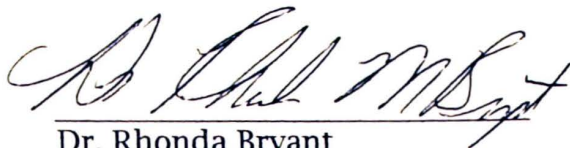


**A STUDY OF THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT
IN EDUCATION AND ACADEMIC ACHIEVEMENT IN MILITARY CHILDREN**

ANA MERCEDES CARMONA

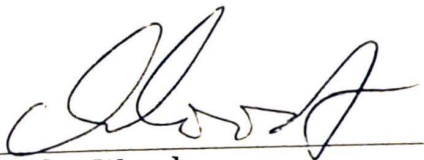
To the Graduate Council:

I am submitting herewith a field study written by Ana Mercedes Carmona entitled "A Study of the Relationship Between Parental Involvement in Education and Academic Achievement in Military Children." I have examined the final copy of this field study for form and content and recommend that it be accepted in partial fulfillment for the degree of Education Specialist, with a major in School Psychology.

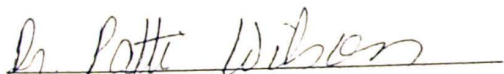


Dr. Rhonda Bryant
Director of Field Study

We have read this field study
And recommend its acceptance:

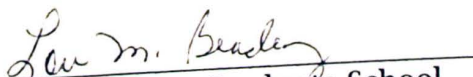


Dr. Charles Woods



Dr. Patti Wilson

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EDUCATION AND ACADEMIC ACHIEVEMENT IN MILITARY CHILDREN

A Field Study
Presented to the
Graduate and Research Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Education Specialist

Ana Mercedes Carmona

Spring 2003

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ABSTRACT

The involvement of parents in their children's education may have significant, long-lasting positive effects. These effects can help encourage children to aspire to greater achievement. This study examines the relationship between parental involvement in their children's education, whether at home or at school, and academic achievement. The Parental Involvement Report Card developed by the National Campaign for Public School Improvement was administered to parents with children in elementary, middle, and high school levels in order to assess their level of involvement. Grades, as reported by parents, were used as a measurement of academic achievement. Questionnaires were only administered to parents with children who attend Fort Campbell Military Installation Schools. No significant relationship was found between the two variables.

CHAPTER I

INTRODUCTION

Most of the interest regarding parental involvement in their children's education centers on the argument that such involvement benefits students by increasing their academic achievement (Peressini, 1998). A recent study suggests that parental involvement has a powerful influence on children's academic achievement (Zulli, Frierson, & Clayton, 1998). This study supports the claim that when parents are involved in their children's education, their children earn higher grades, receive higher scores on tests, have lower absentee rates, turn in greater amounts of homework, demonstrate more positive attitudes towards school, graduate from high school at higher rates, and are more likely to enroll in postsecondary education than other students with less involved parents. Parental involvement can be seen as involvement in school activities (e.g. classroom helper, Parent Teacher Organization membership, fundraisers, and other school activities), as well as in home activities (e.g. homework help, academic support and encouragement, high expectations and aspirations). Formal involvement of parents is evident in school boards, while participation in social events, excursions, and extracurricular activities provide parents with the opportunity to participate informally (Ravn, 1998). Researchers have found that a positive relationship exists between parental involvement and achievement for children of all ages and economic backgrounds (Zulli et. al, 1998).

Types of Involvement

Research supports what educators have long understood. Parental involvement is an important factor in student achievement. Parents who have a high level of commitment to their children, set high standards, maintain a stable home environment, support achievement and become upset when grades are low, suggest that academic achievement brings honor to the family, and monitor their students' progress continuously, have children who do better in school (Brown, 1999). As a strategy, parental involvement appears to be primarily a response to school and parental goals for increased student success (Blasi, 2001).

Parental involvement in schooling can lead to real academic benefits for children. Therefore, the most basic reason to involve parents in education is student success (Anderson, 2000). Anderson found that direct involvement in children's learning and availability of learning resources at home all appear to influence academic success and cognitive growth. Some parent behaviors are more effective than others. Empirical data shows that specific parenting practices are related to students' academic achievement. Research suggests help at home is the most promising practice to boost performance (Finn, 1998). Finn found that differences in children's performance could be explained by specific conditions and parental behaviors, including parents' press for achievement and provisions for general learning. Home environment is among the most important influences on academic performance (Finn, 1998).

There is a direct relationship between parent behaviors at home, regardless of socioeconomic status of the family, and student reading achievement.

Research has identified different types of parental engagement at home that are consistently associated with school performance: actively organizing and monitoring the child's time, helping with homework, and discussing school matters with the child (Finn, 1998).

Parents' participation in their children's homework has been found to have a significant influence on school achievement (Villas-Boas, 1998). Homework provides an opportunity for parents to monitor their child's progress while taking a supportive role in their education (Fry, 2001). Schools can help by sending home a calendar of daily activities that help build skills for the state assessment (Pipho, 1999). Parental involvement in mathematics education is encouraged due to the common belief that a direct relationship exists between involvement and academic achievement (Peressini, 1998).

The indicators of parental involvement in children's education vary considerably across studies, most of which treat parental involvement as a unidimensional construct. Yet, the discussion of school-related activities at home had the strongest relationship with academic achievement (Sui-Chu & Willms, 1996).

Benefits of Parental Involvement

Peressini (1998) suggested that parental involvement assists in improving levels of student health, reducing student dropout rates, fostering positive attitudes toward learning and school, increasing parent-child communication,

and promoting productive student behaviors. The benefits of parental involvement are also reflected in student academic gains, increased parent self-confidence, satisfaction with schools, and overall school improvement (Karter & Lowden, 1997). Throughout the past, the issue of parental involvement in schools has become increasingly popular. Research has consistently shown that with the increase in parental involvement, there is an increase in student achievement (A. Y. Ramirez, 2001). Ninety percent of business executives rate the lack of parental involvement as the greatest barrier to school reform (Lara-Alecio, Irby, & Ebener, 1997). Further, Lara-Alecio et al. believe that when parents are actively involved in their children's education, positive cognitive and affective changes can be observed, regardless of the economic, ethnic, or cultural background of the parents. They also believe that the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to create a home environment that encourages learning, communicate high expectations for their children's achievement and future careers, and become involved in their children's education at school and in the community.

Children get more out of school if parents provide a message of support (Fry, 2001). Fry found that children enrolled in schools with high parent involvement in a variety of roles do well, even if their own parents are not highly involved. When parents are involved, they can see their children's difficulties more clearly and can help rectify the problems more effectively (Fry, 2001). Fry also found that parental involvement seems to leave more time for

education because behavior tends to improve. Research suggests that when parents participate in their child's education, the student is more likely to stay in school and is likely to achieve (Anderson, 2000). The success of intervention programs in schools depend a great deal on getting parents involved. In its 1996 publication, The National Association of School Psychologist (NASP) stated that parents tend to be a valuable but underused resource and source of support.

Parental Involvement Throughout the School Years

Anderson (2000) found that parental involvement is a necessary part of the education process before and during the 18 years of school and the years prior to enrollment of school. The effects of parental involvement seem to be more consistent for younger students (Fan, 2001). In a study looking at Head Start programs, it was found that involving mothers in the program could have great long-term consequences for the children, perhaps encouraging them to aspire to greater achievement (Leik & Chalkley, 1990). Some researchers have found no measurable effect of parental involvement on academic achievement for middle and high school students. Others, on the other hand, have reported positive effects on students' behaviors, attitudes and/or achievement during adolescence (Fan, 2001). Most studies focus on elementary school years. Nevertheless, the benefits of parental involvement are not exclusive to the elementary school context. Studies have concluded that parental involvement in child and adolescent education generally benefits children's learning and school success. Parental involvement is important to a student's educational

success all the way to the high school level (Gonzalez, 2002). Gonzalez stated that current educational research is uncovering a specific relationship between parental involvement and high school students' academic motivation. One explanation for the relationship between parental involvement and student motivation is that seeing their parents take an active interest in school encourages students. Through their involvement, parents communicate their commitment to the importance of a good education (Gonzalez, 2002).

Anderson (2000) believes that parental involvement is necessary for the entire education process. Izzo, Weissberg, Kasprow & Fendrich (1999), found partial support for their hypothesis that parent involvement in in-school activities declines over time. Nevertheless, they also found that participation in educational activities at home showed no significant changes over time. Taken together these results suggest that activities requiring parents to come to the school are more difficult to maintain than other kinds of activities, and that schools need to engage in more proactive outreach efforts to foster parent participation and constructive parent-teacher interactions as children get older. These findings provide additional evidence that the national goal of increasing parent involvement is worth pursuing and may actually yield measurable improvements in children's school functioning. Fan (2001) found that when parental involvement decreases, as children get older, there is a possible decrease in academic achievement.

Educational Reform

It is now widely accepted by policy makers and educators that when parents are involved in their children's education, children are more likely to succeed in school (Baker, Kessler-Sklar, Piotrkowski, & Parker, 1999). A school wide plan fostering parental involvement may help increase the likelihood that more families will participate in school. Teachers can help by having regular contact with all parents. Many teachers incorporate home activities and parent participation in their classrooms. Teachers can invite parents to share hobbies, jobs, ethnic stories, and talents with students in class (Karther & Lowden, 1997).

It has been found that teachers may pay more attention to students whose parents are involved in the school (Finn, 1998). This may be because there is more of a personal relationship between the teacher and parent. There is also more time for parents and teachers to communicate on a regular basis. The quality of parent-teacher interactions uniquely predicts improvements in both children's behavior and academic achievement (Izzo et. al, 1999). These authors also found that a growing body of research suggests that when parents and school personnel collaborate effectively, students are likely to behave and perform better in school. These authors believe that when parents communicate constructively with teachers and participate in school activities, they gain a clearer understanding of what is expected of their children at school and may learn from teachers how to work at home to enhance their children's education. This collaboration may also lead students to receive consistent

messages from home and school about the importance of education, which may positively influence their learning.

There is a growing need for school administrators to make an effort towards measuring parental school involvement. Standard procedures need to be established and administered at the state level (Gardner, Ritblatt, & Beatty, 1999). Major reform efforts and educational interventions list parental involvement as an important ingredient in education (Finn, 1998). There is increasing evidence that the national goal of the U.S. Department of Education of increasing parental involvement is worth pursuing and may actually yield measurable improvements in children's school functioning (Izzo et al., 1999). Promoting parental involvement in their children's education is on the national policy agenda (Baker et al., 1999). School leaders in New Haven have gone as far as to say that others, including parents, need to be held accountable for student success (Reid, 2001). Reid also found that private schools and charter schools are already requiring parental participation in education in order to insure student success.

Department of Defense Schools

Department of Defense Education Activity (DoDEA) schools are organized in two separate but similar systems. Department of Defense Dependent Schools (DoDDS) serve children of military personnel stationed overseas, and Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) serve children of personnel stationed in the United States. Families must live on the military base to be eligible to enroll their children in DoDEA

schools. DoDEA schools serve approximately 112,000 students (Smrekar, Guthrie, Owens, & Sims, 2001).

The average academic performance of all students in schools operated by the Department of Defense Education Activity (DoDEA) is high. Both domestic and overseas Department of Defense (DOD) schools have scored at or near the top of all states in reading and writing on the 1998 National Assessment of Educational Progress (Smrekar, Guthrie, Owens, & Sims, 2001). The average academic achievement of all students in DOD schools is among the highest in the nation on the National Assessment of Educational Progress (NAEP). NAEP is known as the "Nation's Report Card" and is the only continuing assessment of the nation's students in various subject areas (Smrekar et al., 2001). These authors conducted a study that was reported to the National Education Goals Panel. The study was stimulated by the high performance of DoDEA students on the NAEP. These authors found that DoDEA schools reflect an elevated corporate commitment from the U.S. military. This commitment includes an expectation of parental involvement in school and home-based activities.

Department of Defense schools require parental involvement in the schools. They view this as an indispensable aspect of education. This expectation is made known to all military personnel via their company or battalion commander, but may not be fulfilled by all. Soldiers are instructed that their place of duty is at their child's school on parent-teacher conference days, and are also relieved from work to volunteer at school each month. This

commitment to promoting a parental role in education far surpasses the level of investment or involvement found in most mentoring/tutoring models.

One of the most significant factors leading to the educational success of DoDEA students is the value placed upon education and training that permeates the military community, providing the foundation for parental support and reinforcement in ways that benefit children and promote student achievement. The culture of order, discipline, education and training in the military community creates ideal conditions for schools focused upon these principles and expectations. High expectations are the norm in DoDEA schools, reflected in high standards, teachers' sense of personal accountability, and very limited use of tracking. Smrekar, Guthrie, Owens, and Sims (2001) found that the impressive success of DoDEA schools in achieving high academic standards rests on a combination of in-school and out-of-school factors.

DoDEA has designated school-home partnerships a high priority goal. Districts have responded to the goals outlined by DoDEA headquarters by enhancing communication between families and schools through electronic mail systems and voice mail "info lines" that can be easily accessed by parents. Military parents are also encouraged to serve on School Advisory Councils that advise principals on policies and program priorities. The school system makes parental involvement a possibility through an "open door" policy of involvement; the military makes it a responsibility and obligation by linking education to personal responsibility and accountability. While it is not possible in a case study such as the above to establish a causal relationship between the

identified factors and the achievement levels, the research can suggest that these factors may contribute to high student achievement.

Smrekar et al. recognized that the DOD school system is unique in some ways: a serious commitment of resources, requirement of parental involvement, and emphasis on systemic alignment and strategic planning. DOD schools are also similar to other schools in that there is a high rate of poverty among the students, most parents have no more than a high school education, and students change schools frequently due to military transfers.

The Use of Technology

Most parent-involvement variables correlate positively with school performance (Izzo et. al, 1999). Attempts to increase parental involvement are a part of a widening school reform effort. F. Ramirez (2001) found that school leaders generally agree that improvement in communication methods would enhance relationships between the school and home, thus helping to improve parental involvement. He found that many schools are turning to technology to help with this type of communication, with the idea that improved communication is the key to successful parental involvement in schools.

The use of technology is growing in the schools. Many teachers enjoy the ease of using computers to inform students and parents about current events and topics of interest (American Vocational Association, 2001). Technology is being developed in order to help parents know what is going on at school. A new computer program introduced in the state of Washington will allow parents to check the Internet to see if their children skipped class and if they

handed in their homework assignments (American Vocational Association, 2001).

Schools in Virginia are making use of websites and voice mail systems to keep parents informed about their children's grades, homework, attendance, and even the details of that day's lessons (Winters, 2001). These schools have noticed an increase in SAT scores, and a reduction in dropout rates.

Other Variables to Consider

Other research suggests that the primary responsibility for academic success does not reside with teachers, principals, superintendents, parents, or any other adult involved in the education system, it rests with the learners (Stiggins, 1999). Stiggins believes that students succeed academically only if they want to succeed and feel capable of doing so. If they lack either desire or confidence, they will not be successful. Thus, he stated that the key to success is to find ways to compel students and teachers to work harder. This author also suggests that low student achievement may have its origin not in a lack of effort on the part of teachers and students, but in the fact that teachers are not being given access to the expertise, time, and other resources needed to raise student achievement and test scores.

The Present Study

The problem investigated in this study was the relationship between parental involvement in education and academic achievement in military children at Fort Campbell schools. It is hoped that the information in this study can help educators, administrators, lawmakers, and parents see the importance

of parental involvement in education. While supplementing the already existing research in the field, this study added the component of using military families and children in different levels of education.

This study was designed to measure the amount of parental involvement in education and its relationship with academic achievement. Based on the literature, the researcher hypothesized that there was a positive correlation between parental involvement in education and academic achievement in military children. The researcher also expected to be able to predict academic achievement based on the amount of parental involvement. The researcher further hypothesized that parental involvement decreases as the child's level of education increases.

The hypotheses were tested using an instrument of 30 questions prepared by The National Campaign for Public School Improvement. This instrument measured parental involvement at home and school. Academic achievement was measured using grades reported by parents for the first two grading periods of this school year. The relationship between the variables was calculated by using Pearson's r . In order to make future predictions a regression analysis was performed.

CHAPTER II

METHOD

Participants

parent participants from Fort Campbell elementary, middle, and high school levels were used. Participation was voluntary. Thirty-eight, out of three hundred questionnaires distributed to the various sites, were returned. This number provided a 13% return rate. Two questionnaires were discarded due to a lack of responding to all of the critical questions. Thus, the total response numbers are based according to thirty-six questionnaire respondents. Participants in the study were all members of the Fort Campbell military community. All of the respondents were mothers of students at Fort Campbell Schools. Three different levels of education were used to help provide a more complete understanding of the relationship between the variables being studied.

Measures

Parental involvement was measured using the Parental Involvement Report Card developed by The National Campaign for Public School Improvement. This questionnaire has been widely used by Project Appleseed in assessing parental involvement in schools nationwide. It is a simple and brief questionnaire consisting of 30 "yes" or "no" questions. It measures Parental involvement in school activities (e.g. classroom helper, Parent Teacher Organization membership, fundraisers, and other school activities), as well as in home activities (e.g. homework help, academic support and encouragement, high expectations and aspirations). There was no reliability or validity information

available for this instrument. The questionnaire was modified with permission from the President and National Director of Project Appleseed. Modifications included deleting the numbers from the questions and deleting the subsections or titles within the questionnaire.

Academic achievement was measured by using students' grades. Parent questionnaires were made available at the reception desks of the Fort Campbell Taylor Youth Center, Central Enrollment office, and two Child Development Centers. The questionnaire assessed areas of parental involvement in school and in the home. The questionnaire also assessed the importance that the parents place on education and education related activities. Parents were asked to report their children's average grades for the first two grading periods of the school year. All identifying information was excluded. Questionnaires were collected via drop off envelopes provided by the researcher at the different sites.

Procedure

Questionnaires were made available at the reception desks of The Taylor Youth Center, Central Enrollment Office, and two Child Development Center in Fort Campbell. A cover letter was attached explaining the study and asking parents to complete the questionnaires within a week. Large envelopes to return questionnaires were made available at the sites. Questionnaires took approximately fifteen minutes to complete. Participation was voluntary. Respondents were asked to provide the child's gender, school, present grade level, and grades for the first two grading periods. All information provided by

10

them remained confidential since their names did not appear on any of the forms. By returning the questionnaire they consented to the information being used for the purpose of the study. The information acquired by their response was not used for any other purpose than for the present study. Results of the study will be made available to any participant upon request.

CHAPTER III

RESULTS

Data collected from the parent questionnaire consisted of “yes” and “no” responses. All of the “yes” responses were added to obtain a total involvement score. The criterion used for analyzing scores was that provided by Project Appleseed. Scores ranging from 21-30 indicated parents had an “excellent” involvement in their children’s education; scores between 10-20 suggested a “good” amount of involvement; scores between 0-9 indicated a “very low” amount of involvement.

An average grade was calculated for each child using the last two grading periods. Grade percentages were used in order to simplify the results since some children were graded using a number system while others received a letter grade. Demographic information showed that the majority of respondents were White, between the ages of 30-40, and had some college education (see Table 1). The majority of the children reported in the questionnaires were in elementary school (71%), 24% in middle school, and 5% in high school. Mean scores and standard deviations for parental involvement and average grades are provided on Table 2. The overall mean for reported grades was a B+.

The relationship between the two variables, parental involvement and academic achievement, was calculated with a Pearson’s r . Alpha was set at .05 when determining statistical significance. When multiple children were listed in the same questionnaire, each correlation was computed separately (Table 3).

o statistically significant relationship was found between level of parental involvement and academic achievement, in this case measured by average grades.

The result of this data analysis represents a very small sample of the Fort Campbell Schools population. Those parents who chose to respond to the questionnaire were very much involved in their children's education, and also happened to have children with high academic achievement. There was little variability in the data gathered about parental involvement and academic achievement. All of the responses received were from, reportedly, highly involved parents with children with high academic achievement.

CHAPTER IV

SUMMARY

The current study researched the relationship between parental involvement and academic achievement. The extensive literature review showed that parental involvement has been found to be positively related to academic achievement. Although the current study did not find a statistically significant relationship between the variables, this does not mean the relationship does not exist.

A larger sample of the Fort Campbell Schools population needs to be included in order for future studies to more accurately measure the relationship between the above two variables. There was not enough variant data on parental involvement available to determine if involvement decreases as the child's level of education increases, as originally hypothesized by the researcher.

What is presented here is a very small sample of a much larger military population. The present findings do support the literature in that DoDEA parents reported being highly involved in their children's education, and these children were reported to have high academic achievement.

Literature does not usually deceive. Research has consistently shown that there is a positive relationship between parental involvement and academic achievement. The present findings should encourage others to try to test and prove the existence of this relationship. Future studies should try to ensure that the population sample used is large enough as well as variant. The use of a

different type of instrument to measure the variables may also help insure more positive and accurate results.

There were a few limitations to this present study that should be kept in mind in future research. First, military families from the Fort Campbell Installation comprised the study's participants. A comparison using other military installation schools may be more insightful. Second, a questionnaire was used as the sole measure of parental involvement. Other measures of involvement may yield more accurate results. Third, academic achievement and parental involvement was based only on self-reports. Using self-reports for measuring parental involvement and achievement, may have created a bias. Actual parental involvement and grades may be lower than reported. Last, although the questionnaire was confidential, respondents may have exaggerated their answers to make them more positive. Controlling for these limitations in future studies may yield different results.

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APPENDIXES

Table 1

Respondents Demographic Data

Age	%
<30	11
30-40	81
>40	3
Not Specified	5
Race	%
White	42
Hispanic	22
Black	14
Not Specified	22
Education	%
Some College	36
Associate's	17
Bachelor's	3
Graduate	3
Not Specified	22

Table 2
Total Cases, Means, and Standard Deviations of Grade Averages and Parental
Involvement Score

	ChildAvg1	ChildAvg2	ChildAvg3	Parental Score
N cases	36	24	8	36
Mean	85.972	84.167	86.250	24.833
SD	5.045	6.863	4.432	2.569

Table 3
Relationship Between Parental Involvement Score and Grade Average using
Pearson Correlations

	Pearson's r	p
Score	1.000	-
Child1Avg	-0.053	0.758
Child2Avg	-0.128	0.553
Child3Avg	-0.458	0.253

Note. The p reported is the corrected Dunn-Sidak probability value.

Letters of Transmittal

To whom it may concern:

Hello, my name is Ana M. Carmona. I am a military wife currently attending Austin Peay State University. I am working on my Ed.S. (Education Specialist) degree. In order to complete my school requirements, I must conduct a Field Study. I have chosen to study the relationship between parental involvement in education and academic achievement. I am not only a student, but also a parent and a volunteer who has three children attending Fort Campbell schools. I believe this study may help enhance our understanding of why it is important to our children that parents get involved in their education. I am asking you to let me place in your location some questionnaires for parents to fill out and put in an envelope that will be provided by me. I will run this study for approximately two weeks. A copy of the questionnaire is enclosed. Your help and support will be truly appreciated. With questions or concerns about the study you can contact me at 270-439-3797, or my field supervisor, Dr. Rhonda Bryant at 931-221-6395.

My phone number is 270-640-0097 and my e-mail is

anammc68@yahoo.com. Thank you for your help.

Location _____ Date _____

Printed Name _____ Signature _____

You are being asked to participate in a research study. This form is intended to provide you with information about this study. You may ask the researchers listed below about this study or you may call the Office of Grants and Sponsored Research, Box 4517, Austin Peay State University, Clarksville, TN 37044, (931) 221-7881 with questions about the rights of research participants.

Hello, my name is Ana M. Carmona. I am a military wife currently attending Austin Peay State University. I am working on my Ed.S (Education Specialist) degree. In order to complete my school requirements, I must conduct a Field Study. I have chosen to study the relationship between parental involvement in education and academic achievement. I am not only a student, but also a parent and a volunteer who has three children attending Fort Campbell schools. I believe this study may help enhance our understanding of why it is important to our children that parents get involved in their education. **PARTICIPATION IS VOLUNTARY.** Enclosed you will find a questionnaire, and a demographic form. Please fill it out at your convenience and place it in the large envelope provided next to the questionnaires within a week. **FILL OUT ONLY FOR THOSE CHILDREN ATTENDING FORT CAMPBELL SCHOOLS.** Make sure you provide your child's gender, school, present grade level, and grades for the last two grading periods. **ALL INFORMATION PROVIDED BY YOU WILL REMAIN CONFIDENTIAL SINCE YOU DO NOT NEED TO PLACE YOUR NAME ON ANY OF THE FORMS. By returning the questionnaire you will be consenting to the information being used for the purpose of the study.** The information acquired by your response will not be used for any other purpose than for this specific study. All the information requested is essential to insure an accurate analysis of the study. I would, therefore, ask that all questions be answered with the utmost honesty. Results of this study will be provided upon request. **With questions or concerns about this study you can contact me at 270-439-3797, or my field supervisor, Dr. Rhonda Bryant at 931-221-6395. Thank you for your participation!**

Parent Questionnaire

Have you identified a regular time and place in your home for your child to do homework?

☐ Yes ☐ No

Do you monitor your child's homework?

☐ Yes ☐ No

Do you monitor your child's television viewing habits?

☐ Yes ☐ No

Do you ensure that your child has excellent attendance at school?

☐ Yes ☐ No

Have you discussed with your child the importance of a good education?

☐ Yes ☐ No

Did you attend Open House or Back-To-School Night at your child's school?

☐ Yes ☐ No

Do you support and reinforce the school's discipline plan?

☐ Yes ☐ No

Do you support your child's learning by providing nutritious meals and adequate time for sleep?

☐ Yes ☐ No

Do you read to your young child? If your child is older, do you encourage reading by paying attention to what your child reads as well as how often he/she reads?

☐ Yes ☐ No

Do you hold your child responsible for completing all assignments on time and to the best of his/her ability?

☐ Yes ☐ No

Are you knowledgeable about what information and skills your child should master at his/her grade level or in his/her major subject areas?

☐ Yes ☐ No

Did you sign a written **parental involvement pledge** and volunteer to help teachers, administrators, students and other parents?

☐ Yes ☐ No

Were you a class parent, telephone tree coordinator, or a volunteer who provided parents with needed information?

☐ Yes ☐ No

Were you a part of parent patrols or other activities to increase the safety and operation of your child's school and programs?

☐ Yes ☐ No

Have you attended at least one PTA, PTO, or other support group meeting this year?

☐ Yes ☐ No

Have you worked on school-based management committees, district level councils and/or committees on issues concerning your schools?

☐ Yes ☐ No

Did you assist in providing information on school or local district elections for school representatives?

☐ Yes ☐ No

Have you attended at least one school program? (examples are an awards assembly, a play, an athletic event, or a school party.)

☐ Yes ☐ No

Are you a model of "good sportsmanship" when attending school and community events?

☐ Yes ☐ No

Do you insist that your child exhibit good sportsmanship at all times?

☐ Yes ☐ No

Do you encourage your child to participate in volunteer projects which serve the community?

☐ Yes ☐ No

Have you read the student code of conduct and/or discipline policy?

☐ Yes ☐ No

Do you regularly read the school newsletter?

☐ Yes ☐ No

Are you familiar with the extra services provided at your child's school? (examples are speech therapy, resource help for gifted students, and counseling.)

☐ Yes ☐ No

Do you make yourself available for conferences requested by your child's teacher?

☐ Yes ☐ No

Have you had at least one parent-teacher conference with the teacher(s) of your child?

☐ Yes ☐ No

Do you initiate contact with your child's teacher or principal just to show your support?

☐ Yes ☐ No

Are you aware of your child's academic strengths and weaknesses?

☐ Yes ☐ No

Do you ensure that your child takes courses to prepare him/her for a chosen career path?

☐ Yes ☐ No

Are you familiar with the grading scale used on your child's report card?

☐ Yes ☐ No

Demographic Data

(ALL INFORMATION PROVIDED BY YOU WILL REMAIN CONFIDENTIAL SINCE YOU DO NOT NEED TO PLACE YOUR NAME ON ANY PART OF THIS FORM)

YOUR RELATIONSHIP TO THE STUDENT _____

YOUR AGE _____

YOUR GENDER _____

YOUR RACE (OPTIONAL) _____

YOUR LEVEL OF EDUCATION (OPTIONAL) _____

CHILD #1 GENDER _____ AGE _____ GRADE _____

SCHOOL _____

AVERAGE GRADES (A B C D F or 1 2 3 4) : 1ST GRADING PERIOD _____
2nd GRADING PERIOD _____

CHILD #2 GENDER _____ AGE _____ GRADE _____

SCHOOL _____

AVERAGE GRADES (A B C D F or 1 2 3 4) : 1ST GRADING PERIOD _____
2nd GRADING PERIOD _____

CHILD #3 GENDER _____ AGE _____ GRADE _____

SCHOOL _____

AVERAGE GRADES (A B C D F or 1 2 3 4) : 1ST GRADING PERIOD _____
2nd GRADING PERIOD _____

CHILD #4 GENDER _____ AGE _____ GRADE _____

SCHOOL _____

AVERAGE GRADES (A B C D F or 1 2 3 4) : 1ST GRADING PERIOD _____
2nd GRADING PERIOD _____

BIOGRAPHICAL STATEMENT

Ana Mercedes Carmona was born in Santo Domingo, Dominican Republic. She attended elementary school in Dominican Republic, and attended secondary school in Bronx, New York. She graduated Valedictorian of her graduating class. She received the degree of Bachelor of Business Administration in Industrial Psychology from Baruch College in 1990. She received a Masters of Arts degree in School Psychology from Austin Peay State University in 2002. In August 2002 she continued at Austin Peay State University to work toward an Education Specialist degree.

Austin Peay State University Institutional Review Board

March 17, 2003

Ana Carmona
c/o Rhonda Bryant
Psychology
APSU Box 7233

RE: Your application dated February 12, 2003 regarding study number 03-028: A Study of the Relationship Between Parental Involvement in Education and Academic Achievement in Military Children (Austin Peay State University)

Dear Ms. Carmona:

Thank you for your response to requests from a prior review of your application for the new study listed above.

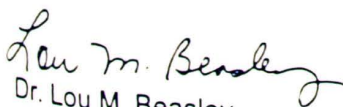
Congratulations! This is to confirm that your application is now fully approved. The protocol is approved through one calendar year. You must obtain signed written consent from all subjects. . . . This approval is subject to APSU Policies and Procedures governing human subjects research. You may want to review this policy which can be viewed on the APSU website at: www@apsu.edu/www/computer/policy/2002.htm

You are granted permission to conduct your study as most recently described effective immediately. The study is subject to continuing review on or before March 3, 2004, unless closed before that date. Enclosed please find the forms for reporting a closed study and for requesting approval of continuance.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions at all do not hesitate to contact Lou Beasley (221-7414; fax 221-7641; email: beasleyl@apsu.edu) or any member of the APIRB.

Again, thank you for your cooperation with the APIRB and the human research review process. Best wishes for a successful study!

Sincerely,



Dr. Lou M. Beasley
Chair, Austin Peay Institutional Review Board