



MURRAY STATE
UNIVERSITY

Murray State's Digital Commons

Integrated Studies

Center for Adult and Regional Education

Winter 2018

Understanding Parental Involvement

Shayna Myers-Young
shayna_bm09@yahoo.com

Follow this and additional works at: <https://digitalcommons.murraystate.edu/bis437>

Recommended Citation

Myers-Young, Shayna, "Understanding Parental Involvement" (2018). *Integrated Studies*. 178.
<https://digitalcommons.murraystate.edu/bis437/178>

This Thesis is brought to you for free and open access by the Center for Adult and Regional Education at Murray State's Digital Commons. It has been accepted for inclusion in Integrated Studies by an authorized administrator of Murray State's Digital Commons. For more information, please contact msu.digitalcommons@murraystate.edu.

Understanding Parental Involvement

By

Shayna Myers-Young

Project submitted in partial fulfillment of the
Requirements for the
Bachelor of Integrated Studies Degree

Continuing Education and Academic Outreach
Murray State University
December 2018

Table of Contents

Acknowledgement.....pg.3

Abstract.....pg.4

Defining Parent Involvement.....pg.5

History of Parent Involvement.....pg.12

Types/Models of Parent Involvement.....pg.14

Benefits of Parent Involvement.....pg.19

Barriers of Parent Involvementpg.23

Parent Involvement Activities.....pg.24

Conclusion.....pg.27

Reference.....pg.28

Appendix.....pg.36

UNDERSTANDING PARENTAL INVOLVEMENT

Acknowledgment

I would like to express my gratitude to Dr. Vernell Larkin. Dr. Larkin my Early Childhood Education advisor and professor at Hopkinsville Community College. She has guided me throughout my education at Hopkinsville Community College and Murray State University. Dr. Vernell Larkin is an advocate for parent involvement. I am appreciative that Dr. Larkin agreed to become my senior project advisor for BIS 437.

I sincerely thank Dr. Vernell Larkin for her guidance and encouragement. Dr. Larkin planted a seed in me in 2009. I am ready to bloom in 2018, thanks to her.

UNDERSTANDING PARENTAL INVOLVEMENT

Abstract

In order to provide the best learning practices and experiences, it is important to understand parental involvement. Defining parent involvement is important in order for one to understand the complex dynamics of parent involvement. The definition of parent involvement has changed throughout the years. Today, parent involvement is different from parent involvement in the past. There are different models and levels of parent involvement. Parents can be involved in their child's education in several ways. Parent involvement has both benefits and barriers. In the classroom and outside the classroom, a parent's role is essential to a child. Parents are able to extend learning at home by using activities that support their child's educational goals. Learning at home is just as important as learning at school. When parents are involved, the child has behavior and academic positive outcomes. Parent involvement is powerful and should be supported.

UNDERSTANDING PARENTAL INVOLVEMENT

Understanding Parental Involvement

Defining parent involvement

Duriscic, M & Bunijevac, M (2017) there remains the ongoing question of how to get parents involved in their child's education. Many parents and educators have different perceptions of what parent involvement means due to their own experiences with teachers and their expectations of the educational system. Parent involvement requires communication between both parents and educators.

Depending on the parent or educator's perspective, there are many different ways to define the term parental involvement. For example, educators define parental involvement as being involved in the educational process such as helping in school activities and assisting with their child's homework (Anderson & Minke, 2007). While Young, Austin & Growe (2013), state parents see parental involvement as getting their children to school on time and solving issues at home.

Whether or not parents should be involved in their child's education is a concept that seems to attract attention according to Nichol-Solomon (2001); however, what really defines parental involvement? The answer to such a simplistic question once again varies based on whether one is a school administrator, teacher, or parent. Some theorist and practitioners define parental involvement as home-school partnerships; parental participation; and parents as partners (Lloyd-Smith & Baron, 2010). Based on a study conducted by Deslandes, Royer, Turcotte and Bertrand (1997) parental involvement is defined as holding a positive presence at school by communicating with

UNDERSTANDING PARENTAL INVOLVEMENT

the teachers or helping at home with homework. Abdul-Adil and Farmer (2006) defined parental involvement as, “any parental attitudes, behaviors, style, or activities that occur within or outside the school setting to support children's academic and/ or behavioral success in their currently enrolled school.”

It is apparent that simply defining the true role of parental involvement is not enough to catch the parents' attention. There are challenges involving parents due to a variety of complications including selective barriers within the parent's life. *Getting Parents Involved in Schools* (2005) there are barriers including parents not knowing how to be involved in their child's academic progress due to bliss, ignorance, and a demanding work schedule. There is also the option of parents not feeling welcomed in the school based on present and past experiences. Yet, personalizing parental involvement programs can aide in creating a better relationship within the schools and families. These programs are based on the needs of the community and the school, and are seen as another means of encouraging parental involvement. However, successful parent school partnerships are combined with the school's overall mission and are not stand-alone or add-on programs. (Durisic and Bunijevac, 2017). In addition, getting parents engaged may require a specific explanation in order to create action. Parent's input is rather important in defining what parental involvement truly is and what motivates parents to become involved. (Young, Austin, & Growe, 2013).

Parent involvement is viewed as the gateway for promoting successful academic performance. A child is more likely to engage in activities positively and accurately if a parent is able to encourage their achievements through meaningful feedback. However, parent involvement may also enhance children's behavior in the classroom and at home

UNDERSTANDING PARENTAL INVOLVEMENT

as parents and teachers work together to enhance social functioning and address problem behaviors. Nermeen, Nokali, Bachman, & Votruba-Drzal (2010) suggests that children who are influenced by their parental involvement are more capable of understanding the difference in positive and negative social interactions. This behavior can sometimes be influenced by what the children see or hear at home or see on television. Both parents and teachers can address these behaviors. These actions may influence a child into becoming a more creative and academically sufficient student.

Overwhelming evidence from research suggests that when families get personally involved in education, their children improve positively in the academic atmosphere and grow up to be successful in life. Thus, parental involvement influences future academic goals and career expectations. Yet, family involvement is one of the most overlooked aspects of American education due to cultural changes. In fact, today many activities are designed without recognition of the potential contributions families could make. Consequentially, many families remain unaware of the significance of their role in their child's education. Family involvement is an important component of educational programs because it influences the child academically in a positive and encouraging way. National Education Association (2018) explains that their family involvement program is developed to give families, regardless of their own educational experience or background, the tools necessary to become more actively involved in their child's day-to-day education.

It is certain that families are important educators and role models in their children's lives. Families are their children's first and most influential teachers, both by example and conversation. At home, families can introduce respectable values such as

UNDERSTANDING PARENTAL INVOLVEMENT

responsibility, hard work, and commitment to academic success. Children have numerous teachers during their school career, yet not one teacher is responsible for any child's academic progress from kindergarten through high school. Therefore, families are deemed as responsible for working with educators to assist their child in reaching their greatest academic potential. NEA (2018) suggests the nucleus of the family involvement program is to empower families with strategies, techniques, and information to be involved in the education of their child on a daily basis.

PTA & Parent Involvement: Parent/Family Involvement Guide (2003) the term "parent involvement" is also defined as the participation of parents in every aspect of their child or children's education and development from birth to adulthood. Parents are the primary influence in their children's lives. Parent involvement takes many forms, including two-way communication between parents and schools, participating in volunteer work, sharing responsibility for decision making about children's education, health, and well-being, and collaborating with community organizations that reflect schools' aspirations for all children.

Parent engagement in schools involves parents and school staff working cooperatively together to fund and develop both the learning, development, and health of children through adolescence. Parent involvement in schools is a shared responsibility in which schools and other community organizations are committed and focused on reaching out and engaging parents in meaningful methods. Most parents are dedicated to actively supporting their children's and adolescents' learning and developmental progress. A successful relationship between schools and families

UNDERSTANDING PARENTAL INVOLVEMENT

reinforces children's health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community (Winnicott, 2016).

Adolescents and School Health (2018) research shows that parental engagement in schools is closely linked to improved student behavior, excelling academics, and improved social skills. Engaging parents in their children's school life is a promising and caring factor that allows parents to be a positive influence in their child's everyday life. Parent involvement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as risky sexual behaviors, tobacco, alcohol, and other drug use. Parental involvement is a successful compromising factor that can provide years of reassurance and positive social factors. Efforts to enhance child and adolescent health have typically addressed specific risky health behaviors, such as tobacco use and/or violence. Results from a growing number of studies suggest that a greater health impact can be achieved. Improving protective factors that help children and adolescents avoid multiple unsafe behaviors that place them at risk for opposing health and educational outcomes.

Stanikzai (2013) family engagement is a family-centered, strength-based method designed to establish and maintain relationships with families. At the practice level, this includes setting goals, developing case plans, making joint decisions, and working with families to ensure their children's safety, stability, and well-being. It incorporates the presence of children and youth (when age appropriate), as well as adult family members, in case planning and case activities, and involves supporting the development of relationships between resource families and biological families. Prichard Committee for Academic Excellence (2018) on an organizational or system level, family

UNDERSTANDING PARENTAL INVOLVEMENT

engagement means including families as key stakeholders and advisors in policy development, service design, and program and service evaluation. This level of development allows families to maintain some level of importance and change within their child's skills and goals.

Parent Engagement in Children's learning (2018) while the fundamentals of parental involvement and engagement is encouraged within a child's education, effective family empowerment is the next goal to begin the enhancement of parental involvement. This in term is the act of engaging, involving, and lifting up the opinions of families throughout the child welfare continuum—both at the practice and system level. It encourages family buy-in; improves the aiding relationship; and promotes the safety, stability, and well-being of children and families. When families feel they are a part of the process, they are more motivated to make necessary changes, which are needed to accumulate a better lifestyle. Family empowerment allows parents to be the instructors of the decision-making process rather than being dictated on what actions to take. When family buy-in is achieved, reunification rates are improved and overall family outcomes are much better and enhanced.

McCormick, Cappella, O'Connor, & McClowry (2013) explains that parent engagement refers to all activities that parents do to help their children succeed in school and in life. This includes everything from making sure their children are prepared both academically and physically to attend school every day. Parent's attendance at parent meetings and conferences; and volunteering their time and ability to the school and their child's classroom is vital to their child's success. This drives in the importance and value of their involvement in their child's education. Parental engagement is vital to

UNDERSTANDING PARENTAL INVOLVEMENT

student success. Parents are in fact, a child's first teacher and parents are partners with the teachers who educate their children.

The whole idealism of parent engagement revolves around teamwork. Parent engagement is often defined as parents and school staff working together to support and improve the learning, development and health of children and adolescents, *PTA & Parent/ Family Involvement Guide* (2003). Parent engagement in schools is a shared responsibility in which schools are committed to reaching out to engage parents in meaningful ways. Some ways are activities, such as creating lively newsletters, activating school websites, participating in home phone conversations or planning parent and student conferences. Parents are committed to actively supporting their children's learning and development by taking part in the actions provided by both the school and community.

Parent engagement in education is about parents and careers, schools and communities cooperating. They ensure that every parent can play a positive role in their child's learning, school community, sport, and social life. This idea is seen as particularly important due to the fact parents and families play an important role in supporting their child's education. Research from the Department of Education and Training (2018) has shown that when schools and families work together, children do better, stay in school longer, are more engaged with their school work, go to school more regularly, behave better, and have better social skills. These skills eventually become long-term behaviors. Parent engagement also results in long-term economic, social and emotional benefits for the family.

History of parental involvement

UNDERSTANDING PARENTAL INVOLVEMENT

Historically, the education of young children has always involved their parents. Parents were responsible for the education of their young before the concept of schools existed and before schools were even available. Parents eventually formed the first formal school setting through home schooling. The notion of parent involvement is not new, and even the earliest childhood programs included this idealism about parent involvement within their philosophies (Stanikzai et al, 2015).

Throughout the years, a large collection of literature has documented the utmost importance of parent involvement for young children. The role of parent involvement in the later years of schooling has received less attention due to the maturity of the child. Changing times within society and the educational system. Past research on parent involvement has focused heavily on associations with student achievement. Less attention was focused on the social and emotional domains of children's development. This tendency may be credited to the academic nature of many of the behaviors defined as parent involvement such as assisting with homework. Such activities prompt more enhancement and understanding of a child's academic progress. Teachers and parents may discuss children's behavior in the classroom because behavior problems and functioning socially may have immediate consequences within the classroom environment. It also affects the teachers' instructional efforts (Nermeen, Bachman Votruba-Drzal, 2010). The aim of this study is to review past research and examine the relationship between parental involvement and its effect on children's academic and emotional states during elementary school.

Historically, parents have always acknowledged the child's education as the teacher's responsibility. Parental responsibilities includes activities related to discipline,

UNDERSTANDING PARENTAL INVOLVEMENT

basic skills, work skills, ethics, and value enculturation an importance in a child's education. These educational activities were carried out privately within the family, rather than publicly in public institutions (Berger, 1981). As public education developed in America, parent involvement in education also changed. In the public's opinions it seems to many, parents have lost control over their children's education in public educational institutions. Recognizing this during the late twentieth century, many parents, as well as businessmen, politicians, and educators, began to express renewed concern about choice and parent involvement in public education as a possible option to what many see as an out of date and ineffective public education system (Michael, 1994).

NEA (2018) believes "It takes a village to raise a child." This is a popular proverb with a clear message: *the whole community has an essential role to play in the growth and development of its youth*. In addition to the vital role that parents and family members play in a child's education, the broader community also has a responsibility to assure first-rate education for all students. In the past, volunteers, mostly mothers, assisting in the classroom, chaperoning students, and fundraising, was the description of parent involvement. National Education Association (2008) today, the old model has been replaced with a much more wide-ranging approach which includes: school-family-community partnerships, both mothers and fathers, as well as stepparents, grandparents, foster parents, other relatives and caregivers, business leaders and other community leaders. They all participate in goal-oriented activities, at all grade levels, and links to student achievement and school success.

UNDERSTANDING PARENTAL INVOLVEMENT

Types/Models of Parental involvement

Epstein's Parent Involvement and Partnership Model Overview

The first type of partnership involvement includes basic obligations of families, such as providing for children's health and safety, developing parenting skills and child rearing approaches. Each program can assist families in developing the knowledge and skills needed to understand their child at each grade and developmental level. Individual children are at a different comprehension level based on their age and grade level; nevertheless, it is important for parents to know their child's comprehension level so they can provide the necessary feedback or assistance. This assistance can come through various techniques, such as family support programs, education and training programs, workshops, home visitor programs, and providing resource information, etc. (Epstein, 1986). These programs provide the necessary foundations within the educational institution to provide the parents extensive knowledge on their child's educational background.

The second type of partnership involvement refers to the basic obligations of the school/program, which includes communication with the families about school programs and children's progress. The communications would come in various stances of shape and form to provide a sense of consistency and creativity in alerting parents of academic events. This would include memos, notices, bulletins, phone calls, parent conferences, etc. The method and frequency of such communications will vary among the many schools and programs, since some schools are small enough to provide

UNDERSTANDING PARENTAL INVOLVEMENT

newsletters and written obligations. Other schools may focus more on technological advances such as emails and phone calls for parental information. The format and delivery method may assist or hinder the parents' ability to understand the information provided (Epstein & Dauber, 1991). The importance of the way the information is provided to the parents cannot be over-stressed.

The third type of partnership involvement includes parents and other volunteers who assist in classrooms and in other areas of the program. This may also include volunteering for special events, and supporting student performances. Success at this level involves the school encouraging parents' participation. This can be accomplished by making parents feel welcome and providing training so the parents feel more efficient and useful during their volunteer time. In addition, schools can improve and vary schedules so that more families are able to participate as both volunteers and audience members (Epstein & Dauber, 1991). This allows parents to understand what their children are experiencing within their academic programs; as well, it lets them feel like they are a part of the process. This sort of responsibility often encourages parents to spend more time with their children.

The fourth type of partnership involvement supports learning at home. At this level, teachers help parents assist their child in specific learning activities at home, which are coordinated with their activities in the classroom. This is especially helpful in long-term success for the student. Parents are provided with information regarding the skills required of the students to pass each grade. This also informs the parent of the

UNDERSTANDING PARENTAL INVOLVEMENT

teacher's methods, expectations and curriculum (Epstein, 2000). This type of partnership is often more important at younger grade levels where the fundamentals for a child's educational foundations originates. A child will have a more difficult time if she or he is not taught important educational skills and assisted with his/her homework

The fifth type of partnership involvement is in decision-making, advocacy, governance, and includes parents and others in the community through their roles on advisory councils and organizations. This level of involvement may be at the local, state or even national level. The school partners with the parent and may even provide training to help develop communication techniques in order to represent the child, school, or program's needs (Epstein & Dauber, 1991). This is seen as important because the parents are given a chance to listen to the voice of their child's educational future. The involvement of advocacy and governance within the community allows a gateway for children to experience different techniques within their community to improve on educational growth.

Durisc & Bunijevac Six Types of Parent Involvement

Durisc & Bunijevac (2017) identify six types of parent involvement. The first type of parent involvement is parenting. In parenting, parents provide for the child's health and safety at home. The parent would be involved in the child's activities in school and at home. Parents would share educational goals at home visits. In addition, the parent would be willing to take course or trainings needed to assist their child.

The second type of parent involvement is communicating. Parents and teachers communicate using multiple sources. The parent shares information with the teacher

UNDERSTANDING PARENTAL INVOLVEMENT

about their child's health and educational history. Parents engage in parent/teacher conferences and responds to the teacher's phone calls and emails.

Duriisc & Bunijevac's (2017) third type of parent involvement is volunteering. The parent will volunteer for school functions and participate in classroom activities. Volunteering parents will help and support fundraising and promoting the school. The parent will support meetings that the school conducts.

Their fourth type of parent involvement is leaning at home. While learning at home, parents will assist their child with homework and school activities. The parent may create field trips based on what the child is learning at school. The parent will be highly involved in creating learning experiences at home. Parents will create goals for the child and monitor or access the child at home.

The fifth type of parent involvement is decision making. The parent will participate in school decisions and become involved in the school board. They may have the opportunity to be involved in a parent-teacher association/organization (PTA/PTO) or other parent organizations. Decision-making allows parents to be representatives and leaders of the school (Durisc & Bunijevac 2017).

Durisc & Bunijevac's (2017) sixth type of parent involvement is collaborating with the community. In this type parents may become involved in summer programs and activities with their child. The parent supports services and takes advantage of resources in the community that promote their child's well-being.

Protective Model of Parent Involvement

Swap (1993) identifies five models of parent involvement. They are:

UNDERSTANDING PARENTAL INVOLVEMENT

1. Protective model
2. Curriculum-enrichment
3. Transmission model
4. Expert Model
5. Consumer Model

In the protective model of parent involvement, the goal is to keep the objectives of the teacher and parent separate. The parent and teacher do not collaborate to ensure the child's educational goals are being met. The teacher would solely be responsible for the child's educational experiences. The parent would be responsible for the child's well-being at home. The parent would make sure the child has the supplies needed for school but would not communicate with the teacher.

The curriculum-enrichment model's aim is to collaborate with the parents by implanting their goals in the school's curriculum. Teachers and parents will create valuable learning experiences for the children in the school. Parents will assist the teacher in creating learning objectives and learning outcomes.

In the transmission model, the teacher remains in control and collaborates with the parent when needed. The teacher demands the parent to be equally responsible for the child's education. The teacher would make decisions on the child's education. The transmission model can burden parents because of the excessive demand for the parent to be involved at home.

In the expert model, the teacher would be the expert in the child's education and in all other areas of development. The teacher would be in control of any decision that

UNDERSTANDING PARENTAL INVOLVEMENT

needs to be made. The parent's role would be to receive information that the teacher gives. The parent's views would not be needed or wanted in the expert model.

In the consumer model, the teacher supports the parent. The parent is the sole decision maker. The parent makes decisions based on the information the teacher gives. The consumer model allows the parent to be highly involved in their child's education. The parent would be confident in their decisions while being less dependent on the teacher's decisions (Cunningham & Davis, 1985).

Benefits of parental involvement

Research shows that children learn best when they receive learning support at home (Crosnoe et al, 2010). Children with involved parents are typically able to assess rhyming, blending, segmenting, identifying sounds, and syllables in words and sentences. Parent engagement increases the child's abilities to analyze and solve math problems at an early age (Woodcock, McGrew, & Mather, 2001). Children with involved parents are more likely to count, identify the number of objects in a picture, and perform complex calculations (Bradley-Johnson, Morgan, & Nutkins, 2004.) Children were able to measure informal and formal concepts, use counting skills, number-comparisons, number literacy, number facts, calculation skills and an understanding of number concepts because of involved parents. Children have higher self-regulation when parents are teaching skills at home (Marti et al, 2018). The children were able to follow commands and respond to commands (Poinitz et al. 2009).

According to *Parent Involvement and Children's Academic and Social Development in Elementary School* (2010) parental involvement is generally thought of as

UNDERSTANDING PARENTAL INVOLVEMENT

an avenue for promoting academic performance. Also, parent involvement enhances children's behavior at home and in the classroom when parent and teachers work together to improve social functioning and address problem behaviors. According to Blair (2002), children with involved parents have higher regulated behavior, which is beneficial during academic instruction time. Ladd & Burgess (2001) suggest that other benefits of parent engagement include having positive adjustment to early school settings and being more determined to follow classroom rules. According to Caspi et al. (1996) children are less likely to hit, tease other children, yell, cry, or complain when a parent is involved in their education. According to Munn (1993), school is a part of a child's education and therefore parents are involved in 85% of their education which occurs outside of school. Jeynes (2005) proposes children need to learn to follow household rules in order to abide by classroom rules. Involved parents are able to maintain structure in a child's life inside and outside of the classroom. Children need a routine at home and in the classroom. Jeynes (2005). The child will benefit academically when the parent supports rules and structure.

Friend et al. (1996) suggests children with disabilities are more likely to experience inclusion in the classroom when parents are involved. Parents with higher levels of involvement will ensure that their child is a part of the learning community. Children with disabilities need involved parents to support positive peer interactions inside and outside of the classroom. One of the positive effects of including children with disabilities in with children without disabilities include the development of positive attitudes and perceptions of person with disabilities and the enhancement of social status with nondisabled peers (Sasso & Rude, 1988). According to Bennet, Deluca, &

UNDERSTANDING PARENTAL INVOLVEMENT

Bruns (1997) children with disabilities benefit when parents implement educational and non-educational goals. Parental expectations and school relationships as contributors to adolescent is positive outcomes, children are 77.9% less likely to repeat a grade level when a parent is involved in their academics. *Benefits of Parent Involvement* (2018) suggests children have high grades and test scores, better attendance, complete homework, positive attitude/behavior, higher graduation rate, and greater enrollment in post-secondary education. Children have higher confidence in their academics.

Sivertsen (2015) suggests children benefit socially when their parents are involved in extra-curricular activities. Parent engagement strengthens the child's friendships. Parents can ensure that their child has a strong social network that is diverse and inclusive. Children are more likely to overcome the highs and lows of friendships when parents are involved. Parental involvement boost the mental health of children and encourages effective communication skills. Children will have higher self-esteem and confidence when parents are involved in their activities.

Five Reasons for Parents to Get Involved in Their Child's Education (2018) suggests parent involvement improves the quality of schools, which benefits the child. Parents can improve a school's reputation in the community and encourage other parents to become involved in their child's education. Teachers benefit when parents are involved. The teacher is able to maintain a better classroom climate when parents are involved. Involved parents gain respect from educational staff members. Teachers set higher expectations of the involved parent's children. Children are more likely to hunger for higher education and achievement. Students are less likely to have high absences in school, disrupt the teacher, and bully other children when parents are involved in their

UNDERSTANDING PARENTAL INVOLVEMENT

education. When dads are highly involved in their child's education, their child is more likely to enjoy school more and are less likely to be suspended, expelled, or required to repeat a grade. A study of parents highly involved in the educational process showed that their children were more likely to improve in reading and math.

Wood & Bauman (2017) suggests parent engagement has a positive impact on educational outcomes. Parents benefit when they are involved in a child's education. Parents are more informed about their child's educational growth and needs when they are involved. Schools are more likely to host workshops and events when parents are involved. Increased parents efforts benefit the parent, child, teacher, school, and community. The child's school is more likely to be successful when parents are engaged. González and Jackson (2013) showed that efforts to increase communication with families were positively associated with increases in reading achievement, and efforts to increase volunteer opportunities were positively associated with increases in mathematics achievement for kindergarteners.

Froiland & Davison (2014) the community benefits when parents are involved. Schools are part of a child's community. Children are more likely to become involved in school functions when parents are involved. Parents can make a difference in politics and civic matters in the community. Involved parents are able to strengthen neighborhoods, social networks, and economics which will benefit the child, parent, and community. Engaged parents can help the community by voting for laws and regulations that pertain to their child's education. Teachers, parents, and children are not the only ones who benefit from good schools. The community benefits from school test scores. The property value in the community increases when schools are successful. Johnson

UNDERSTANDING PARENTAL INVOLVEMENT

(2004) suggests, when the community takes interests in a school, the school is more likely to have higher funding and involvement.

Barriers to Implementation of Parent Involvement

Rached (2015) while the benefits of parental involvement in their child's education and experiences outside the home are abundant, there are challenges to developing such involvement. Parent employment was the top predictor of parent involvement or lack thereof. Employment overshadowed maternal education and parental attitudes toward the program as well as childrearing behavior. The problem is simply the fact that parent involvement is lacking within the educational field due to a variety of reasons such as barriers of economic and social status. Parents that are economically disadvantaged will focus more on their work force environment instead of their child's education because of the simple fact that they need the money.

Parent Involvement in Schools (2018) economically disadvantaged parents are less likely to be involved in a child's education. Often times, parents are uneducated about the ways to be involved in a child's education. Also, they may be unaware of the need to be involved in their child's life. Working class parents may not have the time needed to be involved in their child's educational experiences and every daily life. A child's parent may be illiterate which could prevent the parent from helping a child meet developmental goals. A child's parents may even express a language barrier where they are not competent in English and are unable to understand the need to be in their child's educational process.

UNDERSTANDING PARENTAL INVOLVEMENT

Parent Involvement Activities

Early childhood education molds critical development years for young children. The mind is able to absorb more information at an early age versus later on in life. Quality early childhood education experiences will help children excel later on in life. Children have a willingness and readiness to learn at an early age. Early childhood professionals know that children learn best through play. Parents can learn ways to create hands-on experiences to help the child learn at home. Early childhood education covers five developmental domains. The five developmental domains are social, emotional, physical, cognitive, and language/literacy. Parents should find ways to meet the needs of every developmental domain in order to provide the best educational experience.

Huang et al. (2017) children benefit from engaging in informal activities with their parents. Informal activities often engage the child and parents are given the opportunity to scaffold. Children are able to have a formal understanding of informal concepts. Parent mathematical activities have an impact on the child's mathematical learning. Tamis-LeMonda (2004) parents teach mathematical concepts by using concrete objects. Parents use numeracy activities at home to teach basic number concepts, such as counting, sequencing, and ordering. Bicknell (2014) parents play vital roles as motivators, resource providers, monitors, content advisers, and learning advisers in a child's education at home.

Children need social skills in order to prosper. It is important for children to have the opportunity to socialize with adults and peers. Emotional development is essential for the child's mental stability. Children are able to learn what feelings are and learn how

UNDERSTANDING PARENTAL INVOLVEMENT

to differentiate feelings. Children will learn about happiness, anger, sadness, fear, excitement, and surprise. Children learn how to read body language and have to convey feelings. Gross motor and fine motor skills are implemented in the classroom. Gross motor uses large muscles movements such as hopping, running, jumping, and climbing. Fine motor skills use small muscles. Fine motor skills include: writing, grasping, and zipping. Children need to be challenged in order to grow. Cognitive skills are essential for the child's ability to understand, explain, organize, manipulate, construct, and predict. Language/Literacy skills are developing in the early childhood years. Language skills are needed to convey wants and needs through verbal/non-verbal communication skills. Literacy skills are essential for the child to read how to read/write.

Parents can enhance social development by teaching children how to share.

1. Practice sharing
2. Praise child for sharing
3. Model sharing
4. Create opportunities to share

Parents can assist children with emotional development by singing songs such as if your happy and you know it (appendix).

Parents can assist children with gross motor/ fine motor development.

Gross motor: Parents can lay a stick on the ground and have the children jump over it.

Parents can jump over the stick while taking turns with the child.

UNDERSTANDING PARENTAL INVOLVEMENT

Fine motor: Parents can give children a crayon and a piece of paper to scribble with.

Parents should ask their child to describe what he or she is creating. Parents should give the child positive feedback.

Parents can enhance a child's cognitive development by sorting colors. Parents can start by sorting a few colors then start adding more colors later. Also, parents can teach children how to create a pattern.

Parents can assist with literacy development by reading stories to their child. Also, parents can have the child re-tell the story.

Parents can help children with language development by playing "telephone" with the child. The parent will pretend to talk on the phone and then have the child in to speak.

Included in the appendix are activities or learning experiences parents can do to be involved with their child.

UNDERSTANDING PARENTAL INVOLVEMENT

Conclusion

In order to gain a complete understanding of parental involvement, it is necessary to conduct a study that examined all aspects of parent involvement. The study examined definitions, history, types/models, benefits, barriers, and activities of parent involvement. As the need for parent involvement is growing, it is important to examine the impact of parent engagement.

UNDERSTANDING PARENTAL INVOLVEMENT

References

Abdul-Adil, J. K. & Farmer, A. D. (2006). Inner-City African American Parental Involvement in Elementary Schools: Getting beyond Urban legends of Apathy. *School Psychology Quarterly*, 21 (1), 1-12.

“Adolescent and School Health.” (2018) Centers for Disease Control and Prevention, Centers for Disease Control and Prevention.

Anderson, K.J.& Minke, K. M. (2007). Parent involvement in education: toward an understanding of parents' decision making. *The Journal of Educational Research*, 100(5), 311-323.

Bennett, T., Deluca, D., & Bruns, D. (1997). Putting Inclusion into Practice: Perspectives of Teachers and Parents. *Exceptional Children*, 64(1), 115–131. doi: 10.1177/001440299706400108

Berger, E. (1981) Parent involvement: Yesterday and today elementary. *School Journal*, 91(3), 209-219

Bicknell, B. (2014). *Parent roles in the education of mathematically gifted and talented children*. *Gifted Child Today*, 37,82-93. doi 10.1177/1076217513497576

Blair, C. (2002). School readiness: Integrating cognition and emotion in a neurobiological conceptualization of children’s functioning at school entry. *American Psychologist*,57,111–127

UNDERSTANDING PARENTAL INVOLVEMENT

Bradley-Johnson S., Morgan S. K., Nutkins C. (2004). Review of the Woodcock-Johnson tests of achievement: Third edition. *J. Psychoeduc. Assess.* 22, 261–274. doi 10.1177/073428290402200305

Caspi, A., Moffitt, T. E., Newman, D. L., & Silva, P. A. (1996). Behavioral observations at age three years predict adult psychiatric disorders: Longitudinal evidence from a birth cohort. *Archives of General Psychiatry*, 53, 1033–1039.

Center for Disease Control (2018) Parent Engagement: Parent Engagement Strategies. Retrieved from https://www.cdc.gov/healthyschools/parent_engagement/pdf/parent_engagement_strategies.pdf

Child Trends (2018) Parental Involvement in Schools. Retrieved from <https://www.childtrends.org/indicators/parental-involvement-in-schools>

Child Welfare Information Gateway (2016) *Family Engagement: Partnering with Families to Improve Child Welfare Outcomes*. Retrieved from https://www.childwelfare.gov/pubPDFs/f_fam_engagement.pdf

Crosnoe, R., Leventhal, T., Wirth, R. J., Pierce, K. M., Pianta, R. C., NICHD Early Child Care Research Network (2010). Family socioeconomic status and consistent environmental stimulation in early childhood. *Child development*, 81(3), 972-87.

Cunningham, C, Davis H. (1985). *Working with Parents: Frameworks for Collaboration*. Milton Keynes: Open University Press.

UNDERSTANDING PARENTAL INVOLVEMENT

Department of Education and Training. (2018) "Parent Engagement in Children's Learning | Department of Education and Training, Australian Government." Department of Education and Training.

Deslandes, R., Royer, E., Turcotte, D., & Bertrand, R. (1997). School Achievement at the Secondary Level: Influence of Parenting Style and Parent Involvement in Schooling. *McGill Journal of Education*, 32(3), 191-207.

Durisic, M & Bunijevac, M (2017). Parental Involvement as an Important Factor for Successful Education. *CEPS Journal*, 7(3), 137–153.

El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child development*, 81(3), 988-1005.

Epstein, J.L. (1986). Parents' reactions to teacher practices of parent involvement. *The Elementary School Journal*, 86,276-293.

Epstein, J.L., & Dauber, S.L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal*, 91,290-305.

Epstein, J.L. (2000). *Schools and family partnerships: Preparing educators and 31 improving schools*. Boulder, CO: Westview.

Froiland, J. M., & Davison, M. L. (2014). Parental expectations and school relationships as contributors to adolescents' positive outcomes. *Social Psychology of Education*, 17(1), 1-17.

UNDERSTANDING PARENTAL INVOLVEMENT

Friend, Marilyn, and William D. Bursuck. (2006) Including Students with Special Needs: A Practical Guide for Classroom Teachers. Boston: Pearson.

Getting Parents Involved in Schools (2005). Center for Comprehensive School Reform and Improvement. Retrieved from <http://www.ldonline.org/article/25979/>

González, R. L., & Jackson, C. L. (2013). Engaging with parents: The relationship between school engagement efforts, social class, and learning. *School Effectiveness & School Improvement*, 24(3), 316–335.

Hoffeses, K. (2018). Kids Health/ For Parents. 10 Ways to Help Your Child Succeed in Elementary School. Retrieved from <https://kidshealth.org/en/parents/school-help-elementary.html>

Huang, Qi, Zhang, Xiao, Liu, Yingyi, Yang, Wen, & Song, Zhanmei. (2017). The Contribution of Parent-Child Numeracy Activities to Young Chinese Children's Mathematical Ability. *British Journal of Educational Psychology*, 87(3), 328-344. doi:10.1111/bjep.12152

Jeynes, H. (2005). Family Involvement Research Digests. (Harvard Family Research Project).Cambridge:Harvard Graduate School of Education

Johnson, H. (2004). Mississippi Department of Education: *School-Community Group Involvement*. Retrieved from <https://files.eric.ed.gov/fulltext/ED486620.pdf>.

UNDERSTANDING PARENTAL INVOLVEMENT

Ladd, G. W., & Burgess, K. B. (2001). Do relational risks and protective factors moderate the linkages between childhood aggression and early psychological and school adjustment? *Child Development*, 72, 1579–1601.

Lloyd-Smith, L & Baron, M. (2010). Beyond Conferences: Attitudes of High School Administrators toward Parental Involvement in One Small Midwestern State. *The School Community Journal*, 20 (2), 23-44.

Marti, M., Merz, E. C., Repka, K. R., Landers, C., Noble, K. G., & Duch, H. (2018). Parent Involvement in the Getting Ready for School Intervention Is Associated with Changes in School Readiness Skills. *Frontiers in psychology*, 759 (9). Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5991166/>

McCormick, M., Cappella, E., O'Connor, E., & McClowry, S., (2013). Parent Involvement, Emotional Support, and Behavior Problems. 114 (2), 278-300.

Michael, Diana. (1994), Parent Involvement in American Public Schools: A *Historical Perspective* Vol. 4, No. 2.

Ministry of Education, Guyana. (2018) *Five Reasons for Parents to Get Involved in Their Child's Education*. Retrieved from <https://www.education.gov.gy/web/index.php/parenting-tips/item/904-five-reasons-for-parents-to-get-involved-in-their-child-s-education>

Munn, P. (1993). Parents and schools: Customers, managers or partners? London: Routledge.

UNDERSTANDING PARENTAL INVOLVEMENT

National Education Association (2008). An NEA Policy Brief: *Parent, Family, Community Involvement in Education*. Retrieved from https://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

National Education Association. (2018). Great Public Schools for Every Student: *NEA Handbook*. Retrieved from https://www.nea.org/assets/docs/NEA_Handbook_2018.pdf

Nermeen E. El Nokali, Heather J. Bachman & Elizabeth Votruba-Drzal (2010) *Child Development* Vol. 81, No. 3 pp. 988-1005.

Nichol-Solomon, R. (2001). Barriers to serious parent involvement: *The Education Digest*. 66(5) 33-37.

Pennsylvania PTA Everychild.Onevoice. (2003) PTA & Parent Involvement: Parent/ Family Involvement Guide Retrieved from: <https://www.papta.org/domain/73>

Ponitz C. C., McClelland M. M., Matthews J., Morrison F. J. (2009). A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. *Dev. Psychol.* 45:605. doi 10.1037/a0015365

Prichard Committee for Academic Excellence. (2018) *Benefits of Parent Involvement*. Retrieved from <http://prichardcommittee.org/parents/benefits-of-parent-involvement/>

UNDERSTANDING PARENTAL INVOLVEMENT

Rached, A. (2015) The Ideologies of Teachers and Parents Regarding Family-School Relationships in Urban Elementary Schools: A Case Study. Retrieved from <https://repository.library.northeastern.edu/files/neu:cj82mz54s/fulltext.pdf>

Rice, E. J. (1992). Parent involvement Partnerships and Perceived Changes in Parents Information and Behavior.

Sasso, G., & Rude, H. A. (1988). The social effects of integration on non handicapped children. *Mental Retardation*, 23, 18-23.

Sivertsen, J. (2015.). Washington Christian Academy Blog: *The Importance of Parental Involvement in Your Child's Education*. Retrieved from <http://www.washingtonchristian.org/blog/the-importance-of-parental-involvement-in-your-childs-education>

Stanikzai, R. (2013). Parental Involvement in Children's Education: A Gendered Perspective. Retrieved from <http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A709331&dswid=-125>.

Stefanski, Amanda, Valli, Linda, & Jacobson, Reuben. (2016). Beyond Involvement and Engagement: The Role of the Family in School-Community Partnerships. *School Community Journal*, 26(2), 135-160.

Swap, S.M. (1993). New York: Teachers College Press: *Developing home-school partnerships: From Concepts to Practice*. pp 213.

Tamis-LeMonda, C.S. (2004). *Conceptualizing fathers' roles: Playmates and more*. *Human Development*, 47, 220-227. doi: 10.1159/000078724

UNDERSTANDING PARENTAL INVOLVEMENT

Winnicott, D. (2016) Oxford Clinical Psychology: *School Refusal as an Expression of Disturbed Family Relationships* Vol 7 pp 1964-1966.

Wood, L., & Bauman, E. (2017) How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform, pp 6-17. Retrieved from <https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf?lang=en-US&ext=.pdf>

Woodcock R. W., McGrew K., Mather N. (2001). Woodcock-Johnson Test of Achievement. Rolling Meadows IL: Riverside Publishing.

Young, C.Y. Austin S.M., & Growe, R. (2013). Defining Parental Involvement: Perception of School Administrators. *Education*, 133(3), 291-297.

UNDERSTANDING PARENTAL INVOLVEMENT

Appendix

Example:

If you're happy happy happy clap your hands.

If you're happy happy happy clap your hands.

If you're happy happy happy clap your hands, clap your hands.

If you're happy happy happy clap your hands.

If you're angry angry angry stomp your feet.

If you're angry angry angry stomp your feet.

If you're angry angry angry stomp your feet, stomp your feet.

If you're angry angry angry stomp your feet.

If you're scared scared scared say, "Oh no!"

If you're scared scared scared say, "Oh no!"

If you're scared scared scared say, "Oh no!"

Say, "Oh no!"

If you're scared scared scared say, "Oh no!"

If you're sleepy sleepy sleepy take a nap.

If you're sleepy sleepy sleepy take a nap.

If you're sleepy sleepy sleepy take a nap, take a nap.

If you're sleepy sleepy sleepy take a nap.

If you're happy happy happy clap your hands.

If you're happy happy happy clap your hands.

If you're happy happy happy clap your hands, clap your hands.

UNDERSTANDING PARENTAL INVOLVEMENT

Three-Five Year Olds Activities

Activity: Self Portraits

Materials: Large paper and crayons

Skills:

- Develops writing skills (cognitive)
- Fine motor development (physical)
- Coordinates eye/hand movement (physical)
- Promotes self-expression (creative)

Strategies:

Have your child lie down on the floor on the paper. Trace around the child. The child will fill in the details with the crayons. Discuss body parts and colors while the child is drawing.

Activity: Fall Drawings

Materials: Markers and paper

Skills:

- Develops writing skills (cognitive)
- Fine motor development (physical)
- Coordinates eye/hand movement (physical)
- Promotes self-expression (creative)

UNDERSTANDING PARENTAL INVOLVEMENT

Strategies:

Have your child describe the weather outside. Discuss what kind of clothes to wear in the fall. Have your child draw a picture that describes fall.

Activity: Picture a Story

Materials: crayons and paper

Skills:

Develops writing skills (cognitive)

Fine motor development (physical)

Coordinates eye/hand movement (physical)

Promotes self-expression (creative)

Strategies: Have your child draw a series of four to five picture. Encourage the child to dictate a story to go along with each picture. Write the story on the bottom of the picture as the child is telling the story.

Activity: Counting Buttons

Materials: one to ten buttons

Skills:

Counts in sequence to 5 and beyond (math)

Arranged set of objects in one to one correspondence (math)

Counts concrete object to 5 and beyond.

Strategies: Encourage the child to count the buttons. Make connections to the number and the quantity.

UNDERSTANDING PARENTAL INVOLVEMENT

Activity: Work a Puzzle

Materials: Puzzles

Skills:

Completes simple puzzles (math)

Identifies shapes (math)

Recognizes parts as a whole (math)

Strategies: Work the puzzle with your child. Encourage your child to complete the puzzle.

Activity: Building Blocks

Materials: Blocks

Skills:

Explores and manipulated objects in a variety of ways (physical education)

Exhibits unceasing strength and controls (physical education)

Creates original patterns (math)

Strategies: Build a tower of blocks with your child. Discuss the height of the tower and count the blocks.

Activity: Big and Little

Materials: Large and Small Objects

Skills:

Describes objects in terms of similarities or difference (science)

Uses non-standard tools to explore the environment (science)

UNDERSTANDING PARENTAL INVOLVEMENT

Compares and ordered by size (math)

Strategies: Arrange objects from largest to smallest. Then, have your child arrange objects from largest to smallest.

Activity: Predict the Weather

Materials: N/A

Skills:

Makes predictions about heat may occur (social studies)

Demonstrates self-confidence through interactions (health and mental wellness)

Strategies: Discuss different types of weather with your child. Have your child make a prediction of what the weather will be like today and tomorrow. Build on the weather discussion.

Activity: Read a Story

Materials: Books

Skills:

Participates actively in story time (English/Language Arts)

Chooses reading activities (English/Language Arts)

Responds to reading activities with interest and enjoyment

Strategies:

Read a story to your child. Ask open ended questions. Engage your child in the story.

UNDERSTANDING PARENTAL INVOLVEMENT

Activity: Yoga

Materials: N/A

Skills:

Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control (physical education)

Executed movements that require a stable base (physical education)

Exhibits increasing strength and control (physical education)

Strategies: Perform various yoga postures and positions with your child. Have your child create a yoga pose.