indicated they were actively involved. However, 23% of families said they had no involvement in the education of their children. It is unlikely that these numbers have changed since this study was completed. It is important to note when parents and families are not involved in the education of their children, schools must take specific steps to assist and encourage involvement, as parents contributions as key stakeholders is needed.
Educators in many countries are beginning to examine students’ cultural and familial contexts in order to understand how to best relate to all students, especially those in minority groups (Tucker, Bachman, Klahr, Meza, and Walters, 2008). Researchers in the United States have shown a strong relationship between effective parent involvement in education and student success (Christenson & Sheridan, 2001). Support from parents seems to buffer negative effects of poverty and disadvantage (Christenson & Sheridan, 2001). Children whose families support their efforts at school and encourage their learning appear to have better long-term academic success than their peers who lack such support regardless of income or social class (Edin & Lein, 1997).

The educational careers of children are powerfully affected by the decisions that teachers and parents make about them. Although this applies to children from all cultures, it is perhaps especially so for children in the developing world (Liddell, Lycett, & Rae, 1997). Parents with very meager resources have to make decisions about whether a child should go to school at all. Parent then have to take decisions about how long a child will be schooled, as schooling is extremely costly – not only in terms of finding funds to provide fees, books, uniforms, etc., but also in terms of the considerable loss of labor that a household may incur when a child attends school. As a result, a child’s prospects for remaining in formal education will be constantly re-evaluated.

Although some parents have innate communication skills and readily form strong relationships with educators, others may need to be coaxed. In particular, low income parents may feel unwelcome at school and may need explicit encouragement to
communicate with teachers (Bridgemohan, van Wyk, & van Staden, 2005). These feelings may stem from the parents’ own negative experiences with school (Finders & Lewis, 1994), feelings of embarrassment about lack of nice clothing (Bridgemohan et al., 2005), or feeling that they are looked down on or judged by teachers (Finders & Lewis, 1994). In South Africa, for instance, the history of racial separation may add to African parents’ feelings of alienation from White educators.

Africans believe that raising children is a community activity, therefore they believe in the saying that it takes a village to raise a child. For the benefit of the children, it is a necessity that all community members be engaged and involved in education and preparing the younger generation for the future. In the past for example, society was organized in such a way that every ethnic group was responsible for its own education system (Pare-Kabore, 2003). The people of Africa want education to include: economic activities (farming, cattle breeding, weaving, etc.), the valuing of participation and responsibility of children, and the development of a sense of community (Desalmand, 1983). There must be an interconnection between knowledge transmitted and community needs. Oral method was predominant and participation of parents and relatives was highly encouraged at all levels. Therefore, the practice of this traditional education differs from one culture to another one.

In Kabye’s culture in Togo, West Africa for example, the education given to children depends on whether they are girls or boys. For Kabye, the essential role of girls as any woman, is to give birth and bring up a child. This makes their education a preparation to welcome and protect this life. Hence, Kabye will focus on training the girls on child rearing strategies. In the African tradition, girls are expected to follow the
examples of their mothers. They participate in activities that include farming, cooking, and cleaning. Whereas, boy are expected to hunt, to be courageous, to be a good farmer, and obtain the skills to become a responsible head of the family. Being able to survive is of utmost importance. Education in Togo is obligatory for children until the age of 15. Unfortunately, there is poor communication between families and communities and parental involvement is almost nonexistent in some schools. The education system is highly centralized and decisions are usually made without parents’ knowledge, thereby reducing home-school collaboration.

This contributes to a substantial discursive literature on home-school discontinuities for children in the developing world (Liddell, et. al., 1997). Researchers in the developing countries have suggested that parental beliefs and expectations concerning children’s academic potential serve as powerful predictors of school performance. In view of the number of parents in the developing world who decide to remove children from school before they have completed primary school, there is added cause for concern in the possibility that parents are withdrawing children who are in fact coping well at school. This is disconcerting and illustrates the need for effective communication between schools, parents, and communities. While there is gradual change in some countries, there are countries that are attempting to partner with parents to ensure student success.

For instance, in their research, Carignan, Pourdavood, and King (2006) investigated the participation of South African parents in the educational process. The research revealed that administrators think that parental involvement is very important. The principal, teachers, six students and four parents were interviewed during the study.
The interviews lasted between 30 to 60 minutes, Results showed that students appreciated receiving support from parents and the community in which they lived. The research also showed that parents appreciated the regular meetings with the school, serving on committees and supporting school structures and events.

Chen, Kyle, and McIntyre’s (2008) investigation found that teachers can assist parents as they work with their immigrant children, many of which are now attending American schools. Twenty classroom teachers across grade levels between K-12 and district level administrators were studied. The researchers claimed that collaboration between these immigrant parents and schools can indeed enhance the academic achievement, social emotional development, and other positive school outcomes for these children. However, the most important finding was that the collaboration between schools and families produced high academic achievement, improves student behavior and attendance, and creates a more positive school climate.

Whereas, Regner, Loose, and Dumas (2009) examined in their research specific aspects of students’ perceptions of parental involvement in the attainment of achievement goals. The researchers assessed French urban and suburban junior high-school students’ perceptions of collaborative efforts by parents and teachers. The participants were 503 students (266 girls and 237 boys), ages 13 to 16 from 26 classes of the Department of Haute-Garonne in France. The participants were asked to complete two questionnaires. The first one contained a scale to measure their perceived competence of parental and teacher collaborative endeavors, whereas the second questionnaire assessed participants achievement goals. The results showed that students’ behaviors, performance goals, and
academic achievement improved because of the collaborative efforts of parents and teachers.

Internationally, there may be challenges to effective collaboration between schools and families, however it is important that the contributions of these diverse families are affirmed and valued in the educational experience. As stated previously, collaborative endeavors are essential to the practices of effective teachers and the culture of successful schools (Friend & Cook, 2010). Research supports that parents are concerned about their children’s education in South Africa (Bridgemohan et al., 2005). The challenges facing South Africa and the United States a quite similar; in order to raise student achievement, parents need to be actively engaged in the partnering process. In order to fully engage parents, schools must move towards a more collaborative way of working with families and communities (Christenson & Sheridan, 2001).

Barriers to Effective Collaboration

Even though schools and families may try to work together to provide the best possible education for their children, disagreements do occur. “Conflict is a part of the human condition and is inevitable” (Lake & Billingsley, 2000, p. 241). It is vital that schools and parents attempt to resolve their disputes, therefore schools have to be proactive in avoiding conflict. Conflict can result over discrepant views of the child, concern that school personnel were insensitive to a situation, communication difficulties, and availability of parents due to time constraints.
It is not uncommon for parents to view their children’s schooling as much better than their own, however there are always areas for improvement (Tucker et. al, 2008). Parents are frequently concerned with issues related to communication between the school staff, which is a problem both internationally as well as in America. Parents shared that they usually hear from the school when there is a problem, not when the student is doing well. When parents were polled in the Tucker, et al, (2008) study they shared that “teachers fail to listen to what they have to say, like they are better” (p. 70). Parents frequently avoid going to school because they feel they are being judged by the teachers and viewed as “unfit parents” (p. 70).

In the United States, very few teacher education programs outside of special education and early childhood offer a specific course in school-family collaboration (Hoover-Dempsey, Walker, Jones, & Reed, 2002). Therefore, many new teachers do not have the training they need to begin developing collaborative relationships with families of their students. The lack of training in how to communicate with parents persists in spite of evidence that parent involvement raises academic achievement and that new teachers need specific training in order to be effective collaborators (Hoover-Dempsey et al., 2002).

In South Africa, the lack of teacher training in parent involvement is compounded by the teacher shortage in general and the overall shortfall of qualified teachers (Department of Education, 2006). During the era of apartheid, teachers of children of color were not highly skilled, and many continue to lag behind their peers in terms of content area knowledge. However, the South African Department of Education has begun reform efforts aimed at improving teacher education standards for both preservice
and current teachers. Although South Africa is already facing many issues in teacher education, it seems plausible that while in the midst of transition, they should add a parent involvement strand (Tucker et al., 2008).

Friend and Cook (2010) assert that life conditions of some families may pose challenges for them and make school participation and collaborative family-professional interactions difficult. Other concerns include, the lack of parents’ knowledge to participate in their children’s education and a lack of confidence or assertiveness. When barriers are present it is important that professionals support families and help them feel valued and comfortable participating at whatever level possible in their child’s education.

Making the shift from traditional ways of communicating with parents to a collaborative model may not be easy for teachers who have been working under the traditional model for many years (Tucker, et al., 2008). Training teachers to work collaboratively with parents appears to be a widespread, if not global need. Educating new teachers to think in systems models and to relate to parents as equals is another crucial piece. Research clearly shows that parent involvement is a key to increasing academic achievement. In order to accomplish this goal, teachers must see parents as equals, treat them with respect, and form enduring partnerships if student achievement is to be improved.

Strategies to Support Partnering Relationships

Family-school partnerships can be characterized by a collaborative relationship between families and school professionals who focus on the individualized needs of children and their families (Smith, et al., 2006). These partnerships have been found to be
quite helpful in changing and shaping the performance of students. The future for partnerships will be influenced by the changing structure of schools, changes in the delivery of services, and a major concern will be the changing demographics of the students and families. These changes will certainly impact partnering relationships, therefore it is imperative that effective school-based collaboration be sustained over time if students are to experience successful learning experiences.

There is merit in partnering with families, as Felix, Dornbrack and Scheckle (2008) report the benefits of parental participation in the completion of homework to ensure successful learning. The study focused on four learners randomly selected from fourth grade classes, principals from three primary schools, and the fourth grade English teacher. The focus group provided insight into homework and the partnerships between schools and families. It was discovered that parents and schools must cooperate in the attainment of a better quality of education. Positive home-school partnerships can contribute to the improvement of students’ knowledge and their understanding of homework material.

Paulsen (2008) identifies specific strategies that can be employed to sustain successful collaboration. They include, effective communication skills are essential, it is important to recognize the expertise of each collaborative team member, it is essential that school become advocates of collaboration and make it a priority, ethical behaviors must be provided by all stakeholders, and trust and respect are essential. It is important that team members adhere to these strategies if collaborative endeavors are to be sustained. The author cautions that effective collaboration is not easy to accomplish,
however with planning, time, and the commitment of stakeholders improved outcomes can result.

Accordingly, Nelson and Guerra (2009) report that the parents of culturally, linguistically, and economically diverse students not only have high expectations for their children’s academic success, but they also support their children’s education in important ways that may differ from the kind of parent involvement noted in traditional or middle class parent models. The authors identified five strategies that describe ways in which parents may be involved in their children’s education. The strategies include, parents are viewed as key to the collaborative process, effective communication must be established, parents must demonstrate support of academics and assist their children as needed, and become an active participant in the partnering process. It is important that their voice is heard as a stakeholder in the process.

A strategy that was being implemented at Chaminade Julienne High School was the NetClassroom which is software program that allows parents and students to receive separate login information so that each can check the students’ grades. Both parents and students receive the same information, which ensures that parents are able to access the grades of their children. The basic premise is that teachers use an online grading program called FAWeb. When teachers log into FAWeb they can input assignments and grades. These assignments and grades are then displayed in NetClassroom for the students and parents to view. Both of these programs are Internet-based so they can be access from any computer with an Internet connection. The program allows parents to have access to current information regarding assignments and grades, since teachers update grades every two weeks. NetClassroom also provides parents with information regarding their child’s
conduct, including if they received demerits or detentions. The NetClassroom is an effective strategy to increase parental support and collaboration with the teachers.

As we continue to move toward a shared responsibility for student success, it is imperative that teachers and parents work together. The partnerships practices of commitment and professional skills are particularly important in teachers efforts to work with parents to promote student learning. It is important that teachers set high expectations for students. Turnbull et al, (2006) suggest four opportunities for professionals and parents to collaborate to promote student learning in school, at home, and in the community. The four opportunities were fostering homework collaboration, sharing information about student progress, promoting friendships and community membership and providing positive behavior support. These opportunities assist in strengthening the partnering relationship between schools and families.
Chapter III

METHODOLOGY

This chapter describes the methods that were used to conduct this study. The topics discussed are the participants, setting, and data collection procedures.

Participants and Setting

Participants in the study were 64 students between the ages of 14 and 18. The participants were in grades nine and twelve and were a diverse group across religions, races, and experiences. During the 2009-2010 academic year there were 714 students enrolled in grades nine through 12. Sixty-six percent were Catholic, 57% Caucasian, 32% African American, 5% biracial, 2% African, 2% Hispanic and 1% others. All the students were required to take the Ohio Graduation Test in reading, math, writing, and social studies and were required to pass them before graduating. The majority of the students came from a two-parent household.

In addition, 16 teachers were also participants in the study. Thirty-four of the teachers had Masters degrees and 18 had Bachelor degrees. Teachers were at different levels of teaching experience, including two teachers in which this was their first year of teaching. Teachers were well-qualified in their content areas and taught courses such as foreign language, English, history, mathematics, religion, health, and science.
The setting was Chaminade Julienne, a Catholic high school in a Midwestern city. The school was owned and operated by two religious orders, the Society of Mary (Marianists) and the Sisters of Notre Dame de Namur, in conjunction with laypersons. The school was over 120 years old and had an impressive reputation and had earned national recognition for excellence. The school was committed to educating the whole person, working for justice, and developing family spirit.

Data Collection

During the 2009-10 academic year, the researcher met four times with the principal of the Catholic high school. The initial meeting was to discuss the purpose of the study and the possibility of obtaining permission to conduct the study during the second semester of the academic year (See Appendix A). The purpose of the second meeting was to discuss preliminary information regarding specific procedures that were employed in establishing partnerships with parents. During the last two meetings, the researcher and the principal identified who should be surveyed and when the surveys could be distributed.

After permission was granted, the researcher designed two surveys, one for teachers (See Appendix B) and one for the students in grades nine and 12 (See Appendix C) to determine teachers and students perceptions of parental involvement and the effectiveness of parent-school partnerships. The survey had prompt statements regarding specific questions about parental involvement. A Likert-style format was used with responses from strongly agree to strongly disagree. This question was asked, “How would you rate parents involvement in your school?
The question was asked as a way to generate the thoughts of teachers relevant to the collaborative process. The second survey for the students had eight prompts with a Likert style also. A question that was asked of students to determine their perception of parental involvement was, “How would you rate parents’ involvement in your school?”

Once the surveys were designed, the researcher met with the principal to identify convenient days for distributing the surveys. The principal sent an email to teachers to inform them about the survey and to ask for their cooperation. Students and teachers were surveyed within a two month time frame during the months of February and March. The return rate of the surveys by students and teachers was slow because the school was closed a few days due to bad weather and there were conflicts within the daily schedule (e.g., makeup work; examinations).

Students were surveyed under their teachers’ supervision four days after the teachers had completed the surveys. The researcher prepared the teachers by having them write the researcher’s name on the board and then showed the students on the Internet which country the researcher was from. The researcher also provided the teachers with an explanation for the study and the importance of the research in identifying the difference between parental involvement in America versus parental involvement in Africa.

There were 52 teachers employed at the school, however only 16 teaches were willing to complete the survey. Lack of participation by the teachers might have been due to the time of the year and the pending breaks (e.g., spring). The data was analyzed to determine teachers and parents perceptions of parental involvement. It would have been beneficial if the researcher had surveyed parents also, however time restrictions made this
impossible. The view of parents is important as teachers and administrators struggle to identify best practices for ensuring student success.
Chapter IV

RESULTS

This chapter provides the results of the survey. There were 64 students and 16 teachers involved in the survey. Tables and graphs below show that there were a lot of disagreements.

Table 1

Teachers’ Survey Responses

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)Parents involvement can help teachers become more effective in their classrooms</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>31%</td>
<td>62%</td>
</tr>
<tr>
<td>2) Parents involvement is important for school improvements</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>38%</td>
<td>56%</td>
</tr>
<tr>
<td>3) Parents involvement improve students achievements</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>19%</td>
<td>81%</td>
</tr>
<tr>
<td>4) I often discuss with parents regarding their children’s class work</td>
<td>0%</td>
<td>6%</td>
<td>19%</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>5) I often receive parents’ visit at school</td>
<td>12%</td>
<td>19%</td>
<td>31%</td>
<td>25%</td>
<td>6%</td>
</tr>
<tr>
<td>6) I feel comfortable visiting parents at home to learn more about my student</td>
<td>31%</td>
<td>44%</td>
<td>19%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>7) Every family has some strength that could be used to optimize student’s success</td>
<td>0%</td>
<td>6%</td>
<td>12%</td>
<td>56%</td>
<td>25%</td>
</tr>
<tr>
<td>8) How would you rate parent’s involvement in your school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 = Rarely; 2 = Occasionally; 3 = Sometimes; 4 = Often; 5 = Usually

- One participate did not answer question number 5
- One participate did not answer question number 8
Table 3

*Teachers’ Survey Responses Percentage of Agreement*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Parents involvement can help teachers become more effective in their classrooms</td>
<td>31%</td>
<td>62%</td>
</tr>
<tr>
<td>2) Parents involvement is important for school improvements</td>
<td>38%</td>
<td>56%</td>
</tr>
<tr>
<td>3) Parents involvement improve students achievements</td>
<td>19%</td>
<td>81%</td>
</tr>
<tr>
<td>4) I often discuss with parents regarding their children’s class work</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>5) I often receive parents’ visit at school</td>
<td>25%</td>
<td>6%</td>
</tr>
<tr>
<td>6) I feel comfortable visiting parents at home to learn more about my student</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>7) Every family has some strength that could be used to optimize student’s success</td>
<td>56%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Figure 1 – Teachers’ Total Percentage of Agreement*
Figure 1 illustrates a strong agreement that parents’ involvement is important for school improvement and for students’ success. For instance, the data in the teachers’ survey for prompt 1 show that teachers agreed (93%) that parents involvement can help them become more effective in their classrooms. They also felt on prompt 2 that parental involvement is important for school improvements (94%) and 100% responded on prompt 3 that parental involvement can improve students’ achievements. This is not surprising because teachers consider educating a child as a collaborative mission between family and school. Students’ success don’t only rely on the effort and support provided by schools, but also on what parents do with their children at home. Teachers believed that “Every family has some strength that could be used to optimize student’s success” (81%).

Teachers agreed with the impact of parental involvement and on students’ success. There were greatest agreement in sharing responsibilities and discussing with parents regarding their children’s class work, “I often discuss with parents regarding their children’s class work” (75%). The prompt, “I often receive parents’ visit at school” received the lowest score (31%) as well as “I feel comfortable visiting parents at home to learn more about my student” (6%). The reason for this could be that parents were not provided with different opportunities to allow them to meet teachers.

Besides, in rating parent’s involvement in school, the option “Sometimes” received the highest score. 7 out of 16 teachers found collaboration with parents in their school will fit well that option “Sometimes”. This brings to infer that teachers-parents collaboration is not consistent and that there should be consequently a lack of
parental involvement. Table 1 shows the manner in which teachers generally agreed on the prompts.

Table 2

*Students’ Survey Responses*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) My parents help me with my class assignments</td>
<td>14%</td>
<td>17%</td>
<td>38%</td>
<td>22%</td>
<td>8%</td>
</tr>
<tr>
<td>2) My grades improve when I get help at home</td>
<td>3%</td>
<td>19%</td>
<td>44%</td>
<td>25%</td>
<td>8%</td>
</tr>
<tr>
<td>3) Each day, my parents spend little time to discuss why I should do well at school</td>
<td>8%</td>
<td>27%</td>
<td>29%</td>
<td>33%</td>
<td>3%</td>
</tr>
<tr>
<td>4) My parents have met all my teachers</td>
<td>25%</td>
<td>18%</td>
<td>15%</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>5) My parents know all my teachers by name</td>
<td>25%</td>
<td>34%</td>
<td>20%</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>6) I’m happy when my parents visit me at school</td>
<td>24%</td>
<td>15%</td>
<td>45%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>7) My parents haven’t visited me yet at school</td>
<td>31%</td>
<td>26%</td>
<td>16%</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>8) I’ll be happy if my parents visit me frequently at school</td>
<td>24%</td>
<td>35%</td>
<td>32%</td>
<td>6%</td>
<td>2%</td>
</tr>
</tbody>
</table>

9) Below satisfaction | Satisfaction | Above satisfaction
8 | 38 | 14

- Two participants did not answer question # 9
- Two participants did not answer question # 4
- Three participants did not answer question # 5
- Two participants did not answer question # 7
- One participant did not answer question # 8
- One participant checked both “Disagree” & “Neutral” for number 5
- One participant checked both “Strongly Agree” & “Neutral” for number 6
Table 4

Students’ Survey Responses Percentage of Agreement

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) My parents help me with my class assignments</td>
<td>22%</td>
<td>8%</td>
</tr>
<tr>
<td>2) My grades improve when I get help at home</td>
<td>25%</td>
<td>8%</td>
</tr>
<tr>
<td>3) Each day, my parents spend little time to discuss why I should do well at school</td>
<td>33%</td>
<td>3%</td>
</tr>
<tr>
<td>4) My parents have met all my teachers</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>5) My parents know all my teachers by name</td>
<td>15%</td>
<td>7%</td>
</tr>
<tr>
<td>6) I’m happy when my parents visit me at school</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>7) My parents haven’t visited me yet at school</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>8) I’ll be happy if my parents visit me frequently at school</td>
<td>6%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Table 3 shows that students had different viewpoints on parental involvement. Students’ responses to the prompt 1, “My grades improve when I get help at home” (33%) illustrates that parents’ involvement does improve performance achievement at school. However, these students don’t get much help from parents as they would like to. They expressed that by disagreeing with prompt 1, “My parents help me with my class assignment” (31%). 36% of students had discussion with parents on the benefit of doing well at school. Those who disagreed with this principle are 35%. The difference is not significant and that seems to demonstrate that parents did not make this activity as a priority.

The prompt 4, “My parents have met all my teachers” has parity in the responses. 43% responded yes and 43% said no. This parity could not be applauded because it tells that there is extreme lack of communication between parents and teachers and collaboration between home and school is not working well. This is well illustrated on the graph by prompt 5, “My parents know all teachers by their names” (59%) as well as by prompt 7, “My parents haven’t visited me yet at school” (57%). That could explain why parents did not make helping children a priority because teachers are not communicating with them about why it’s essential to be involved.

The most interesting finding for us was that the prompt, “I’ll be happy if my parents visit me frequently at school” did not receive a good response from the students. Only 8% agreed. Same thing happened to the prompt, “I’m happy when my parents visit me at school” (16%). These two prompts received the lowest scores on this table. But children rated their parents’ involvement at the level of satisfaction.
This shouldn’t surprise anybody given the fact that children at the age of adolescence want their freedom and thereby do not want to allow their parents to interfere with their lives. That could explain why on prompt 3, parents were not enthusiastic in spending time everyday to discuss with their children why they should do well at school. The random nature of the response illustrates that students may have been distracted or unconcerned about completing the survey. Also, some of the students failed to respond to statements or provided more than one response to the prompt. It is possible that the students did not take completing the survey seriously. Figure 2 illustrates the variability across the students’ responses.
CHAPTER V
SUMMARY AND CONCLUSIONS

Of all the complex challenges facing education today, none is as demanding or as critical as creating a culture of collaboration (Friend & Cook, 2010). This is not surprising since the need for school-based collaboration has increased over the past decade. Another consideration is the impact of No Child Left Behind Act (NCLB) of 2001 which has set high standards for student achievement and created clear accountability systems for all students (Kochhar-Bryant, 2008). To illustrate the importance of parental involvement almost every set of new standards for the preparation of teachers and administrators now addresses collaboration as a key topic. The reality is if parents are not involved in collaborative endeavors, then school improvement will be limited (Friend & Cook, 2010). This study sought to determine teachers and students perceptions of parental involvement in a Catholic high school.

To direct the focus of this research the following research questions were asked:
a) What are teachers’ perceptions of parental involvement in a Catholic high school? B) What are students’ perceptions of parental involvement in a Catholic high school? C) What strategies can be effective in improving parental involvement in a Catholic high school? Clearly, the data supported that teachers, as well as students believe that parental involvement can be important. Basically, teachers believe that parental involvement is
very important and that parental involvement improves student achievement. However, they did not have strong feelings regarding the prompt, “I often discuss with parents regarding their children’s class work. This illustrates that even though teachers believe that collaborative endeavors are essential, they may be reluctant to discuss with parents regarding their child’s performance. Teachers were in agreement with previous research regarding the active participation of parents and its’ impact on student achievement. It is apparent that teachers recognize the relevance of identifying strategies that can be employed to maintain and increase parental involvement in the school.

Whereas, the viewpoints of students was most interesting in that students varied in their opinion of parental involvement. There was greatest agreement with the prompt, ‘My parents have met all my teachers’ (43%). The prompt, ‘I’ll be happy if my parents visit me frequently at school’ (8%) received the lowest score. This is not surprising considering that high school students typically do not want their parents coming to school to discuss their performance with their teachers. They would probably view this as embarrassing. It is apparent that students do not view parental involvement as essential based on the variability of the responses. It is evident that at the high school level students do not think that parents have to be as involved, as in the earlier years of schooling. The school is in the process of implementing a strategy, Net Classroom, as a way to improve collaborative opportunities for professionals and families.

The research supports that effective partnerships honor and encourage families’ contributions to their child’s learning and development and at the same time respect families’ preferences for participation in their child’s education (Turnbull, Turnbull, Erwin, & Soodak, 2006). Three decades of research on parental participation in education
tell us why effective parent-professional partnerships are essential. When parents engage with students in learning activities at home and in the community, children do better. Parental involvement in their child’s learning contributes to increases in the following: reading achievement; math achievement; positive attitudes toward school; attendance and retention; homework completion; and positive behavior at home and at school. Ultimately, children from all races, ethnicities, religions, languages, and socioeconomic backgrounds benefit from family-school partnerships. Additionally, it is likely that the benefits of parental involvement will endure over time.

It is important to note that collaboration is the common thread in many current initiatives for school reform. Collaboration is crucial as school personnel work with families and parents of their increasing diverse student groups (Friend & Cook, 2010). Additionally, collaborative teams may work on decision making, curricula reform, development of new programs or restructuring. More importantly, teams are able to generate energy and interest in new strategies or ideas. Therefore, the merit of collaboration is noteworthy as everyone truly benefits by establishing partnering relationships.

This study was relevant because it illustrated that teachers do indeed want to promote partnering relationships with parents. It also showed that high school students do not believe that collaboration is as important at the high school level, even though many of the parents were actively involved in the learning experience. Future research should focus on identifying specific strategies that promote partnering relationships with key stakeholders to improve the academic performance of students. Sanders (2008) notes that
schools can achieve success and excellence when teachers, families, and students work collaboratively.
BIBLIOGRAPHY


Martin, D. & Martin, M. (2007). Implementing family/school partnership in an urban elementary school to reduce negative behavior and increase academic achievement. *Family Therapy- The Journal of the California Graduate School of Family Psychology, 34*(3), 141-152.


APPENDIX A

Letter to Principal

January 8, 2010
Mr. John Marshall
Chaminade Julienne Catholic High School
505 S. Ludlow Street
Dayton, Ohio 45402-9847

Dear Mr. Marshall,

I am currently working on completing my Master of Science in Education from the University of Dayton. As part of my thesis, I will be conducting a research study this semester. My study will be centered on the topic, *Improving Schools By Improving Parental Involvement*. My intent is to use the results of this study to determine what issues exist on the topic from the American perspective and identify appropriate strategies that could be used in my own country, Africa.

I will be conducting this research by distributing surveys to teachers and students in grades 9 and 12 at Chaminade Julienne, if given permission. A survey is provided for your review so that you will be able to see the type of questions that being asked. At the completion of the study, I will share the results of my study with you.

This research is being conducted under the supervision of Dr. Carolyn Talbert-Johnson. If you have any questions, you may email her at Carolyn.Johnson@notes.udayton.edu or by telephone (937) 229-3082. I would also be willing to answer any questions you may have.

Sincerely,

Abraham Mewezino
APPENDIX B

Teachers’ Survey

Teachers’ views on parents’ involvement

**Instructions**: Please mark whether you **agree or disagree** with each of the following statements. If you neither agree nor disagree with the statement, mark "**Neutral.**"

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Parents involvement can help teachers become more effective in their classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Parents involvement is important for school improvements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Parents involvement improve students achievements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) I often discuss with parents regarding their children’s class work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) I often receive parents’ visit at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) I feel comfortable visiting parents at home to learn more about my student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Every family has some strength that could be used to optimize student’s success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How would you rate parents’ involvement in your school?

1 = Rarely; 2 = Occasionally; 3 = Sometimes; 4 = Often; 5 = Usually
APPENDIX C

Students’ Survey

Instructions: Please mark whether you agree or disagree with each of the following statements. If you neither agree nor disagree with the statement, mark "Neutral."

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) My parents help me with my class assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) My grades improve when I get help at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Each day, my parents spend little time to discuss why I should do well at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) My parents have met all my teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) My parents know all my teachers by name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) I’m happy when my parents visit me at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) My parents haven’t visited me yet at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) I’ll be happy if my parents visit me frequently at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How would you appreciate your parents’ participation in your school activities?
1 = Below satisfaction;
2 = Satisfaction;
3 = Above satisfaction