Literature Review: How much does parental involvement really affect the student’s success?

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Does increased parental involvement lead to an increase in student success?

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Introduction

Adults and the world around us are changing and evolving at a rate we cannot seem to keep up with due to technological advances and changes in the educational systems. The significance of this problem is already having a large impact on our country economically in regards to the quality of education our students have and the level to which they are prepared for 21\textsuperscript{st} century jobs. This has drawn to the No Child Left Behind Act of 2001, by President George Bush. The act pushes schools to be more accountable and issues funding based on standardized assessment outcomes.

Student success and motivation in the classroom is decreasing at an alarming rate. Recently, there has been a growing concern amongst educators regarding the level of parental involvement experienced in the education industry. The No Child Left Behind Act calls for schools to push for an increase in parental involvement for students today. The belief is that there is a strong degree of relationship established between parental involvement and student success. Therefore, if parental involvement increases, student motivation and success will increase, and therefore we can help our economy get back on track. For years, research has been conducted to compare this relationship. The research has been in many different settings, used different methodologies, sample sizes, locations, and explored a plethora of research questions about many issues on motivation, success, and parental involvement with many different variables.

Conducting the Literature Review

The goal of this literature review is to examine and discuss the research that has been completed in regards to the issue of parental involvement in the educational setting as well as analyze statistically how the research was conducted. This literature review was conducted by searching for published journal articles in the Academic Search Complete database through the University of Texas at Brownsville online library. The search fields consisted of the words “parental involvement,” “success,” and “motivation.” The articles titles were then reviewed to see if the title fit the description of type of research literature studies needed. If the title appeared feasible, then the abstract was read. If the abstract was related with research findings of parental involvement, student success, and or motivation in school then the articles were printed, reviewed, and analyzed. The articles were input into a table (as shown below), in order to easily compare the date and author of the study, the publication that the study was found in during the literature review, the sample size, the findings and any other miscellaneous pertinent information.
After reviewing and analyzing the findings, it appears that there is a common theme being found whether or not the researcher points it out. Most research reviewed agrees that there is a link of some sort between parental involvement and student achievement. Most research wants to know if it is parental involvement or another factor that leads to student academic achievement. Some research aims to find barriers of parental involvement. Some research answers the questions of different effects of different types of parenting styles that is key and not just involvement alone. Some research says an indirect relationship is found but not a direct relationship between the two. Some research examine a student’s self-efficacy and or motivation as the cause for academic achievement. Research is present for sample groups in different areas of the United States, the world, of elementary, secondary, and college age students.

The findings are unanimous that a relationship exists between parental involvement and student academic achievement. The findings seem to mainly be inclusive that different types of parenting styles will lead to different types of self-efficacy within the student which will determine the students motivation level and that the students motivation level will determine academic successfulness or not. There looks to be an indirect effect from parental involvement but it is not parental involvement alone that determines academic success.

Key Terms

Parental Involvement. The term parental involvement is such a broad term. Parental involvement can be as little as a parent asking about homework, to contacting a teacher, to watching every single move a student makes. There are many variables that make up the term parental involvement. Some research studies presented only look at a few components of parental involvement while others few many components. For example; parent-student communication, family rules, consequences, parental support of academics, strictness, amount of control, parent-school communication initiated at a school level versus the teacher level, parent checking on homework, etc. Some studies tend to focus on the impact of parental involvement in the child’s life in general where other studies only examine the academic parental relationship. In addition, different levels and types of parental involvement are looked at more commonly as different types of parenting styles. Research has been conducted on the these different types of parenting styles and how each potentially has a positive or negative affect on self- efficacy, motivation, and or academic achievement.
Motivation. Motivation has drastically decreased amongst students in the classroom. Motivation is seen as the student’s willingness and drive to improve, learn, or do better. The lack of motivation is a problem in educational settings that is becoming a large phenomenon as well. Researchers question why the decline in motivation of students. It is unclear as to what determines a student’s level of motivation, but some believe it is due to the way the student was “made,” some believe it is due to the teacher or school settings, some believe it is due to the external environment also known as home life, and some believe it is a combination of all the above and then some.

Academic Achievement. Academic achievement is typically referred to as the scores and or advancement made by students in time in regards to grades. Some researchers look at academic achievement as mastering a certain goal internally, where others believe it to be mastering of a goal externally. Some look at academic achievement as the measurement of the growth of students’ motivation, success, GPA, test score, class grade.

Self-Efficacy. Self-efficacy is used to define and describe the level of self-esteem, confidence, or intrinsic motivation a student possesses. Some research shows that self-efficacy is determined by internal versus external variables. Some researchers believe that self-efficacy can be measured through questionnaires which analyze the student’s perception of the reality or possibility to pass or be capable of achievement. Some researchers believe a student alone is capable of controlling this variable. Some researchers believe this is a variable controlled and determined based on interactions through others whether in personal or academic life.

Classification of Research

When classifying research, we tend to group a study by its methodologies and its research method used. The three most common methodologies consist of quantitative, mixed, or qualitative. The types of research used by quantitative research fall under a category of experimental or nonexperimental. The types of research used by qualitative research falls under phenomenology, ethnography, case study, grounded theory, and historical.

Quantitative Research. When using quantitative research methods, the researcher is usually testing some theory with numbers. It is usually objective, empirically based on science, predictable, and explains something of national interest with a narrow look at data from a controlled setting. Collects quantitative data and uses structured and validated measures using variables to identify relationships among the variables and reports using numbers.
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Qualitative Research. When using qualitative research methods, the researcher is usually developing a hypothesis or knowledge from getting “into” the research. It is usually subjective, not based on science, unpredictable, and explores something of local interest with a wide deep look at data from an uncontrolled setting. The researcher is the collector of the qualitative data by their field notes, observation, questions, and surveys using words images and categories in search for patterns, descriptions, and differences and reports using quotes from a narrative stand point.

Mixed Research. When using mixed research it is a combination between the properties and characteristics of the quantitative and qualitative researched above.

Review of Literature

Article 1- A Structural Equation Model of Parental Involvement, Motivational Aptitudinal Characteristics, and Academic Achievement by Gonzalez, Nunez, Gonzalez, Alvarez, Roces & Garcia (2002)

The goal was to gain knowledge to create a hypothesis showing parental involvement on students’ academic aptitudes, self-concept, and causal attributions and 3 variables on academic achievement. The sample consisted of 261 students with an average age of 14 years old and ranging from 12 to 18 years old. The students completed a 45 item assessment using a 5-point Likert scale to collect data on family involvement, which were mainly questions about the parents or how the students viewed the level of different categories within parental involvement. School aptitudes were assessed by using an aptitude test called TEA. The test measured verbal, reasoning, and calculus knowledge. The causal attributions were measured by students answering questions of how they viewed themselves in different scenarios using a 5-point Likert scale. The academic self-concept measurements were taken by 102 questions given to the participants where they used a 6-point Likert scale to answer.

Data was collected in 2 hour sessions by some graduate students and then statistical analysis was ran with 13 dependent variables and 6 independent variables. The findings showed that just one variable alone did not have a significant impact on the results of correlation, but when all the variables together were considered, there was a significant correlation. The conclusion drew on the fact that parental involvement is correlated to academic achievement but in an indirect manner.

Article 2 – The Effect of Teacher Communication with Parents on Students’ Mathematics Achievement by Sirvani (2007)
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Hosin Survani was one of the few documented experimental researchers who chose to hold an experiment in order to analyze parental involvement and success in a classroom. The sample size consisted of an experimental and a control group. The experimental group was given tracking sheets regularly that parents had to sign showing proof of review. The control group was not given the same. The study lasted 12 weeks. The grades were then analyzed from prior to after the process, and the findings were significant that students in the experimental group had higher grades than the students in the control group and there were no significant changes in scores with regards to gender as there was in regards to parental monitoring.

The statistical representation was done using a MANOVA. The sample consisted of 52 high school freshman with 33 being male and 19 being female. Random selection was used and the teacher did not use any different lessons or testing than normal. The only change was the experimental group being required to have parents looking and checking grades daily by a progress report sent home.

**Article 3 - Students’ Academic Motivation: Relations with Parental Warmth, Autonomy Granting, and Supervision by Fulton and Turner (2007)**

Fulton and Turner wanted to research relationships between perceptions of parenting and students’ academic success and motivation and if there is a significance difference of outcomes for males versus females. 245 college students under the age of 23 were given a 60 item questionnaire in order to measure student’s perceptions of control. The college was in a southern US regional university and ages ranged from 17 to 22. The parental perceptions were measured using questions about warmth/involvement, autonomy granting, and supervision. The student’s perception of control were measured using questions about self-beliefs and school performance. The statistical methods used were MANOVA to show the correlations between variables. Warmth predicts academic achievement for both males and females, but supervision predicts perceptions of control for females but not males.

**Article 4 – Parents’ Relationships and Involvement: Effects on Students’ School Engagement and Performance by Mo and Singh (2008)**

The research presented compares effects on students’ school engagement and performance based on parents’ relationships and involvement. They used data from National Longitudinal Study of Adolescent Health (Add Health) which other researchers used as well. The variables used in this study for parents’ relationships consisted of how
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Students answered questions regarding parental involvement in school, parent-child relationship, and parents’ educational aspiration. The variables used in this study for the students’ school engagement consisted of how students answered questions regarding behavioral engagement, emotional engagement, and cognitive engagement.

The sample size was 1,235 adolescents from grades 7-12. The data was collected from long interviews of students that had been selected from school rosters. The data collected from parents were gained by selection of one parent in each home. The data used from the Add Health study had been collected from September 1994 – December 1995. The statistical measure used, to make comparisons were the correlation, standard deviations, and MANOVA with gender and ethnicity were independent variables. They concluded that parents’ relationship and involvement, and students’ school engagement had significant effects on students’ school performance. Among ethnic groups, there was no significant difference among female and male students but did show significant difference among ethnic groups.


This longitudinal research study had two hypotheses; that parenting styles could predict school dropout, and that parental involvement at age 14 would determine school dropout in the future. The sample size was 427 9th grade Icelandic youth responses taken from a large longitudinal study called Adolescent Risk-Taking Longitudinal study. The parenting styles were classified into 4 categories; authoritative, authoritarian, indulgent, and neglectful. Other measures taken consisted of school dropout, academic achievement, socioeconomic status, temperament, and parental involvement.

The statistical measures used to analyze the data consisted of the regression analyses. The findings after analysis suggested school dropout can be determined at age 14 of a student’s academic perceptions based on parenting style but not on parental involvement. Parental involvement is too broad and relations are more evident towards parental style.


One of the five research questions for this study was to answer, “To what extent do parent and peer factors have an indirect effect on student engagement via individual psychological factors?” The data used was taken from the National Education Longitudinal Study. The longitudinal study surveyed students at 3 different grade levels; 8th, 10th,
and 12th. The sample size for You and Sharkey’s study used data of 13,825 from 934 high schools within the US at the 10th grade level reporting period. The dependent variable was student engagement which was measured by three questions the students answered using a four point Likert scale. Other variables measured consisted of locus of control, self-concept, peer academic value, social-economic status, parent-child communication, teacher practices on homework, and teacher support.

The statistical measure used to evaluate the data for the study was multi-level latent growth curve modeling. The findings suggested that the individual student level influences had a low impact on student engagement; but when cumulative effects were analyzed, there was a huge effect on student engagement. They explain this by stating, “the effects of three external support factors on engagement growth are mediated by locus of control and self-esteem.”

Article 7 – The Effects of Parental Involvement on Students’ Academic Self-Efficacy, Engagement and Intrinsic Motivation by Fan and Williams (2009)

The study presented by Fan and Williams set out to examine the effects parental involvement on self-efficacy. Parental involvement was measured by eight variables; parental aspirations for students’ postsecondary education, parents’ participation in school functions, family rules reflecting parental home supervision, parental advising, parental participation in extracurricular activities, parent-school communication, school-initiated contact, parent-initiated contact. The measures used for the study were student academic self-efficacy, intrinsic motivation, engagement, socio-economic status and gender. The data was gathered from the Educational Longitudinal Study of 2002 and was performed on 10th grade students. The statistical measures for the study used SAS 9.2 to gain regression analysis of 15,325 students. The overall results show that “various dimensions of parental involvement differentially linked to students’ engagement in academic activities, senses of self-efficacy and intrinsic motivation in math and English.

Summary

Throughout reviewing the 7 different articles that directly applied to the question at hand of the relationship between parental involvement and success, it is clear that there is overwhelming evidence of an impact of parental involvement on student success. Some researchers viewed the impact of parental involvement on self-efficacy or motivation and others viewed the impact of parental involvement on success directly. As seen after reading the reviews
of the literature above, there are many similarities and many differences as well as how the researchers carried out the research on this topic.
<table>
<thead>
<tr>
<th>Study</th>
<th>Year</th>
<th>Population</th>
<th>Exp or Non Exp</th>
<th>Quan Qual</th>
<th>Type of research</th>
<th>Research Question</th>
<th>Variables</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gonzalez, Nunez, Gonzalez, Alvarez, Roces &amp; Garcia</td>
<td>2002</td>
<td>261 kids 7th &amp; 8th grade Spain</td>
<td>quant</td>
<td>Questionnaire Calculated squared multiple correlation</td>
<td>Hypothesized The relationship between parental involvement and children's academic achievement would be indirect, modulated by student's personal variables.</td>
<td>Family Involvement School aptitudes Causal attributions Academic self-concept Academic achievement</td>
<td>It is an indirect relationship not direct</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Sirvani, H.</th>
<th>2007</th>
<th>52 Freshmen (33m, 19f) diverse pop economy challenged southern US</th>
<th>Exp</th>
<th>quan</th>
<th>MANOVA and t-test</th>
<th>Benchmark Tests</th>
<th>Used MANOVA to find Q1 - parental involvement improved student grades on homework assignment due to a higher completion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Experimental 12 week experiment 1 control 1 experiment where parents were given regular monitoring sheets to be signed</td>
<td>Exp</td>
<td>quan</td>
<td>1. What are the effects of parental involvement on student achievement? 2. Are females and male students affected differently when students' parents become involved in their children's education? 3. How does parental involvement affect lower-performing students (whose who are making a grade of 75 or below) when they are compared with other lower-performing students parental participation?</td>
<td>Homework Tests</td>
<td>Exam Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. What are the effects of parental involvement on student achievement?</td>
<td></td>
<td></td>
<td>2. Are females and male students affected differently when students' parents become involved in their children's education?</td>
<td></td>
<td>3. How does parental involvement affect lower-performing students (whose who are making a grade of 75 or below) when they are compared with other lower-performing students parental participation?</td>
</tr>
<tr>
<td>Fulton &amp; Turner</td>
<td>2007</td>
<td>245 under age 2366% white</td>
<td>Non Exp</td>
<td>quant</td>
<td>Students Perception of Control Questionnaire (60?s)Multiple regression</td>
<td>1. Does parenting predict student’s perceptions of control and in turn whether perceptions of control predict academic grades? If relations were predicted by gender</td>
<td>IV- warmth, autonomy granting, and supervision</td>
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<tr>
<td>You &amp; Singh</td>
<td>2008</td>
<td>1,971 kids Add Health data 7th-8th grade</td>
<td>quant</td>
<td></td>
<td>Parents were interviewed Kids info from Add Health</td>
<td>1. What are the direct effects of parents' involvement on student engagement and school achievement? 2. What are the indirect effects of parents' involvement on school performance through students' school engagement? 3. Do those effects vary by ethnicity and gender?</td>
<td>3 components of parental activity: 1. Parent Child Rlxnship 2. Parental involvmnt @ school 3. parents educational aspirations</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Parent’s involvement had significant effects on students' school engagement. Asian students had highest engagement. Girls had higher performance in school</td>
</tr>
</tbody>
</table>
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**Hypothesized**

1. Parenting style predicts school dropout
2. Parental involvement at age 14 predicts school dropout
3. Parenting style moderates relationship b/w parental involvement and school dropout

**6 IV - School dropout, Academic achievement, Socioeconomic status, Temperament, Parental involvement, Parenting style**

All six variables correlated w/high school dropout

Parenting style relates more strongly to school dropout than does parental involvement

A significant interaction term emerged in relation to parents involvement b/w authoritative and neglectful

Parenting style predicted school dropout

Parenting style has an effect on the odds of dropping out in part b/c it influences adolescents' academic achievement
| Sharkey & You | 2009 | NELS Data used- when @ 8th, 10th, then in 12th grade 13,825 students from 934 high schools | Non Exp | quan | Longitudinal 3 time points | Outcome variable - student engagement | Students engagement score increased .27 per year over a 4 year high school period. Ethnicity did not have a significant impact on engagement. Students who report that their peer group values the importance of academic success had a significantly higher growth rate than others. Students who had college aspirations had an engagement growth rate higher than those who did not. Female students had a significantly higher engagement growth rate than males. Student level influences on student engagement were small individually, but cumulatively the effect was substantial. The effects of the external support factors on engagement growth are mediated by |
|---|---|---|---|---|---|---|
| | | | | | 1. Does student engagement change during the adolescent period (grades 8-12)? 2. Does initial student engagement (8th gr) and engagement growth rate (8th to 12th) vary amount students and schools? What level are student versus school level factors responsible for initial engagement and growth rate? 3. What unique contributions do student level factors make to variation in students' initial engagement and engagement | Locus of control, Self-concept, Peer academic value, Social economic status, Parent-Child relationship, Teacher practices on homework, Teacher support |
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1. What is the relationship between parental involvement and student success?

2. How does increased parental involvement affect student engagement and academic achievement?

3. What are the specific factors that contribute to the positive effects of parental involvement on student success?

4. What unique contributions do school-level factors make to the variation in students' initial engagement and engagement growth rate among students? What is the role of the growth rate among students?

5. To what extent do parent and peer factors have an indirect effect on student engagement via individual psychological factors such as locus of control and self-esteem?
<table>
<thead>
<tr>
<th>Fan &amp; Williams</th>
<th>2009</th>
<th>ELS of 2002 data for 10th graders 2-stage sample selection</th>
<th>Sample 15,325 adolescents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quan Multiple Regressional Analysis</td>
<td>Examine dimensions of parental involvement which is believed to development of parent child relationship through which student academic and cognitive outcomes can be affected.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Various dimensions of parental involvement differentially linked to students' engagement in academic activities, senses of self-efficacy and intrinsic motivation in Maths and English</td>
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</tr>
</tbody>
</table>
Comparison of Literature Reviews

In order to identify the similarities and differences, a table was created as shown above. The table identified many categories to help classify the different studies, as well as their similarities and differences of how the data was. The categories presented in the table consisted of the researcher, the year, the type of research conducted if applicable, the methodologies used if applicable, information about the sample size used, information about the research questions, the variables used, as well as the findings. Through further analysis of the table discussed, similarities and differences of the seven articles findings’ were then identified. After further examination, suggestions for further research were determined due to gaps in current research analyzed above.

Similarities and Differences

Year. Of the seven articles examined one was from 2002, two from 2007, one from 2008, and three from 2009. The more recent the research the more meaningful, but it is nice to see the continuous pattern of findings from the past as well. The pattern of a relationship between parental involvement and student success does not seem to have time limitations nor differ from one point in time to another.

Population. The relationship between parental involvement and student success appears to be standard in some form no matter how large or small the population, no matter where the population was from, and no matter the grade level. Two studies researched populations of over 10,000 students, one study used a population of just over 1,000 students, three studies utilized 100-500 students, and one study utilized less than 100 students. Adolescents from Iceland, Spain, and the United States all are represented by the research. Three studies research was on 7th and or 8th graders, three studies research was using high school students, and one study was on college students.

Classification of Research Methodologies. The majority of the research published on the issues of parental involvement and student success are mixed utilizing quantitative and qualitative measures and research types. The majority of the research utilized questionnaires or surveys which utilized a 4 or 5 point Likert scale in most cases. The standard deviations and means were often calculated as well as the MANOVA and regression analysis of the data collected. Only two studies pulled data from longitudinal information noted. The others are valid and reliable information, but not as meaningful if taken from surveys and questionnaires in the settings discussed. It is always
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possible that a student or parent may feel intimidated or answer in a certain way they feel they should. The questions being asked may need to be updated if used in 2002 surveys as well.

Research Questions and Variables. Most research questions in the seven articles reviewed, dealt with some aspect of parental involvement as well as some aspect of student success. The parental involvement may have been measured by how a parent helps a student on homework, how a parent communicates with the school, how the relationship and family rules are within the home environment. The student success portion may have been measured by grades, self-efficacy, engagement, motivation, etc.

Findings. All findings showed a relationship of some kind between parental involvement and success. Gonzalez, Nunez, Gonzalez, Alvarez, Roces, & Garcia (2002), find that the relationship is indirect not direct. Sirvani (2007), finds parental involvement improving homework completion hence grade hence student success. Fulton and Turner (2007), find parenting supervision is a positive predictor for female’s academic outcome and that parenting warmth is a positive predictor for both male and female academic outcomes. You and Singh (2008), find that parent’s involvement had significant effects on student’s school engagement. Blondal and Adalbjarnardottir (2009), found that parenting style predicts future school dropout. Sharkey and You (2009), found that there is an indirect high correlation between the parent factors on student engagement via individual psychological factors. Fan and Williams (2009), found that various dimensions of parental involvement effect engagement in motivation of Math and English.

Suggestions for Future Research

Longitudinal research studies are studies taken over time of the same or different subjects at the same time point or as a pattern. Most research is drawing data from the ADD Health or the ELS data which are both data surveys of students over time which started years ago. There are pros and cons to this since the data is so old. So the data is so old the methodologies and questions used for the analysis may need to be reviewed to be updated. A new longitudinal study which is more appropriate for study now may be recommended to begin.

There are many studies that exist for this relationship but which are drawing on separate data draw from pre-existing sources. Creation of a new up to date model of the direct and indirect effects of parental involvement and the causes of academic achievement as well as self-efficacy would be of great assistance in the field. In addition, education amongst the world and educational industry will be needed in order to get the information out there. The most recent
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Research report was from 2009. More research in the last few years since our world is changing at such drastic speeds is a huge call for concern and need for future research implementation.

Discussion

Some parents are very actively involved in their students’ academic lives and or extracurricular lives. Much research has been conducted, as seen above, showing the importance of such parental involvement in order to motivate a student through self-efficacy and a sense of importance in order to set them up for academic achievement. Other parents are not involved due to lack of knowledge, ability, time restraints, money, or lack of confidence themselves. Educating the community as to the reasons why parents get involved as well as the barriers to parental involvement are very important discussions needed in order to promote a change. It is believed that an increase in parental involvement will increase academic success which will have an impact on our lives and the future world we live in. As discussed earlier, the United States is struggling in regards to grades, academic success, and successful workforce production. An increase in parental support and the importance of it could make an everlasting positive impact on the future of the United States economy.

Why Parents Get Involved.

Parents are motivated to get involved in their students education by three factors. The three factors discussed to increase parents’ motivation for involvement include psychological variables (role construction and efficacy for helping the child learn), contextual motivators (school, teacher, and student invitations to involvement), and school responsiveness to family life context variables. Walker and Sheneker, in their research article titled, “Why do parents become involved in their children’s education?” explain the above. They also confirm that contextual motivators consist of active, welcoming, and supportive invitations from schools, teachers, and children themselves will offer the most powerful support for involvement (Walker and Shenker 2010).

Education of the community will not be the only factor in increasing parental involvement. It has to be a community effort. Parents will be more motivated to get involved when they are felt welcome, important, and realize the need. There are many factors that will push for parental involvement and motivation. Counselors, school principals, and teachers will play an active role in this process as well by making parents feel a sense of belonging. In addition
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showing the parents how much they are respected and how important they are as well should help lead to increased parental involvement.

Barriers to Parents Involvement

All the discussion of how to increase parental involvement then makes us wonder why more parents are not involved. Finding out why parents are not involved as well is another step in the correct direction. Griffin and Galassi, in their research article titled, “Parent Perceptions of Barriers to Academic Success in a Rural Middle School,” conducted qualitative research showing different barriers to parental involvement. Six major themes were found through interviews and focus groups. The research was a bottom up approach where the researcher held focus group discussions with academically successful and unsuccessful parents. Through analysis and coding, the researchers were able to identify the six themes of barriers to involvement as consisting of: parent and family barriers, teacher and instructional barriers, parent teacher interaction barriers, student barriers, school or educational system barriers, and perceived resources for school success.

Through much discussion and identification of the six main barriers, 4 ways to help were then identified. The four ways identified to remove these barriers consisted of counselors and school personnel to participate in school-family-community collaboration activities, develop parents as resources, help bridge the communication gap between parents and schools and help foster a welcoming school environment, and to develop a list of available resources for parents through school staff (Griffin and Galassi 2010).

Summary & Discussion Conclusion

After much discussion and research has been reviewed it is still very clear that a relationship does exist between parental involvement and student success. Some researchers view this as an indirect effect, some say it is a direct effect, while others claim that there are parts of parental involvement and style that will impact students through either success or motivation through self-efficacy. Although there are minor differences, it is clear though the seven research articles that a relationship does exist. It is clear and assumed after reviewing the articles and discussion above that the initial research question can now be answered as: There is an indirect effect of parental involvement attributes on student’s self-efficacy which in turn motivates a student to success academically.
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References


