

Involvement on Academic Achievement and Self-Concept of Elementary School Students

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Abstract

Lack of parental involvement in schools is the missing link to long-term student success at the elementary school level. Within the first few years of elementary school, parental help and support is all that students need as they begin to grow and learn new concepts at school. The continuing absence of parental involvement in school can have a long-term impact on the students, hindering their growth in the years to come in their academics and self-concept. A literature review and surveys with parents and teachers indicated that the lack of parental involvement in schools contributed to students' behaviors, lack of self-awareness, and self-regulation.

Impact of Parental Involvement on Academic Achievement and Self-Concept of Elementary School Students

This capstone research project, facilitated by Alexis Randall, will focus on the Impact of Parental Involvement on elementary school students' self-concept and academic success. This study will strive to work with MLOs 1 through 4, such as future educators and social justice students, to ensure they get the resources they need, regardless of their socio-economic backgrounds. Alexis Randall is an aspiring future educator passionate about providing students, parents, guardians, and the community with resources to discover how parental impact impacts the learning environment, mental health and self-esteem, and academics of elementary school students. As a former Service Learning student who has worked with various groups of children, Alexis Randall witnessed firsthand how lack of parental involvement affected students as young as kindergarten, based on the student's test scores and the students expressing that they do not receive help at home. Alexis Randall strives to answer the secondary research questions and describe the strong relationship between parental involvement and using current literature and trends, providing resources and concrete results of the impact of lack-of or increased parental involvement.

Introduction and Background

Parental involvement significantly influences children's academic performance and self-concept of elementary school students. Based on experience in service learning and being a teacher, parental involvement has been observed firsthand to impact a student's academic performance and self-esteem significantly (Boonke, 2018). Parental involvement is at the forefront of success. This research is valuable to educators, students, and parents who seek to improve educational outcomes and foster positive self-concepts in students. The rationale behind this research stems from the observed gaps in support for students, particularly those from socioeconomically disadvantaged backgrounds, who may need more parental involvement. By analyzing the different dimensions of parental involvement, ranging from academic support at home to school activities, this research paper will provide actionable insights for parents, elementary school students, and principals.

School is critical, and it helps students prepare for more educational opportunities, such as college and further education opportunities, with parental involvement being at the forefront of success in doing so. Parental involvement is essential to promoting positive student outcomes and can also have more access to materials for fostering healthy parent and teacher relationships. Society has considered parental involvement as one of the primary factors for student success and has found that parental involvement has the most substantial impact on academic achievement.

Background

Parental involvement explores the critical periods of elementary school growth and learning. Historically, research in the mid-20th century began to identify parents' crucial role in their children's educational development (Coleman, 1966). Over the decades, this body of

research on the impact of parental involvement has expanded to include various forms of parental involvement, from direct and indirect means of support for students (Epstein, 1987). Past studies have shown that parental involvement shows a strong relationship with the vast achievement and success of elementary school students and increases the student's self-concept and academic motivation over time (Fan & Chen, 2001).

Research and studies also demonstrate the enhancement of parental involvement on self-concept. Studies show that when parents actively engage in their children's education through activities such as helping with homework, attending school events, and fostering a supportive home learning environment, students tend to achieve higher academic outcomes and develop a stronger sense of self-efficacy (Fan & Chen et al., 2001). Moving forward, Fan and Chen (2001) highlighted that various forms of parental involvement, ranging from direct educational support to broader academic socialization, positively correlate with enhanced academic achievement. Additionally, Fan and Chen (2001) confirmed the significant link between parental involvement and student academic success, emphasizing the importance of parental engagement across different backgrounds and groups of elementary school students. Studies by Fan and Chen (2001) further support the idea that direct educational involvement and parental involvement have a stronger relationship and correlation with academic performance for students.

Research has shown that parental involvement enhances academic performance, success, and self-concept according to Dilling (2016). Studies and research by Perriell (2015) and Huang et al. (2021) have also shown that parental involvement is vital in enhancing students' academic performance and self-concept. Studies by Perriell (2015) and Huang et al. (2021) highlight that

parental engagement significantly influences improved willingness to learn and more excellent student belonging.

The rationale for the research is to focus on and analyze how parental involvement in the self-concept and academic achievement of elementary school students via parents, students, teachers, and schools helps increase educational attainment in students. Students are sent anonymous surveys from different schools around the Monterey Peninsula School District and Hemet Unified School District, and any teachers or students who want to participate are voted into the surveys.

The rationale for these interviews was to gauge how the teachers would want to contribute to adding more parental support and what they have discovered about students' academics and self-concept. The primary research question entails: “How does parental support impact the academics and self-concept of elementary school students?”

1. What is parental involvement? Moreover, To what extent does it involve and impact the overall progress of elementary school students? (what does parental involvement look like inside and outside of schools?)

2. What does the research say and reflect about the impact of parental involvement on the academics and self-concept of elementary school students?

3. According to principals, teachers, parents, and elementary school students, how does parental involvement impact the students' academics and self-concept?

4. What can principals and teachers do to involve parents to impact the academics and self-concept of the students?

5. In what way do parents increase their involvement in their students' academics and improve their self-concept? In what ways does parental involvement reflect on the progress of their elementary school students' academics and self-concept?

The study will survey students, parents, and teachers from different Monterey Peninsula School District (MPUSD) schools and the Hemet Unified School District (HUSD). The research will analyze parents, students, and teachers' relationship with elementary school students' self-concept and academic success. The use of data within this senior capstone project will also counteract the literature review, which delves deeper into the challenges of the impact of parental involvement, to answer the research questions. This paper will now move forward and transition to the literature review.

Literature Review

This literature review subsection will describe parental involvement as a multi-dimensional concept that can show up when teaching children daily. The literature review explores the impacts of parental involvement on elementary school students' academic performance and self-concept. The literature gives supportive insights on the effects of social-behavioral reflection, barriers parents may face to stay involved, and evolving research on how children struggle in school with the lack of parental involvement. Below, this literature review gathers new information to supplement this research study and adds valuable perspectives on how elementary students are impacted by the lack of or increased advancements of parental involvement to answer the research questions.

Definition and Scope of Parental Involvement

Parental involvement is crucial for children's academic success and self-concept development in elementary school. Research consistently shows positive associations between

parental involvement and students' educational outcomes (Boonk et al., 2018). Parental involvement is “ a multifaceted construct encompassing direct and indirect actions by parents aimed at supporting and enhancing their children's educational experiences and outcomes” (Boonk et al., 2018, p. 44) identified practical parental involvement activities such as helping with homework, encouraging learning at home, and providing educational support to students. Lack of parental involvement can lead to students falling behind academically, negatively impacting their self-esteem and self-concept.

The relationship between parental involvement and academic achievements is crucial for the learning and growth of the elementary school student. In the first scholarly source, Boonk et al. (2018) reviewed a study on the relationship between parental involvement indicators and academic achievement, and the result indicated that there are significant relationships between parental involvement in schools and child education. So, Boonk et al. (2018) claimed that parental participation and academics in children’s schools have proven to be a significant relationship with one another. Overall, Boonk (2018) concluded that parental involvement has a massive impact on the children's achievement and the student’s self-esteem.

Impact of Parental Involvement on Self-Concept and Behavior of Elementary School Students

Parental involvement is essential when forming and nurturing the self-concept of the student. In the second source, Epstein (1987) noted that including home-based and school-based participation was necessary. Epstein (1987) indicated that some home-based involvement could consist of the amount or extent to which parents are involved in their child’s schooling if they come to different events if they read with their children. The findings in the search demonstrate the strong relationship between parental involvement and their students' self-concept Epstein,

(1987). Epstein's findings support the notion that consistent parental involvement, both inside and outside the classroom, fosters student growth and academic success.

In the third supporting source, Wilder (2014) measures how parental involvement can manifest in each child's life in school, specifically earlier on. Wilder (2014) claimed that the adverse effects of parental involvement can often be detrimental to a child's learning. Wilder's (2014) findings show that parental involvement is consistent with the relationship between parents and children's academic achievement in schools. Wilder's research supports the importance of varied parental involvement methods in enhancing children's educational experiences (Wilder, 2014). Thus, this adds to the prior research about the significance of the student's self-concept development.

Parental involvement is linked to the student's social and behavioral development self-concept, and with parental guidance, children can stay caught up on said milestones. Varshney et al. (2020) highlighted the positive effects of early parental involvement on students' social-behavioral development and ongoing academic achievement. Their study also noted the benefits of child-parent centers, which provide resources for parents and opportunities for parental engagement in their children's education. The increase in students' social and behavioral development, social cues, and the addition of parental resources have been researched in this journal based on where and when parental involvement is evident in a child's life.

In addition, Varshney et al. (2020) show that parental intervention has increased students' social-behavioral development. Early parental involvement with the student was said to have a positive relationship with the student's ongoing academic achievement (Varshney et al.,2020).

Moving forward, Sui-Chu and Willms (1996) studied the effects of parental involvement on eighth-grade achievement by analyzing how different studies and surveys showed parental

involvement to have a solid relationship with students and their success. Furthermore, Sui-Chu and Willms' (1996) study conducted alongside caretakers, both biological and foster youth, foster children were more likely to have a more excellent attitude toward education when their caretakers were more involved in their children's schooling. This study supports the notion that parental involvement creates stepping stones for children to succeed academically and further answers the primary research questions given the academic scores and progress a student is capable of. Their article suggests that parental involvement was responsible for students' academic scores and overall progress.

Hayek et al. (2022) conducted a study on parenting styles that can also be a counterpart of how children view their self-concepts and attitudes towards school, hence the findings in this article. The data within this study implies that parental involvement and parenting styles have a strong relationship with how parental involvement shows up in the academic progress of elementary school students. Data implied that parents with more authoritative parenting styles lead to better academic achievement (Hayek et al.,2022). Hayek et al. (2022) have supported the vast ways parental involvement helps students achieve academic success and impacts their self-concept because of the authoritative parenting style and how present and active parents are involved. Parental involvement in schools is proven to improve the psychological mood of their students and, in turn, create and look over the positive impacts of authoritative parenting.

Impact of Parental Involvement on Self-Concept and Cognitive Growth

In terms of *Socio-economic Background and Family Dynamics*, Cole (2016) presented a study on the impacts of a parental involvement program on the academic achievement of Hispanic bilingual elementary students in an urban school district and has shared opposing views about parental involvement and has researched the relationship between parental involvement

and their students. Cole (2016) presented a meta-analysis suggesting that the relationship between parental involvement and academic performance is only sometimes straightforward. While some studies showed no significant changes in academic performance with increased parental involvement, Cole's findings highlight the complexity of measuring these effects. Despite this, the study acknowledges that parental involvement can be beneficial when appropriately targeted and measured.

To both compare and contrast with Cole's (2016) views on the complexity of parental involvement, Schneider (2011) argues that lack of parental involvement can also result in Sometimes more marginalized identities falling within the conflict of not being heard or helped out as often within their students' needs as well as the support of different in-school and at home. Although Cole (2016) may not directly answer the research questions, this scholarly source supports the standpoints of basic academic needs and academic success, which aligns with Schneider (2011).

Although both Cole (2016) and Schneider (2011) argue the complexities of parental involvement and its measurement and do not directly answer the research questions, both scholarly sources contribute valuable data confirming that parental involvement is beneficial to students' academic achievement growth and can further be used to explore the relationship between parental involvement and academic achievement in a more complex manner.

Perriel (2015) conducted a case study on the relationship between students and their caretakers. The results revealed that when caretakers are often absent in the students' lives, they harm their learning and performance. Parents were encouraged to continue nurturing their children's learning daily by implementing routine charts and being physically present (Perriel, 2015). Perriel (2015) conducted a case study showing that parental presence positively impacts

students' academic performance. Lui (2011) supported that early parental involvement affects learning habits and educational comprehension.

Lui (2011) further amplified that the lack of parental involvement will continue to depict students' success and show-up matters. Parental involvement can be detrimental to the children's growth in school from the start of kindergarten. Lui (2011) further supports what has previously been stated about parental involvement and how it serves as a compass for students, especially within the earliest stages of elementary education.

Parental involvement in schools also affects the students' cognitive development, especially their self-esteem and self-concept. Research by Roy and Giraldo-Garcia (2018) also supported and conducted a case study. It concluded that parental involvement is essential for cognitive help, such as homework, providing learning opportunities and resources, and behavioral involvement. Roy and Giraldo-Garcia (2018) advocated for parental involvement in cognitive development and self-concept enhancement.

Most importantly, Roy and Giraldo-Garcia (2018) and their study support students' cognitive development by enhancing their self-efficacy and self-esteem and, in return, encouraging and uplifting the self-esteem and self-concept of elementary school students (Roy & Giraldo-Garcia, 2018). Lack of parental involvement increases the likelihood of behavioral and social development and further needs support among elementary school students (Roy & Giraldo-Garcia, 2018).

Lastly, Huang et al. (2021) observed that parental involvement could increase elementary school students' mental health and the likelihood of behavioral and emotional regulation within elementary school students and overall be more likely to succeed in school Huang et al. (2021).

concluded that parental involvement positively impacts students' mental health and behavioral regulation, contributing to overall academic success.

Research within this literature review and previous and evolving studies of parental involvement consistently shows that parental involvement is crucial in enhancing students' academic performance and self-concept (Huang et al. (2021). The following section will describe the Methods and Procedures that discuss how to seek answers to the research questions posed in the Introduction and Background section.

Methods and Procedures

This section will discuss the methodologies and procedures used to answer the research questions in the Introduction and Background section. It will also provide the population, surveys, and further procedures for collecting and analyzing data to answer the research questions on the impact of parental involvement on the self-concept and academic success of elementary school students. The methods and procedures subsection will also refer to tools and techniques for conducting said participation selection, teacher and student survey methods, data collection method, and rationale of the methods and research.

Participant Selection

Besides the literature review, Four teachers have been interviewed for this study: three teachers from the Monterey Peninsula School District (MPUSD) and one Teacher from the Hemet Unified School District (HUSD) (See Appendix 1~ Interview Questions~ Teachers A-D), one couple of parents (See Appendix 2 ~ Survey to Parents in MPUSD) were interviewed. Anonymous Google Form surveys will be issued for elementary school students in various grades from first through fifth grade (See Appendix 3 ~ Survey to Elementary School Students),

and an anonymous Google Form Survey will be issued to parents and guardians (See Appendix 4 ~ Survey to Parental Involvement in MPUSD and HUSD).

Student Survey Rationale

Elementary school students need substantial support in building on foundational skills such as communication, reading, and social skills. Therefore, the study includes elementary school students from grades 1 through five. The reason for selecting elementary school students for this senior capstone project was because elementary school students (grades 1-5) are in the school years that need parental involvement the most (See Appendix 3 ~ Survey to elementary school students).

Although this study did not conduct in-person interviews with the students, the study issued anonymous surveys to examine their academic achievement based on the amount of parental involvement they were provided with individually. Questions aim to ask the students how often their parents and guardians help them understand concepts in class, do their homework with them, keep them accountable for academic responsibilities, and measure how active their parents are in their academics. The Google form surveys for the students asked questions about their caretakers' involvement in schools, reflecting upon whether their parents helped their students boost their self-concept and academics with active parental involvement (See Appendix 2 ~ Survey to Parents in MPUSD) and (See Appendix 3 ~ Survey to Elementary School Students).

Teacher Interview Rationale

Teachers were chosen for interviews, as teachers have a vast majority of experience and can see firsthand the negative and positive effects of parental involvement and its impacts on

their students from grades 1-5. The goal and reasoning for the teacher interviews were to gather qualitative data from a teacher's perception of parental involvement and its impacts on student performance, attitude, behavior, and academic achievement in elementary school grade level.

Parental Interview Rationale

A Parent interview will take place in order to understand the measures of parental involvement in a current student's academic performance. (See Appendix 1 ~ personal communication, parent couple A, April 22, 2024) The purpose of a parental interview was to encourage an understanding of how the study can analyze how to provide better resources and assistance to help parents and guardians stay informed, involved, and encouraged to be involved in their child's academics and schooling. The parent interview was an in-person structured interview in which the parent answered in-depth questions about how they are involved with their child, what strategies they have to keep in touch with their child's teachers, and what the parent would like to see differently from their child's schooling experience.

Student Survey Method

Anonymous surveys for elementary school students in grades 1-5 assessed their perceptions of parental involvement and its impact on their academic experiences based on their parents' involvement in their schooling. (See Appendix 3 ~Surveys to Elementary School Students). (See Appendix 3 ~Surveys to Elementary School Students).

Teacher and Parent Interview Method

The study will conduct semi-formal interviews with teachers and parents, who will be interviewed in person or over the phone, to better understand their perceptions and views of how parental involvement manifests throughout the classroom. Teachers have firsthand experience of

their students' academic performance and firsthand knowledge of how parental involvement accumulates within their classrooms.

Parent Survey Method

Additionally, Google Forms were designed for parents, on behalf of their elementary school students, to reflect on their understanding of parental involvement, its meaning, and its potential to improve academic performance. (See Appendix 2 ~ Survey to parents in MPUSD).

Anonymous Google form surveys were sent to parents within the Monterey Peninsula (See Appendix 2 ~ Survey to Parents MPUSD) and (See Appendix 2 ~ Survey to Parents in MPUSD). The purpose of the Google Form surveys was to understand how much parental involvement can be considered in elementary school students' academics and examine the relationship between parental involvement and its effects on students' academic achievements and self-concept.

Analysis and Observations

By surveying students, parents, and teachers, the purpose of the surveys and this study can now fully observe the relationship between students' academic performance and provide a probable accurate measurement of success based on the relationship with the amount of parental involvement provided and gathered from anonymous surveys, interviews, and further research from the literature review.

This paper will transition to the Results, Findings, and Methods subsection. The Results, Findings, and Discussion section will further delve into the significance of the methods and

research and the significant data analysis, using the literature review as a guide to answer research questions and contribute to the current knowledge and trends about parental involvement.

Results, Findings, and Discussion

This section discusses the impact of parental involvement on elementary school students' self-concept and academic success. The findings revolve around secondary research questions, including insights from literature reviews, teacher interviews, Google Form surveys for parents and students, and data from the Monterey Peninsula Unified School District (MPUSD) and Hemet Unified School District (HUSD).

1. What is parental involvement? Moreover, to what extent does it involve and impact the overall progress of elementary school students? (What does parental involvement look like inside and outside of schools?)

Parental involvement is a multifaceted construct encompassing direct and indirect actions by parents to support and enhance their children's educational experiences and outcomes. Boonk (2018) defines *parental involvement* as helping with homework, encouraging learning activities at home, and providing educational support. Boonk (2018) indicates that a lack of parental involvement can often prevent students from falling behind in academics, ultimately affecting their self-concept in school.

An interview was conducted with Teacher A to determine what parental involvement looks like inside and outside the home. Teacher A, a kindergarten teacher who has been teaching for over two years, teaches within the Monterey Peninsula Unified School District. (See Appendix 1~Teacher A, personal communication, April 3, 2024). Teacher A noticed that parents

and caretakers of the students within the classroom were more willing to have sit-ins and wanted to fully understand how their students were doing so that caretakers could potentially have more hands-on help.

Teacher A states, "I wish that there were more parenting classes in schools so parents can learn how to maintain their children in terms of reaching personal and academic goals" (See Appendix 1~Teacher A, personal communication, April 3, 2024).

2. What does the research say and reflect about the impact of parental involvement on the academics and self-concept of elementary school students?

Research by Perriell (2015) states that parental involvement makes gratifying connections to a student's self-concept in several ways. Perriell (2015) states that a lack of parental involvement can lead to behavioral issues in the classroom and discourage students from learning. Perriell (2015) further emphasizes that learning and the willingness to learn begin at home, and parental involvement not only fosters this environment but also bridges the connection to the learning environment at school.

According to Lui (2011) and Huang et al. (2021), increased parental involvement fosters greater student belonging, self-regulation, improved mental health, and academic performance. Moreover, children lacking parental involvement are at risk of decreased academic success, as the lack of participation affects their relationships with peers, academic progress, and rapport with teachers. Further research by Huang et al. (2010) and Lui (2011) followed these findings and concluded that increased parental involvement leads to greater student belonging, self-regulation, improved mental health, and academic performance. Maternal parenting and involvement have an indirect and direct impact on the self-concept and behavior of students starting from an early age.

Through various strategies, parents can increase their involvement in their children's academics and improve their self-concept. Effective communication between parental figures and teachers is essential to adopting a friendly, relaxed tone, as suggested by Brandt (2011) and Lee (2011), who advocated for fostering better parental involvement. In sum, Parental involvement encompasses direct and indirect actions by parents to support their children's education, such as helping with homework and encouraging learning activities at home (Boonk et al., 2018).

3. According to teachers, parents, and elementary school students, how does parental involvement impact the students' academics and self-concept?

During the interview with Teacher A, she was asked, "Is there a difference you notice between the children whose parents are involved rather than those who are not very involved?" Teacher A explained that she can see a difference between children who love to learn and those who do their homework frequently and on time (See Appendix 1~Teacher A, personal communication, April 3, 2024). Teacher A noted that she often has parents and students she will not see very often in the classroom at parent-teacher conferences (See Appendix 1~ Teacher A personal communication, April 3, 2024). Teacher A added, "I wish that if I were able to change certain things about the classroom and environment and parental involvement, I would change the fact that parents should want to know more about what their students are learning in class" (Teacher A, personal communication, April 3, 2024). Teacher A added that if she could change certain things about the classroom, environment, and parental involvement, she would change the fact that parents should want to know more about what their students are learning in class(Teacher A, personal communication, April 3, 2024).

Further research by Huang et al. (2015) and Lui (2011) supports these findings that increased parental involvement leads to greater student belonging, self-regulation, improved mental health, and academic performance (Lui, 2011). This implies that parental involvement plays a crucial role in social-emotional development, the development of self-esteem and attitude towards schools, and overall increases in student achievement in schools. With consistent help and resources from teachers, principals, parents, and teachers, children will only be their best with the best support and resources available to nurture student learning Lui et al. (2015).

Teacher A noted that she often has parents and students she will not see very often in the classroom at parent-teacher conferences (See Appendix 1~ Teacher A, personal communication, Teacher A, April 3, 2024).

The second interview with Teacher B, a Monterey Peninsula School District educator, presented valuable insights during the interview. Teacher B emphasized a noticeable difference between students with active parental involvement and those with little to no parental involvement at home. Teacher B was asked, "Is there a difference you notice between the children whose parents are involved rather than those who are not very involved?" Teacher B explained that she can see a difference between children who love to learn and those who do their homework frequently and on time (See Appendix 1 ~ Teacher B, personal communication, April 15, 2024).

In an interview with parents on April 22, 2024, the couple shared their approach to staying involved in their child's education. They highlighted several vital practices and perspectives. The participant was asked, "What is something you do to stay involved in your student's schooling?" (See Appendix 1 ~ Parent A, personal communication, April 22, 2024). When asked what actions they take to stay involved in their child's schooling, the interviewee

emphasized the importance of keeping in touch with teachers and how important that is to allow her to understand how her child is doing in class. Despite acknowledging the challenges of maintaining regular communication, the parental couple wanted to be physically present to witness their child's learning and academic progress firsthand (See Appendix 1 ~ Parent A, personal communication, April 22, 2024).

The parent participants also stated that they are glad they can meet and be very active in their children's lives in school (See Appendix 1 ~ Parent A, personal communication, April 22, 2024). Both the mother and father participants believe that understanding what is happening in the classroom allows them to better support their child's learning at home. (See Appendix 1 ~ Parent A, personal communication, April 22, 2024).

Thirty-eight percent (38%) of elementary school participants from grades one through five responded positively to the question, *“How involved are your parents in helping you with your homework and maintaining your daily commitments in school?”* and responded, “A little involved”(See Appendix 3 ~ Survey to Elementary School Students). Five percent (5.1%) of elementary school students responded, “Not at All Involved.” Fifty-eight percent (58%) of elementary school students responded “extremely involved”(See Appendix 3 ~ Survey to Elementary School Students).

4. What can principals do to involve parents in impacting the academics and self-concept of the students?

Principals can implement programs, resources, parenting counseling, and other resources for parents and guardians. Two educators, Teacher B and Teacher C, share that parental involvement has a profound impact on students' academic performance and the self-concept of

principals (See Appendix 1~Teacher C, personal communication, April 1, 2024) and (See Appendix 1~ Teacher B, April 15, 2024).

During an interview with Teacher C, she shared, "Students with minimal parental involvement can face challenges like financial struggles, lack of school guidance, poor grades, and low self-esteem. I lacked parental involvement growing up, which greatly impacted my learning. I wish my parents could have helped with my homework daily, but it was not feasible with multiple children and demanding jobs. I recommend that principals implement more programs to keep parents and students on the right track, which has helped me succeed. Without my parents and school support, I would not be where I am today" (See Appendix 1~Teacher C, personal communication, April 1, 2024). Teacher C recommended that principals provide more programs to keep parents and students on track, noting that parental support and school resources were instrumental in her academic success despite minimal parental involvement (See Appendix 1 ~ Personal Communication, Teacher C April 1, 2024). Teacher B also highlighted the positive impact of regular parental help with homework, suggesting that principals create opportunities for parents to engage more with their children's education.

In observance of the parental involvement surveys, one of the survey questions reads, "How often do you stay in contact with principals and teachers via phone/email/message?" (See Appendix 2 ~ Survey to Parents in MPUSD and in HUSD). Forty percent (40%) of parents reported doing homework with their children less frequently. In contrast, five percent (5%) of parents and guardians reported contacting principals and teachers only once a year. Additionally, thirty-five percent (35%) of parents indicated contacting their children's teachers weekly. On average, parents expressed partial satisfaction with school updates, with nearly half noting they are very involved in their children's schooling (See Appendix 2 ~ Survey to Parents in MPUSD

and HUSD) and (See Appendix 4 ~ Survey to Parents in MPUSD and HUSD). Therefore, the survey data highlights the importance of frequent communication between principals, teachers, and parents in enhancing parental involvement. Regular phone, email, or messaging interaction can significantly boost parental engagement in their children's education.

An in-person interview with Teacher A expressed concerns regarding parental involvement and suggested that principals could implement more resources to help parents get involved in their children's learning. She mentioned, "I know parents have their ways of being capable of supporting their children, and my classroom is on its own. Overall, I would like for there to be more programs that principals can implement for students and teachers to stay hands-on during the school year and also more support besides the parents themselves" (See Appendix 1~ Teacher A, personal communication April 3, 2024).

Teacher A was asked, "What would you like to see differently in the habits of parents and caretakers being involved within your classroom?" Teacher A replied, "I wish we had parenting classes, or classes to provide resources for parents to see how they can help their students succeed" (See Appendix 1 ~ Teacher A, personal communication, April 3, 2024). It is clear that parents also need support from schools and assistance to know where to start staying involved. (See Appendix 1~ Teacher A, personal communication, April 3, 2024) and (See Appendix 1~ Teacher B, personal communication, April 3, 2024), and (See Appendix 1 ~ Teacher D, personal communication, April 19, 2024).

In summary, Teachers A-C expressed similar sentiments, emphasizing the importance of daily parental involvement. Educators state that these are critical factors in promoting student achievement and personal development. Also, principals can learn to monitor students' academic

progress in class observations and encourage more communication with parents and teachers.

(See Appendix 1~ Teacher B, personal communication, April 15, 2024) Moreover, (See Appendix 1~ Teacher D, personal communication, April 19, 2024), (See Appendix 1~ Teacher C, personal communication, April 1, 2024), and (See Appendix 1~ Teacher A, personal communication, April 3, 2024).

5. In what ways do parents increase their involvement in their students' academics and improve their self-concept? Or In what ways does parental involvement reflect on the progress of their elementary school students' academics and self-concept?

Teacher B and Teacher D, two educators within the Monterey Peninsula School District (MPUSD), participated in an interview for insights on how parents can increase their parental involvement and improve the self-concept of elementary school students (See Appendix 1 ~ Teacher B, personal communication, April 15, 2024) and (See Appendix 1 ~ Teacher D, personal communication, April 19, 2024).

An interview was conducted with Teacher B, who emphasized the importance of parents understanding classroom activities and engaging consistently with their children's education. "Overall parental Involvement at home can also put students in a certain mindset. Students that I can tell have their parents do their homework with them regularly at night. I can tell they come to school ready to learn, and they love what they do. However, I can also notice that the children not getting as much exposure to the material more frequently will not be able to sit still, pay attention to the material, and often will be more disruptive in class." (See Appendix 1~ Teacher B, personal communication, April 15, 2024)

Teacher B, an elementary school kindergarten teacher within MPUSD, noted that students who regularly complete homework with parental help arrive more attentive to their learning at

school. Students needing more support tend to be more disruptive and need more attention in class. (See Appendix 1~ Teacher B, personal communication, April 15, 2024). Therefore, to enhance parental involvement, Teacher B recommends exploring educational outings to boost children's confidence in learning. These activities enhance academic success and positively influence children's self-concept. Furthermore, Teacher B, an elementary school kindergarten teacher in the Monterey Peninsula School District (MPUSD) and the Hemet Unified School District (HUSD), observed that students who regularly complete homework with parental help arrive at school more prepared and enthusiastic about learning. Conversely, students needing more support tend to be more disruptive and need more attention in class (See Appendix 1 ~ Teacher B, personal communication, April 15, 2024).

Based on the interview with Teacher B, consistent parental support can lead to higher academic achievement and foster a positive attitude toward learning. Conversely, a lack of parental involvement may lead to loneliness and discouragement, affecting students' motivation and engagement in school (See Appendix 1~ Teacher B, personal communication, April 15, 2024).

Furthermore, Teacher D, a teacher within the Hemet Unified School District (HUSD), provided insights. During the interview, Teacher D was asked, "What can parents do that you want to see more of in their involvement?". Teacher D explained that he could often identify a lack of parental involvement when students need to engage in lessons or show little interest in learning fully. Teacher D noted that these students' test scores' observations often reflect how much parental involvement is apparent in the student's life. (See Appendix 1~ Teacher D, personal communication, April 19, 2024).

Teacher D's observations provided insight into how principals can include academic programs to enhance students' academic progress and development. Teacher D from HUSD shared insight into the role of parents in enhancing their children's learning through regular engagement and support at home. Teacher D noted that students with less parental involvement often show less interest in learning and perform poorly on tests (Appendix ~ 1 Teacher D, personal communication, April 19, 2024).

After Interviews with Teachers B and A, the literature review's suggestions connected and emphasized the importance of parental involvement in shaping students' academic success and self-concept. The responses indicate that supportive family involvement from early years significantly contributes to academic achievements and personal growth. Thus, parental involvement is pivotal in enhancing elementary school students' academic success and self-concept, providing a supportive framework that fosters long-term educational and personal development. According to Teacher A, higher student achievement was reflected in active parental involvement while observing their students' progress in class. (See Appendix 1~ Teacher A, personal communication, April 3, 2024) Moreover, Teacher B (See Appendix 1~ Teacher B, personal communication, April 15, 2024).

The findings within the Survey to Elementary School students(See Appendix 3 ~ Survey to Elementary School Students) highlight the importance of parental involvement in fostering long-term academic success and personal growth (See Appendix 3 ~ Survey to Elementary School Students). The elementary school students who had partaken in the survey have experienced long-term benefits from parental involvement and supportive academic practices. Parental involvement and further social-behavioral development, motivation to nourish self-concept, which involves parents and teachers to assist, provide lifelong benefits, and

contribute significantly to academic success (See Appendix 1 ~ Teacher D, personal communication, April 19, 2024) and (See Appendix 3 ~ Survey to Elementary School Students).

Discussion

The results, findings, and data are utilized to answer the question, "How does parental involvement impact students' academics?". The topic of parental involvement is essential because it has many advantages for elementary school students. The topic of parental involvement is essential for parents and guardians to learn about their impact on their students and what they can improve on to guide their students to further academic success. The data will be interpreted along with personal opinions and results from the literature review.

Firstly, the data from the parental involvement surveys suggests that increased parental involvement in homework correlates with improved self-concept, motivation, and academic achievement over time. For example, forty percent (40%) of parents said they helped their children less often than most. Another significant finding was that thirty-five percent (35%) of parents help their children twice a week (See Appendix 2 ~ Survey to Parents in MPUSD) and (See Appendix 4 ~ Survey to Parents in MPUSD and HUSD). The surveys also indicated that children with more active parental involvement tended to have higher grades and better academic performance. However, the research also implies that some children who do not receive intensive homework help might develop greater independence. This potential limitation highlights the need for a more precise determination of student independence at home.

According to the parental involvement surveys (See Appendix 2 ~ Survey to Parents in MPUSD) sent out within the Monterey Peninsula School District, data signifies how often parents stay involved in their children's learning, hence amplifying that children who have more active parents, tend to have higher grades and academics in school. However, it can also imply

that the children who do not get intensive help with their homework may be more independent and do not insist on needing help. Parental involvement can prevent a potential limitation in the research because there is no clear way to determine a student's independence at home. Overall, the data served as a sufficient measurement of parental involvement within the area and schools of the Monterey Peninsula Unified School District. Furthermore, survey responses indicated that students who received help from their parents in their daily learning activities, academic commitments, and homework are more likely to ask for support from their peers, siblings, and parents in order to become more successful in school and improve their academics due to more active parental involvement (See Appendix 3 ~ Survey to Elementary School Students in MPUSD).

Research by Huang et al. (2015) and Lui (2011). The scholarly sources support the conclusion that increased parental involvement leads to greater student belonging, self-regulation, improved mental health, and academic performance based on their data Lui (2011). Data found within the scholarly articles and interviews in this research study presented significant data on the various indicators of parental involvement, such as academic expectations from parents, aspirations of the children, and their academic performance, aligning with the previous studies done by Boonke et al. (2018). According to the data and the aligning scholarly studies done by Park et al. (2017), strong communication between parents, teachers, and principals further enhances child education development, as well as addressing any educational challenges of the elementary school student early on. The results of this research further emphasize the importance of parental involvement. The results further indicate that support in the form of parenting counseling classes, maintaining increased communication with teachers

and school administrators, and providing a supportive home environment will enhance academic performance and self-concept among elementary school students.

Teacher A's observations can imply that when parents are not actively communicating with their child's teachers, they can fall behind in understanding what areas students need to improve their academics. Therefore, research data implies that parental involvement is crucial in social-emotional development, student attitudes about school, and their self-concept. Hence, Huang et al. (2015). If students do not have a positive attitude towards school and lack support for homework, reading, and learning new concepts, their self-esteem will be affected overall if their grades are unsatisfactory. Children with higher self-esteem and self-concept are likelier to excel in school during the first few years.

Significant data was found within the survey of parents (See Appendix 1 ~ Parental participant, personal communication, April 22, 2024); parents desire more knowledge and support on how to stay involved in their child's schooling. This data may imply that parents may not know how to be involved as much as others, affecting parental involvement and their child's academic success in the process. Data found within the survey of students imply that students have a good understanding of their self-concept and attitudes toward school, and with help from their parents, they can ask for more support if needed.

However, ten percent (10%) have answered that they are very involved in school activities at a reasonably high rate (See Appendix 2 ~ Survey to Parents in MPUSD). Research and the Parental Survey data overall highly suggest that parents who prioritize education above others and instill similar values in their children encourage higher educational attainment among elementary school students. The survey data further aligns with the existing studies done in research by reinforcing the importance of defining how parental involvement looks and how it

provides significant changes to a student's schooling experience as opposed to students who do not have parental involvement (See Appendix 2 ~ Survey to Parents in MPUSD).

Overall, the insights from parent interviews and students significantly link and highlight the value of daily regular communication and active participation in a child's education. Further suggestions for research can be providing an expanded group of people, or a group in a different demographic to explore how parental involvement shows up in different ways.

Given the data from the insight of teachers within the MPUSD (See Appendix 1 ~ Teacher B, personal communication, April 15, 2024), the first solution for parental involvement is allowing parents resources for staying involved in their children's schooling by also being active with volunteer opportunities, goal-setting, and making sure they are doing learning activities, and homework help at home with their students.

Building up the students' self-esteem through goal-setting and motivational exercises also raises the student's attitudes. It helps prepare them for behavioral skills to be built as well Huang (2018). Based on the data provided by this study, proactive involvement helps bridge the gaps in academic progress between home and school, fostering a supportive and enriching learning environment and ultimately boosting the child's self-concept and academics over time.

The second solution that the data implies is that principals can bring forth awareness of the different learning needs of each student through academic help programs, tutoring, and support, both inside of school and at home for parents. Principals can keep parents more involved by building relationships and two-way communication with principals and seeking peer support to stay informed about how parental figures can stay involved. Every student has different needs in terms of social and behavioral regulation, as shown within the scholarly research. In order to cater to the needs of each elementary school student, parents, caretakers,

and guardians need to have the same support. The data from surveys with teachers in MPUSD suggest that principals should work to provide financial resources and options for parents and students in need so students may reach their full potential without experiencing any hardships. Data suggests that financial hardships significantly impact students, especially at the elementary school level Huang et al. (2018).

According to the data from the interview with educator B (See Appendix 1 ~ Teacher B, personal communication, April 15, 2024), parental involvement reflects on their student's academics and self-concept through everyday emotional and academic support. Parental support must also start at home and continue from an early age. Conversely, lack of parental involvement may lead to loneliness and discouragement, affecting students' motivation and engagement in school (See Appendix 1~ Teacher B, personal communication, April 15, 2024)

In the data pulled from the interview with Teacher B (See Appendix 1~ Teacher B, personal communication, April 15, 2024) exploring educational outings to boost children's confidence in learning a solution for increasing parental involvement, these activities enhance academic success and positively influence children's self-concept. For instance, consistent parental support can lead to higher academic achievement and foster a positive attitude toward learning. The interview with Teacher B and the suggestions from the literature review connect and emphasize the importance of parental involvement in shaping students' academic success and self-concept.

Thus, this data supports parental involvement, a pivotal factor in enhancing elementary school students' academic success and self-concept, providing a supportive framework that fosters long-term educational and personal development.

Furthermore, in the survey of elementary school students about their perception of parental involvement, the students who participated in the survey have experienced long-term benefits from parental involvement and supportive academic programs since elementary school. (See Appendix 3 ~ Survey to Elementary School Students). The survey results also imply that students who have more help from their parents and further build up their self-esteem can also have more significant social skills and, as a result, increase their self-concept and self-esteem in school. This further aligns with the study findings from Sui-Chi & Willms(1996), who concluded that parental involvement increases student self-esteem and makes them more sociable with peers.

The data highlights the pivotal role of parental involvement in enhancing elementary school students' academic success and self-concept. The data suggest that increased parental involvement, starting early, can lead to higher academic achievement and better social skills. Future research should explore parental involvement in different demographic groups to expand our understanding and provide more comprehensive insights. Schools should prioritize initiatives encouraging active parental engagement to create a supportive framework fostering long-term educational and personal development. Teachers, principals, and students universally suggest that parental involvement is crucial for elementary school students' academic success at any age, with the most significant impact observed during the elementary school years.

Problems and Limitations

Several limitations were encountered during this research. One challenge was having difficulty choosing a suitable topic due to a lack of recent information, which led to gaining new research skills and refining the focus on parental involvement. Time constraints proved to be

another limitation, affecting the depth of certain aspects of parental involvement, particularly regarding the financial aspects of parental involvement.

Learning to collect and analyze the data was an additional limitation. However, it brought new skills and knowledge on how to interpret data and find out the meaning of the research and how it contributes to evolving knowledge of parental involvement.

There were challenges in finding newer literature as well. Doing the literature review was one of the biggest problems because it added to the time constraint, as it took much work to look for sources on parental involvement. Given the limited amount of resources left, there were some areas for more specific research that could have been studied with more depth. However, the limited research allowed for a better understanding of the literature review and the given information. It allowed for more focus on what could be added and contributed to the existing findings and studies.

Another problem was that, due to time constraints, the research did not delve deeply into the financial aspects of parental involvement. Additionally, parents might have felt less inclined to answer questions about how financial constraints or educational attainment impact their involvement in their child's education.

Difficulty obtaining responses from teachers and administrators in the Monterey Peninsula School District posed another problem. The initial goal was to collect over thirty responses from parents through the mitigated Google Form Surveys and responses from only twenty parents. However, the limitations of Google Form responses allowed for an extensive focus on the responses and allowed more careful examination of how teachers and administrators impact parental involvement. Another advantage of this was that student surveys provided over

one hundred responses, allowing more focus on how parental involvement impacts students in the current day and age.

Google Form Survey responses impeded the research in the process. However, despite these limitations, the study provides valuable insights into the relationship between parental involvement and student outcomes.

Recommendations

There are a few personal recommendations for parents. Parents should be provided with more resources and assistance to ensure they can fully meet their students' needs in elementary school. Parents should keep in touch with their teachers and have a great sense of belonging in their child's life and schooling. However, some parents have also said they want to be more involved in their child's activities.

Teachers should provide more support so parents and guardians stay informed on how to stay involved. Schools should enhance parental involvement in children's education, such as parenting counseling classes, staying connected with children's classes, assisting with homework, and providing a supportive environment.

Principals should be more knowledgeable of resources for parents to be willing to contribute more. Resources such as classes, courses, or access to contact information about their student's progress may prove beneficial to a student's education. These resources should be more available to parents, guardians, and caretakers. This way, parents can feel more inclined and encouraged to stay involved in their student's learning. Principals should offer counseling classes on how to support their children academically and support their children's self-esteem and goal-setting.

Parents should genuinely want to be involved in their students' lives as caring guardians who are emotionally available, nurturing, and present in all aspects of parental involvement. Parents should want to care for their child in ways that include their at-home environment, as a student's at-home environment also affects their learning environment outside the home. Parents should also know when their children need help at home beyond homework and target those issues ahead of time so that their children may excel in school accordingly.

Conclusion

This senior capstone research project aimed to answer the question, "How does parental support impact the academics and self-concept of elementary school students?" Through a comprehensive literature review and interviews with teachers, students, and parents in the Monterey Peninsula Unified School District (MPUSD) and Hemet Unified School District (HUSD), it became evident that parental involvement has a significant influence on both academic achievement and self-concept among elementary school students.

Studies, such as those by Boonk et al. (2018), show that a stable home environment coupled with active parental involvement, including assistance with schoolwork and extracurricular activities, is positively associated with improved academic performance and self-concept.

Although there is a clear relationship between parental involvement and student outcomes, inconsistencies were found within the literature review research regarding certain aspects of parental involvement that contribute to student achievement in various ways. There is no clear way to determine the long-term effects of parental involvement because of limitations such as funding, parental dynamics, and educational difficulties. Addressing any future inconsistencies in research and promoting effective communication between parents, students,

school administrators, and students is crucial. Proper communication and active support and resources are provided to parents and guardians to ensure the best outcomes for elementary school students.

Although the long-term outcomes of the impact of parental involvement is known for long-term results, this capstone research project demonstrates that active parental involvement is critical in fostering elementary school students' academic success and self-concept. It is essential and practical for principals, parents, and elementary school students to collaborate and prioritize this involvement so students may build on essential foundational skills, improving their self-esteem and self-concept in school.

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Appendix 1

Interview Questions ~ Teacher A

1. How are your relationships with your students and parents, and how do you keep or encourage parental involvement?

My relationships with students are very good. I try to send updates about the students and events going on in the classroom every week on class dojo.

2. Can you see a difference between the students who have applicable parental involvement and those who do not have as much involvement from their parents?

Yes, I notice a difference when the students have parents that read with them and do homework with them, and also when parents don't read with them or are involved in their school activities it shows in their engagement.

3. What are some things you would want to see differently within parental involvement in your classroom?

I would want parents to take parenting classes, and try their best to understand how to support their child more.

4. What specific things do you notice about behavior, habits, and attitudes towards school with students who do not have parental involvement in class?

I notice that the child does not like to be doing the work for too long, they have trouble asking for basic needs and help, and overall are disruptive in class.

5. Is there anything you would like to recommend for parents to be involved more in their children's lives?

I would want parents to have classes on how they can help their students in schools.

6. As a former student yourself, how was your experience with your parents or guardians being involved in your schooling environment?

My parents were very involved in my learning process until I got older because I had younger siblings so that could be the reason why they weren't able to help.

Appendix 1

Interview Questions ~ Teacher B

How are your relationships with your students and parents, and how do you keep or encourage parental involvement?

There are some parents who are equally involved, and others who will only go to some parent-teacher conferences, and some I haven't heard from at all.

Can you see a difference between the students who have applicable parental involvement and those who do not have as much involvement from their parents?

I can see the difference when students are missing a lot of school, or often here and then gone.

What are some things you would want to see differently within parental involvement in your classroom?

Things I want to see differently are parents actually trying to keep themselves accountable. I wish parents were able to sit in class or understand how their child is learning.

What specific things do you notice about behavior, habits, and attitudes towards school with students who do not have parental involvement in class?

Some of the students who do well are sometimes quiet, but also have trouble regulating their emotions and asking for help. I can tell when their parents read with them every night.

Is there anything you would like to recommend for parents to be involved more in their children's lives?

I do not need parents to sit in the classroom all the time, but maybe checking in more often.

As a former student yourself, how was your experience with your parents or guardians being involved in your schooling environment?

My mom always worked and sometimes was involved as much as she could.

However, I am satisfied with the parental involvement I have received.

Appendix 1

Interview Questions ~ Teacher C

1. How are your relationships with your students and parents, and how do you keep or encourage parental involvement? What grade level is your classroom in?

The parents I have a great relationship with, but there are some parents I am meeting for the very first time around this time of the year, which is concerning. I teach second grade.

2. Can you see a difference between the students who have applicable parental involvement and those who do not have as much involvement from their parents?

I can see a difference; there is a financial support difference, emotional and behavioral differences, and overall unwillingness to learn.

3. What are some things you would want to see differently within parental involvement in your classroom?

I would want parents to check in with their children and teachers more and also check in with myself to make sure I am getting everything they need in terms of support.

4. What are some specific things you notice about behavior, habits, and attitudes toward school with students who do not have parental involvement in class?

I notice when students miss a lot of school and when they also don't want to learn unless it is on an iPad, but do not enjoy learning or doing the work. I can also tell that their grades suffer from a lack of parental involvement, which is unfortunate because these kids are very smart.

5. Is there anything you would like to recommend for parents to be involved more in their children's lives?

I would recommend parenting classes because it is hard to know how to support your child even when they are also not the only child in the family.

6. As a former student yourself, how was your experience with your parents or guardians being involved in your schooling environment?

I know my dad was more involved with my schooling, and also when I was avid, it helped my parents stay more involved as well.

Appendix 1

Interview Questions ~ Teacher D

1. How are your relationships with your students and parents, and how do you keep or encourage parental involvement? What grade level is your classroom in?

The parents I have a great relationship with, but there are some parents I am meeting for the very first time around this time of the year, which is concerning. I teach second grade.

2. Can you see a difference between the students who have applicable parental involvement and those who do not have as much involvement from their parents?

I can see a difference; there is a financial support difference, emotional and behavioral differences, and an overall unwillingness to learn.

3. What are some things you would want to see differently within parental involvement in your classroom?

I would want parents to check in with their children and teachers more and also check in with myself to make sure I am getting everything they need in terms of support.

4. What are some specific things you notice about behavior, habits, and attitudes toward school with students who do not have parental involvement in class?

I notice when students miss a lot of school and when they also do not want to learn unless it is on an ipad but do not enjoy learning or doing the work. I can also tell that their grades suffer from a lack of parental involvement, which is unfortunate because these kids are very smart.

5. Is there anything you would like to recommend for parents to be involved more in their children's lives?

I would recommend parenting classes because it is hard to know how to support your child even when they are also not the only child in the family.

6. As a former student yourself, how was your experience with your parents or guardians being involved in your schooling environment?

I know my dad was more involved with my schooling, and also when I was avid, it helped my parents stay more involved as well.

Interview Questions ~ Parent Couple

1. How old is your child, and what grade are they in?

My child is in the fourth grade, and he has Autism; therefore, he is in a specialized program here in Marina.

2. What techniques and strategies do you use the most to stay involved within your child's schooling?

So, I have been trying to stay involved with my child as much as I can. However, sometimes it is hard because I work full time, and my husband works as well and takes him to school. But I stay involved by asking his teachers what he learned today and what goals he reached in school that day, and we keep a checklist of what he accomplished.

3. Are you satisfied with the communication you are getting from your child's school teachers?

Yes I am! We keep a checklist everyday of what he learned, and when they do crafts or other projects, they send pictures and updates of the projects back to the parents using Class Dojo, and I am in the loop as much as I can.

4. How often do you meet with your child's teachers and do you think it helps foster his learning by keeping you in the know of what he is learning?

I meet with my child's teacher, who is called a coordinator or caretaker in his specific school, and I meet with them at least four times a week depending on what he is doing in class.

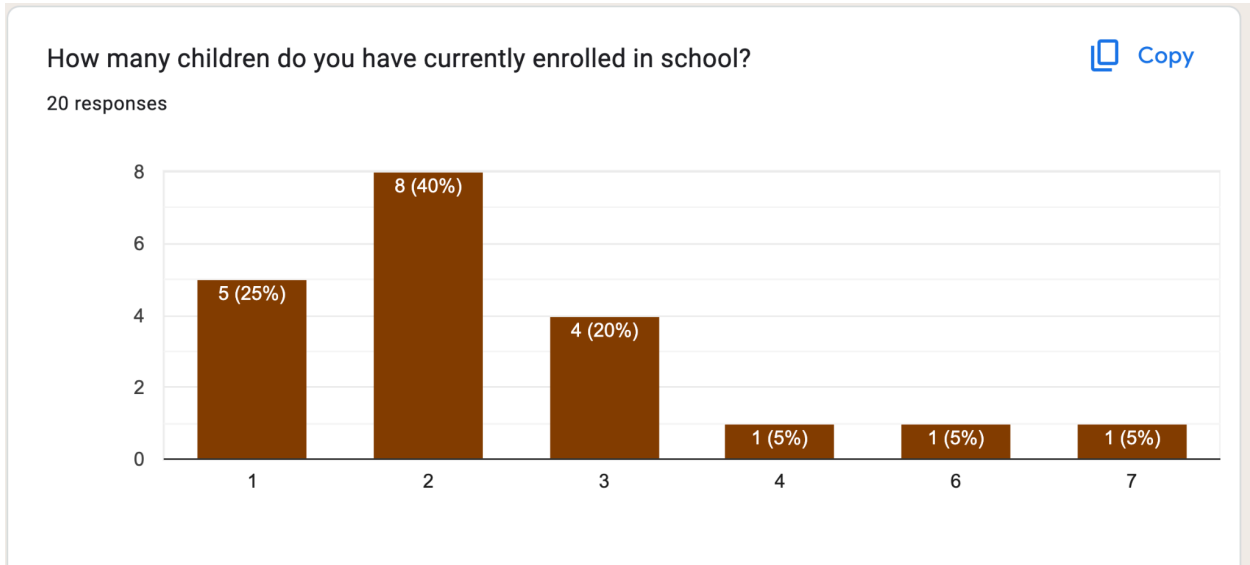
5. What is something differently you would like to do to stay more involved in his class?

What is something you would recommend to teachers in order to help yourself and your child stay involved?

I wish I could stay in his classroom with him and watch him accomplish goals in real time because his progress means so much to me, and I want to help him get the help he needs at all times, but it is hard because I have work, but I know with my son he is worth it. I would suggest just keeping communication with parents very strong, and also sending updates home to parents as well.

Appendix 2

Survey to Parents in the Monterey Unified School Districts



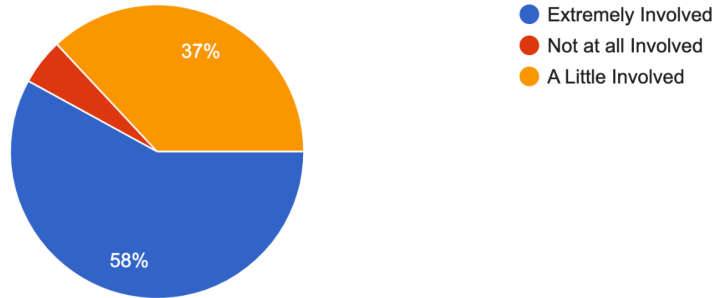
Appendix 3

Survey to Elementary School Students

How Involved are your parents in making sure you do your homework and or stick to your commitments everyday in school?

 Copy

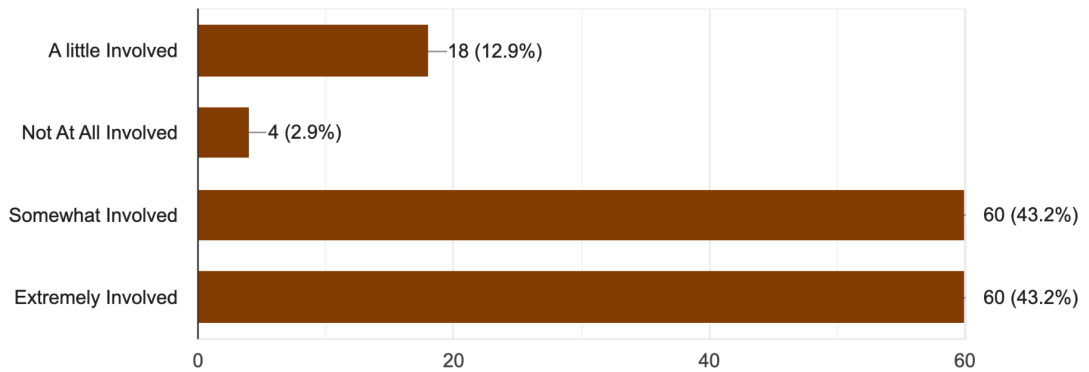
138 responses



How involved are your parents in making sure you get your school work done?

 Copy

139 responses



Issued to elementary school students to analyze how parental involvement impacts their academic achievement at home and in school

Appendix 4

Survey for Parental Involvement in MPUSD and HUSD

How often do you help your child with their homework each week?



¿Con qué frecuencia ayuda a su hijo con su tarea cada semana?

20 responses

