

The Effects of Parental Involvement on Student Success in Middle School

آثار مشاركة الوالدين على نجاح الطالب في المرحلة المتوسطة

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Abstract

This research examined the parents' involvement with their children's schoolwork and parents support their children by helping them with homework and work activities. the percipients were 500 parents who have one or more children attending middle school in the United State. results indicated that parental involvement contribute to student success during the years of middle school.it projected that parents who have a healthy involvement in their children's schooling will significantly correlate with a child's high performance in school.

Keyword: Parents, middle school, involvement, impact, education.

Introduction

Parents can play a beneficial role in their children's lives in general, and they can play an important role in their academic lives as well. Throughout the years the level of parental involvement has changed fundamentally. It is imperative that parents are engaged with their children's school and schooling life to boost their scholarly accomplishment and achievement (LaRocque, Kleiman, & Darling, 2011).

Parental involvement as an essential step that gives a child consideration and approval, which encourages them to perceive their training as a fundamental aspect of their growth (Seginer, 2006). Through this method, parents are effectively required to help in mature tutoring that will allow their children to take in the significance of training and to copy the practices from their teacher and mentors (Seginer, 2006). In addition, parental involvement enables children to understand that their tutoring is not just about themselves; It's a community-oriented approach between students, educators and other positive authority figures in their adolescent lives (Seginer, 2006).

According to Harris and Goodall (2008), parental involvement prompts the working of more grounded connections inside the school, prompting clearer correspondence between educators, parents, and the student. Parental involvement can give a child more trust as it applies to the ways that a school deals with training and learning. Schools that have abnormal amounts of engagement with parents tend to encounter better group support and positive notorieties. Likewise,

if children see an all-inclusive way to deal with their instruction between their family and the school, then they will understand the significance of their studies (Harris & Goodall, 2008).

Literature Review

Children starting at a very young age depend on their parent(s) when taking the steps towards succeeding.

Not necessarily in academic success only, but also in their personal and social success.

However, parents start giving the whole situation to their children after some time.

It is noticed that students who have their parents approaching them and helping them in their academic related activities tend to have a better chance at succeeding academically and socially (Griffin, & Galassi, 2010).

In meta- analyses by (Weldon, 2011) indicated that deal with the effects of parents being involved in the student's academic success. The reason Meta-analyses was used in this study is because a big number of individuals is allowed to be used. The study compares elementary and secondary school students. The study used 41 studies with more than 20,000 total respondents from the elementary school and 52 studies and more than 300,000 subjects from secondary school. The meta-analysis of K–12 minority student achievement used 27 studies with almost 12,000 subjects. In addition, each of the meta-analysis wanted to measure the overall effects of the parental involvement and the overall effects of different types of sub-components and specific activities which parental involvement are included. The article is concluded by approving that the parental involvement has a positive impact no matter what the case is.

Moreover, another study shows the importance of the parents' involvement in their child's middle school stage. The study talks about parents of 7th graders in Rural Middle School who are in a focus group. Parents of both academically successful students and students at-risk are working on overcoming the barriers the students might come across, since it is indicated that parental involvement can positively affect the student's social and academic success. The article proves how even though parents are not always involved at this time of a student's life, it is very important to put them on track and have them involved. That's because at this time of a human's life, the person goes through many biological and emotional changes that can often affect the behavior and academic results at school (Griffin, & Galassi, 2010).

The data were tested after they proven by psychologists that students at this age need to have parents in touch with their lives and developing a close relationship between them and their children. It also talks about the kind of problems students might face and the solutions that involve their parents' presence.

The article Qualitative analysis of the data was able to show six kinds of common barriers that the two groups shared. The school counselor also has a role by bringing the parents and the student closer to each other (Griffin, & Galassi, 2010).

The problem is that parents don't seem to be involved enough in the child's school success in middle school, therefore, the academic level of their children affected negatively day after day in writing. And the purpose of this research is to examine ways in which to help parents help their children improve in writing.

Purpose of the study

The purpose of this project is to assess the level of parental involvement in their children's education and to determine whether or not it has any effect on student success. According to Griffin, and Galassi, (2010), during a child's elementary school stage, his or her parents are involved to a significant degree. However, by the time the child reaches middle school, the parents' involvement slowly starts to decrease. If a student gets off course in middle school, it is more difficult to get back on track in the remaining years before graduation. Therefore, if parental involvement has any benefit at all in student success during middle school, it is essential that parents do not decrease their involvement during this critical time.

Research Question

Does parental involvement contribute to student success during the years of middle school?

Key Terms

Parental figure: Not necessarily blood-related, but a person primarily responsible for a child; Student success: Including, but not exclusive to grades or grade point averages,

But a more holistic status of success that recognizes improvement relative to one's self.

Parental involvement: Participation in a child's education that includes helping with homework, school-related projects (such as science fair projects), emotional encouragement and support directly related to education, interaction with teachers and other school-related leaders; Middle school – grades 7, 8, and 9.

Method

Participants

Participants were identified by their position as parents of one or more middle school children. Having access to an adequate number of participants does not pose problematic as enrollment in secondary education is currently a requirement for all children in the United States. According to the National Center for Education Statistics, about 50.1 million students were predicted to attend public elementary and secondary schools. Any parent who has a child enrolled and attending a public school in grades 7th, 8th, or 9th grades were eligible for participation in this study. In order to keep participant pools manageable for this study, we were interested in selecting 500 parents who have one or more children attending middle school in the U.S. The first 500 parents of a middle school child who responded to the call to participants and completely fill out the survey questions were selected for the study. The task to be fulfilled by the participants will be a survey that they must complete online.

Participants were recruited through their children's English teacher. We solicited the cooperation of the English teachers of all the middle schools in the Oklahoma City school system for this at the beginning of the full semester 2016.

Data Collection

Data was collected through an online survey hosted and administered by Survey Monkey. SurveyMonkey.com is a site that allows researchers to create a survey and collect data from it. The survey was posted online from January 20, 2016 until March 20, 2016, after which it was taken down. For this quantitative stage of the study, there is no direct interaction between the research team and the participants although each participant will be given the opportunity to participate in follow-up interviews at the later date by including a

contact email address in one of the questions of the survey. Participants were suggested to create a new, non-identifying email address to used for this study and then discarded at the end of it. Survey Monkey allows participants to sign an electronic consent form.

To protect the participants, we state that their participation in our study is completely voluntary and there is no punishment for not participating or withdrawing from the study at any time. Participants may opt out of any or all survey questions. The participants were asked to assign themselves a non-identifying pseudonym and asked to refrain from including any identifying information in their answers. They were informed that, due to the medium of data collection, complete anonymity and confidentiality cannot be promised, but minimizing the risk will require the efforts of both participants and the research team. Survey Monkey allows for IP addresses of participants to be masked, and we intend on utilizing this function. We assume participation in the online survey were not require more than one hour of time.

Data Analysis and Management

The survey will consist of a mix of demographic, multiple choice, and short answer questions. The survey questions are as follows:

1. Pseudonym
2. Age of Participant
3. Gender/Sex
4. Country of Origin
5. Native/First Language of Participant
6. Number of children attending public middle school
7. Gender, ages, and grade level of each child in middle school
8. Relationship to middle school child/children
9. How many hours each day do you help your middle school child with his/her schooling?
[0-1] [1-2] [2-3] [more than 3 hours]
- 9.a. Please add any comments or clarification you would like here.
10. In what ways do you help your middle school child with her/his schooling? Check all that apply. [homework] [educational activities beyond classroom assignments] [regular

contact/visitation with child's teachers] [participation in school events or parent committees]
[social clubs and activities] [emotional support or academic motivation]

10. Please add any comments or clarification you would like here.

11. Please list the current G.P.A (grade point average) of each child.

12. On a scale of 1-10 (10 being the best), how well do you think your/each child is performing in school this year?

12. Please add any comments or clarification you would like here.

13. On a scale of 1-10, (10 indicating the most), how involved would you say you are with your/each child's academic career?

14. Do you think you could/should be more involved with your child's schooling?
[yes] [no]

15. What challenges hinder your involvement in your child's schooling? [language]
[parent-child relationship] [parent-teacher/school relationship] [do not know how to help more] [too busy to help more] [not able to help more for personal reasons] [other].

15. Please add any comments or clarification you would like here.

16. On a scale of 1-10 (10 being the most), how much of an effect do you think your involvement has helped your child academically in school?

17. What would help you be more involved in your child's schooling?

Data analysis

For data analysis, we used a Binary Regression and one way MANVOA. Data was stored on one personal computer, which is password-protected, and all data that is printed out was kept in a secure and known location that is not shared outside the research team. At the end of the study, all hard copies will be shredded and all data on the computer erased. This research will use questionnaires methods to obtain information about parents' involvement in their children's education.

The binary regression results show that the model chi-square = 63.087 was statistically significant ($p < .001$), indicating that the set of variables was explaining significant variation in the criterion variable.

The Cox & Snell R Square and Nagelkerke R Square suggests that the predictors accounted for between 43 and 61% of the variation in the dependent variable.

The Hosmer and Lemeshow chi-square test were not statistically significant ($p=53.9$), indicating that the model was a good fit to the data.

Overall, the model did a fair job at predicting parents' involvement. These parents who involved 40.4 were predicted by the model to involved (an accuracy rate of 3.4%). On other hand, 59.6 who are not involved were correctly predicted by the model to favor (an accuracy rate of 59.6). The overall accuracy of the model in predicting group membership was 71.8%.

9% parents who involved in their children's school were incorrectly predicted to involve ($100\% * 9/100$).

16% parents who do not involved in their children's school were incorrectly predicted to nor involve ($100\% * 16/100$).

Homework was a significant positive predictor of the likelihood of parents' involvement ($b=.548$, $S.E.=.0122$, $p<.001$). The regression coefficient is interpreted as: "For every one-unit increase on Homework, there was an increase in log odds of .548".

The Exp(B) – odds ratio – for Homework is interpreted as follows: "For every unit increase on Homework, the odds of parents' involvement increased by a factor of 1.730 (7.30).

School activities was a significant positive predictor of the likelihood of parents' involvement ($b=.467$, $S.E.=.0132$, $p<.001$). The regression coefficient is interpreted as: "For every one-unit increase on school activities, there was an increase in log odds of .467".

The Exp(B) – odds ratio – for school activities is interpreted as follows: "For every unit increase on Homework, the odds of parents' involvement increased by a factor of 1.018 (1.8).

When used one-way MANOVA, we see that belief about parents involve in their children's homework more than school activities.

Results from Box's test suggests that the homogeneity of variance-covariance matrices assumption has been met and are equal across group.

These results indicate that there is a significant difference in the relationship between parents involve on their children homework and school activates.

the vector of mean, Wilks' lambda = .925, $F(6,1196) = 7.869$, $p < .001$. The effect size was large (partial eta-squared = .038), and the power of the test was high (1.0).

Levene's tests of equality of variances was not significant for each of the dependent variables. The assumption of homogeneity of variances appears to be met with respect to each dependent variable.

The univariate effect of the parents' involvement on their children homework was statistically significant, $F(2,600) = 20.857$, $p > .001$. The effect size suggests a large effect (partial eta-squared = .065. Power for the test was high (1.0).

The univariate effect of the parents' involvement on school activates was not significant, $F(2,600) = 1.511$, $p = .222$. The effect size suggests a small effect (partial eta-squared = .005. Power for the test was low (.322).

Projected Results and Conclusion

We project that parents who have a healthy involvement in their child's/children's schooling will significantly correlate with a child's high performance in school. Likewise, a lack of involvement will correlate with a child's reduced performance in school. This study is significant because it will also hint at reasons for parental lack of involvement, which is important when attempting to address and correct parental involvement in the academic careers of middle school children.

Special Issues or Challenges

Some procedural issues we have encountered is how to define parental figure and control for the number of guardians figuring into the aid of a middle school child and also how to keep track of a guardian who has more than one middle school child and who potentially aids each child differently. Also, as in any survey, responses are subjective and so open to error. It might be helpful to also survey the middle school children and compare answers, but getting approval from the IRB for human subjects under the age of 18 is an added difficulty.

We hope to address the definition of parental figure in the call to participants as any guardian directly responsible for the well-being and care of a child regardless of blood relation and the issue of multiple parental figures by suggesting in the call to participants that the guardian most involved in the child's education be the one to answer with any additional help detailed in the comment section of appropriate questions. Concerning multiple children, the survey instructions will direct the (National Center for Education Statistics)participant to choose one child to answer the initial questions about, with information about other children in the comment section. Right now, we are unsure how to set up the survey on Survey money to modify itself according to the number of children the participant has.

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