THE PERCEPTIONS OF PRINCIPALS AND ASSISTANT PRINCIPALS
ON THEIR ROLE IN PARENTAL INVOLVEMENT

A Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education

by

Lisa Rios-Harrist

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Abstract

This study examines the beliefs of school principals and assistant principals regarding the role of parents in the educational process of their children. Henderson and Berla (1994) conducted evaluations of over 85 research studies and indicated that parental involvement was linked to higher student achievement regardless of race and socio-economic status. The purpose of the study was to determine the perceptions of principals and assistant principals in regard to their role in parental involvement. The study analyzed archival data of two surveys collected from 310 principal participants and 374 assistant principal participants from the Gulf Coast Region of Southeast Texas. The data was collected through cognitive interviewing and traditional survey techniques. The study analyzed survey responses of three open-ended questions and one Likert-type response.

Sixty-four percent of principals and sixty-six percent of assistant principals reported that a high level of parental involvement is appropriate and necessary. These strong beliefs held constant across school levels, school geographic areas, and TEA school accountability ratings. Elementary principals (47.0%) and assistant principals (35.2%) of the "High Level of Parental Involvement" category tended to place more value on the importance of parental involvement. Principals (51.0%) in the suburban school geographic area and assistant principals (53.8%) in the urban school geographic area of the "High Level of Parental Involvement" category placed more value on the

importance of parental involvement. Principals (47.0%) and assistant principals (50.0%) at campuses with an Acceptable TEA Accountability Rating of the "High Level of Parental Involvement" category placed more value on the importance of parental involvement.

Principals revealed 18 strategies and assistant principals revealed 21 strategies that they utilize to encourage parental involvement on campus. The most frequent strategies used by principals included the following: Events (62.3%), Communication (55.0%), PTA or PTO (19.4%), and Volunteering (11.3%). The most frequent strategies used by assistant principals included the following: Communication (58.6%), Events (46.8%), PTA or PTO (9.6%), and Volunteering (8.0%). Therefore, upon comparison of principals' and assistant principals' results differences in their perceptions are revealed. For instance, principals placed a greater emphasis than assistant principals on the events, PTA or PTO, and volunteering strategies. In comparison to principals, the assistant principals placed a greater emphasis on the communication strategy.

The results of this study are relevant to current administrators, aspiring administrators, and administrator preparation programs. Recommendations for administrators include the identification of best practices and needed areas of professional development for the administrative roles in parental involvement. In addition, this study provides a more comprehensive profile of the perceptions of principals and assistant principals in relation to their role in parental involvement. Access to and understanding of such factors may greatly impact the professional development and training of educational leaders, principals, and assistant principals, respectively.

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CHAPTER ONE

INTRODUCTION

Introduction

No Child Left Behind (NCLB) sets out accountability measures and expectations

for our nation's student achievement. Numerous factors contribute to the goals of these

accountability measures and expectations – namely, best practices, teacher collaboration,

and targeted student interventions. Current educational research indicates that parental

involvement may be *the* most significant factor that can contribute to an increase in a

child's academic achievement. Brannon (2008) stated, "When parents are involved, the

effects on students are clearly positive. Researchers have found that parental

involvement is essential for students' success in school" (p. 62). Machen, Wilson, and

Notar (2005) also wrote that "...research reports that engaging parents in an active role in

the school curriculum can open alternative opportunities for children to succeed in

academics" (p. 13).

The Williamson Project researched by Martin and Martin (2007) delineated an

intervention program to involve parents and stakeholders in a comprehensive effort at

Williamson Elementary - an urban school which was the lowest ranked performing

elementary school in Youngstown City School District. In fact, this particular school was

placed on academic emergency due to reading and math test scores. During the

intervention program, parents were included in community meetings, meetings with

teachers, school events, and other school activities. Parents' input was valued in all areas

including curriculum and school improvement. The completion of this study showed the

following positive results of parental involvement on student achievement at Williamson

Elementary: According to Martin and Martin (2007) attendance showed an improvement from 90% in 2000 to almost 97% in 2004. In addition, discipline referrals improved by 30% from the pre- to post-measurement time frame. Further, there was a 30% increase in reading and a 32% increase in math achievement performance on the state proficiency level assessment.

Another study by Xu, Benson, Mudrey-Camino, and Steiner (2009) investigated the relationship between self-regulated learning (SRL) and reading achievement in an analysis of longitudinal fifth-grade student data. The results of the study indicated the following six factors that fostered the SRL of the fifth- graders in the study: school involvement, homework help, TV rules, homework frequency, parental education expectations, and extracurricular activities. The three dimensions with the stronger effect on SRL included school involvement, parental education expectations, and homework help. Notably, among the six total factors, it was discovered that parental education expectations had the highest effect on the SRL and student achievement. Furthermore, school involvement showed to have the largest direct effect on reading achievement, and was the second beneficial effect on SRL. Xu, Benson, Mudrey-Camino, and Steiner (2009) stated, "Parental education expectations has greater indirect effect on reading achievement through SRL" (p. 259). According to these researchers, the results show that SRL mediates the relationship between parental involvement and fifth-grade student reading achievement (Xu, Benson, Mudrey-Camino, and Steiner, 2009). Therefore, parents can assist their children in the development of SRL skills. It can also direct educators and school administrators in the goal to increase parental involvement and its

effectiveness. Overall, this study demonstrates that parental involvement has salient impacts on student reading achievement in relation to the students' use of SRL processes.

In an additional study, data was studied from surveys collected from the National Education Longitudinal Survey (NELS) to conduct the latent growth modeling (LGM) method (Hong and Ho, 2005). The goal of the research was to identify a correlation between parental involvement and student academic achievement. Subsequently, this study revealed that there were factors on parental involvement, student achievement, and student mediating variables (students' educational aspiration, locus of control, and self-concept). The parental involvement factors studied included communication, participation, supervision, and parental educational aspiration. There were four data collection times – or "waves" – during the year of 1988 (wave 1), 1990, 1992, and 1994, respectively. The data was also tested across ethnic groups with the conditional model. Hong and Ho (2005) found that, in the four ethnic groups, communication and parent educational aspiration showed a significant indirect effect on students' initial learning, and a significant continuous longitudinal indirect effect on students' academic achievement growth. There were also differences found among the ethnic group studies, which revealed the direct effects of parental involvement on student academic achievement. All of the results among the ethnic comparisons illustrate the positive effects that parental involvement has on student achievement for each ethnic group. For instance, the White ethnic group study revealed that the most effective parental involvement factors were communication and parental aspiration on student achievement. In fact, these two factors had immediate and long-lasting effects of a four year minimum. Next, the Asian ethnic group study revealed that the most effective parental involvement

factor was parental participation providing an immediate and long lasting effect. In addition, another effective, short-term, and immediate parental involvement factor revealed was parental education aspiration. Parental communication was not an immediate factor among this demographic, yet it was important to student achievement. The African American ethnic group study revealed that the parental involvement factor of parental educational aspiration displayed an immediate effect on student achievement. Also, another factor parental supervision was not immediate, but it showed long-lasting effects. Hong and Ho (2005) state, "In addition to the two dimensions of parental involvement (i.e., communication and parental educational aspiration), parental participation and supervision were also found to have significant indirect effects via student educational aspiration for the African American sample only" (p. 40). The Hispanic ethnic group study revealed the effective parental involvement factor of parental communication to have an immediate initial effect which was not long lasting through four years.

Overall, parental involvement factors discussed above improve students' aspirations and, ultimately, students' achievement results. Hong and Ho (2005) stated the following:

"In short across all four ethnic groups, in terms of indirect effects, parental educational aspiration was indeed the most powerful in enhancing student educational aspiration. Thus, the higher the hopes and expectations of parents with respect to the educational attainment of their child, the higher the student's own educational expectations and, ultimately, the greater the student's academic achievement" (p. 40).

Machen, Wilson, and Notar (2005) described a study, conducted in 2000 by a researcher named Munoz, to examine the differences of student learning in the reading and mathematics subjects based on parental volunteerism in the kindergarten grade. The multivariate analysis of covariance (MANCOVA) results in the study displayed that parental volunteerism in the kindergarten grade increased reading test scores, but did not affect the mathematics test scores.

Machen, Wilson, and Notar (2005) discussed an additional study conducted by Pelco, Ries, Jacobson, and Melka (2000), which demonstrated that parental involvement can also increase the academic achievement in reading. The study was conducted using ten students ranging from fourth- to sixth-grade, and who each derived from different socioeconomic backgrounds. The study utilized a measurement tool of informal reading inventory to assess students' comprehension and word recognition reading skills. Machen, Wilson, and Notar (2005) stated that students' views of themselves as readers were revealed with the use of the Reader Self-Perception Skill (RSPS). Similarly, the parents were able to reveal their view of the students as readers by completing a Likert scale questionnaire. It was determined that parental involvement did impact the students' academic achievement by increasing students' influence to read and increase their own self-perception as a reader. In addition, parents are able to model reading and support comprehension with their students by asking questions. Parents impacted students' reading accomplishments with praise. Therefore, through such parental involvement, praise, and reading skill support, student reading achievement was notably increased.

Machen, Wilson, and Notar (2005) also discussed a study conducted in 2001 by Fan, which studied parental involvement on student achievement at the high school level.

The measurement of the students' academic achievement was based on grades and test scores. Fan used three different questionnaires from the parent, teacher, and the student respondents derived from data collected from a 1988 National Educational Longitudinal Study. This study was conducted for four years and focused on the content areas of math, science, social studies, and reading. The subsequent results of the parental involvement (i.e., extra-curricular) activities revealed positive effects; thus, demonstrating that parents can influence and impact student academic achievement.

Fan and Chen (2001) conducted a meta-analysis study to examine the correlation coefficients of the bivariate relationship between parental involvement and student academic achievement. These researchers were able to identify twenty-five studies that met their criteria. From the meta-analysis of the twenty-five studies they identified ninety-two correlation coefficients between parental involvement and student academic achievement. Next, the researchers conducted two types of meta-analysis that were based on study features and study effects. In order to search for moderator variables a general linear model (GLM) analysis was used to analyze the effects of study features on the correlation coefficients for the relationship of parental involvement and students' academic achievement. This analysis was able to display the strongest parental involvement effects on student academic achievement. Academic contents that were areas of focus in students' academic achievement for this study included reading, math, science, social studies, and other contents. A measure of student academic achievement was based on the students' school grade point average and test scores. According to this analysis, the average correlation between the overall average correlation of parental involvement and students' academic achievement had a medium effect size of r= .25.

Thus, this particular finding established parental involvement as having a positive impact on students' academic achievement. Fan and Chen (2001) discuss that, according to moderator analysis, parental aspiration/expectation for children's education achievement demonstrates the strongest relationship; consequently, parental home supervision showed the weakest relationship to students' academic achievement. Furthermore, researchers revealed a correlation coefficient of .30 between the parental involvement and student achievement. Hence, parental involvement impacted student achievement with an increase of 30%.

According to Dabbah (2007), it is important that parents become involved in their child or children's education by taking the first step. This initial step involves becoming familiar with the faculty and staff at their son or daughter's school. It is important to develop a relationship with the school faculty and staff, and to frequently visit the personnel with specific questions pertaining to their education. The key connections for parents to develop include the relationship with school administrators – namely, the Principal and the Assistant Principal.

The Latin phrase *In Loco Parentis* means "in place of the parent", and this mandate in the English Law began to take effect in the United States in lieu of litigation taking place during the late 1800s. This policy takes affect when educators are given the right to take the place of the [child's] parents in order to discipline the student. Presently, educators also provide academic, emotional, and social responsibilities for students in the place of their parents. Giles (2005) discusses another way the *in loco parentis* narrative is characterized: Educators show high expectations for their students, yet demonstrate the opposite level of expectations for parents (i.e., deficit thinking projected onto the parent).

Giles also explained how this phenomenon commonly occurs in our nation's urban schools.

Therefore, the administrative role of the Principal and the Assistant Principal is to collaborate with all stakeholders, especially parents, on a daily basis. It behooves these school leaders to establish and provide parents with multiple opportunities for face-to-face communication, such as administrative conferences, parent meetings, academic nights, orientations, and open houses. It is also important to note that phone conferences, phone call out messages, emails, and notes sent home are alternate vehicles of parental communication that do not qualify as "face-to-face." The aforementioned methods of communication are the beginning foundations for both the Principal and Assistant Principal to develop a relationship and partnership with parents. Such partnerships are necessary if educational leaders, school administration, and faculty hope to increase parental involvement in their school.

Need for the Study

Both the principal and assistant principal interact with parents in a variety of ways on a daily basis. These school administrators are the leaders of the campus. They set an integral example and model the attributes and importance of parental involvement to the other faculty and staff. Joyce Epstein reiterates the importance of communicating to faculty and staff during faculty meetings the value of parental involvement (http://www.tolerance.org/tdsi/asset/principals-role-encouraging-family-invol). Epstein also holds that the principal is accountable as the advocate for the school's parental involvement programs. Joyce Epstein (2009) defines the framework of the six types of parental involvement: (1) Parenting, (2) Communicating, (3) Volunteering, (4) Learning

at home, (5) Decision making, and (6) Collaborating with the community as the significant factors of parental involvement. However, these six components will be analyzed and explained within the context of data analysis in Chapter Four.

In addition, assistant principals also communicate the vision of parental involvement to faculty and staff. Nonetheless, the deliberate practices, duties, and roles that the principal and assistant principal are responsible for in relation to parental involvement requires further in-depth study. It is important to note how their role contributes to the frequency and percentage of parental involvement throughout the campus. Furthermore, in terms of developing human capital, it will also be important to determine the value that the principal and assistant principal have on parental involvement, especially considering that parent partnerships ideally begin from Kindergarten and continue through twelfth grade. The importance of Principals' and Assistant Principals' parental involvement advocacy is particularly poignant when one considers that their influence permeates all school levels (i.e., elementary, middle, and high school). In sum, both the principal and assistant principal place value on their communications with parents.

Statement of the Problem

The goals of administrators are to collaborate with all stakeholders, particularly with parents. Parental involvement is a major factor in schools that contributes to student achievement successes. As educators, our main focus is student objective mastery and to increase student achievement. In addition, it is important for administrators to have the support and expertise in assisting with advocating and fostering parental involvement programs and partnerships. It is important to understand the role of building level

administrators in this critical collaboration. By enhancing the perceptions of the principal and assistant principal as to their role in this endeavor, educational leaders and researchers may gain a greater understanding of such collaboration in action.

Purpose of the Study

The purpose of this study was to assess the expertise and knowledge of both administrator levels (i.e., the principal and the assistant principal). The information collected was obtained from a survey of 310 principals and 374 assistant principals from schools in the Gulf Coast Region of Southeast Texas, and was analyzed qualitatively. The relative perceived role of principals and assistant principals in regard to parental involvement was compared. This information is particularly helpful in planning professional development and principal training programs in the area of increasing parental involvement in schools. One of the key goals for administrators is to develop strong relationships and partnerships with parents in the school. Consequently, according to the current research literature, creating stronger parental involvement connections is positively and critically linked to increasing student achievement.

Organization of Thesis

This thesis study analyzed results from survey data of the principal and assistant principal. In this chapter, the overview, problem, and research questions were presented. Chapter two includes the literature review. Chapter three provides the participants' data collection process and methodology of the study. Chapter four presents the results and chapter five discusses the findings, places them in the context of other studies, and suggests avenues for future studies.

Research Questions

This study investigated the following research questions:

1. What do principals and assistant principals believe to be the appropriate and necessary level of parental involvement in student's education?

2. How do principals and assistant principals encourage parental involvement?

3. How do the principals and assistant principals react when a parent asks them to change their student's teacher? What explanation did they give for their decision?

4. What variables in the school setting create differences in the responses of principals and assistant principals?

Significance of Study

Since the principal is second only to the teacher in impacting student achievement and the principal's role used to encourage parental involvement has a huge impact on the school. Parental involvement is hugely correlated to student achievement. Therefore, knowing the voice of the principal and assistant principal drives the school. In addition, this study provided insight of the principal role and the assistant principal role. Similarities and differences were noted, strengths were highlighted, and areas for improvement were noted.

Definition of Terms

NCLB: The No Child Left Behind Act was signed into law on January 8, 2002. The purpose is to establish education reform throughout the United States. Student performance accountability is assessed with state assessments that are given yearly. States receive federal funding which is directly related to the student performance accountability.

Parental Involvement: The systematic process of which parents are invited to participate in their children's education. Parents participate in their children's school activities, volunteer at the school, conference with teachers, and support the school.

CHAPTER TWO

REVIEW OF THE LITERATURE

The primary focus in education is to increase student achievement. Educators have sought the best practices and programs that can assist this focus. One promising line of research suggested that effective parental involvement is linked to academic achievement. Yarrow (2010) indicates that parent volunteers in schools positively impact student achievement as revealed from test scores and grades. With this central notion in mind, Chapter Two provides a review of literature addressing the impact of parental involvement by examining school reform efforts, research studies tying parental involvement to student achievement, cultural differences in parental involvement, effective parent involvement practices, and the role of building level administrators in developing effective programs of parental involvement.

School Reform Efforts

A Nation at Risk (1983) discussed U.S. education in comparison with other countries in order to support the need for educational change in America. Next, the No Child Left Behind (NCLB) policy was formed to create educational change in America and to impact school reform efforts. The central goal of NCLB is to close achievement gaps and to ensure that each student achieves the best possible academic progress. NCLB's mandate requires that campuses are measured by yearly assessments for accountability and adequate yearly progress. As cited in NCLB, parental involvement: Title 1, Part A, 2004, Lloyd-Smith (2008) writes that there are additional policy provisions for parental involvement within the No Child Left Behind Act. These

provisions require schools to increase parental involvement activities in order to improve student achievement and school performance. Section 1118 of The No Child Left Behind Act of 2001 provides a component with a focus of parental involvement. This section provides requirements for districts and schools to follow in order to obtain Title I funds. The focus of this section of the law is to ensure that parents are involved in students' education in order to increase student achievement and to increase the performance of schools. According to Jacobi, Wittreich, and Hogue (2003), schools and educational agencies have to adopt parental involvement policies which determine the strategies for implementation of parental involvement. Lloyd-Smith (2008) cites that NCLB is comprised of four key principles which include more choices for parents, greater local control and flexibility, emphasis on research-driven best practices, and accountability for results.

Leithwood, Louis, Anderson, and Wahlstrom (2004) write that school reform efforts were systematically focused to impact teacher preparation, teacher evaluation, student assessment, and school assessment. In the early 1990s, school reform focus shifted to high-stakes-related educational policy. Standards and measures were determined by state accountability for student performance on high-stakes testing. Presently, school reform initiatives hold educators and schools accountable for achievement test results and for increasing students' academic performance.

Leithwood, Louis, Anderson, and Wahlstrom (2004) indicate that reform is possible when district and school leaders define its purpose and alignment. Ultimately, the goal of such reform is to improve student learning. The authors cite parents as vital to

supporting the improvement of student learning. School leaders and educators should increase parental support to impact effective student learning.

Tyack and Cuban (1995) discuss the beginning of the twentieth century and school reform. There was collaboration between educational leaders and business/professional elites. According to Tyack and Cuban (1995), the function of this collaboration was to transform "urban school politics" (p.18). A positive tinkering toward utopia is teacher support and skills as a reform focus. They also indicate that teachers need additional resources to support real change, such as collegial support and funds. Most importantly, the authors indicate that teachers can be most successful in their practice when supported by joint and collaborative parent partnerships.

Cuban (2003) discusses the reform strategy of transforming U.S. schools into "good" schools. In particular, he describes the importance and role of the parent as a key school stakeholder in this process. Cuban indicates that the parent is a vital and necessary support to building good schools. He believes that this phenomenon results from effective collaboration between the parent, teacher, and student, which collectively sets the gold standard for an effective, "good" school.

<center>Parental Involvement Tied to Student Achievement</center>

As Joyce Epstein (2009) states, the bottom line in educational reform relates to student success and student achievement. Although it is commonly said that parental involvement decreases in middle and high school, Epstein shows the contrary through a study on parental involvement. In this study, race, ethnicity, family structure, and socioeconomic status were controlled for high school students. The research findings indicated that parental involvement and school events had positive effects on student

achievement. Furthermore, the parents attended college workshops with their students, which also showed positive effects on students' grades, standardized test scores, attendance, behaviors, and school preparedness. The longitudinal data collected demonstrated positive relationships between volunteering, parenting, and learning at home activities produced success with high school students. It is evident that teenagers can be more successful in high school with parental support. With such support students will experience increased motivation and have more focus on their academics and extracurricular activities.

Englund, Luckner, Whaley, and Egeland (2004) conducted longitudinal studies of student achievement with participants from birth to the third-grade. The participant demographics included: Caucasian (66%), African American (12%), and mixed with other minority races were (19%). The study included interviews, observations, and archival data from the participants' school. Measures included the mothers' education, the child's IQ at the age of 64 months, and parental expectations. The researchers created a survey with open ended questions such as "How far do you think your child will go in school?" (p. 725). Parental involvement was assessed at the participants' first and third grade years of school. The path analysis method involved 187 case studies for this research. The findings indicated that students with higher academic achievement resulted from higher parental expectations, increased parental involvement, and higher student achievement performance during the third grade.

Henderson and Berla (1994) conducted an evaluation of over 85 research studies during a thirty year time frame. They indicated that parental involvement was linked to a higher student achievement regardless of race and socio-economic status. The

researchers also found that students had fewer discipline problems when their parents were engaged in their education. In addition, students demonstrated a higher rate of homework completion and attendance. Furthermore, they demonstrated positive attitudes toward school, which led to higher graduation rates and a higher potential rate and high rate of entry to college. The researchers noted in their review of research studies that schools with effective parent collaboration indicated that parents rated teachers highly, the school showed improved teacher morale, and improved the community's overall reputation.

Conway and Houtenville (2008) utilized national data consisting of over 10,000 eighth grade students from both private and public schools for their study. The researchers analyzed the frequency of student academic events that parents discussed with their child. The events consisted of class studies, interesting school events, parent attendance in meetings, or the parent volunteer rate within the school. It was determined that parents' conversations with their students, and parental involvement at the school, consistently demonstrated higher levels of achievement on the eighth grade students.

According to Yarrow (2010), parent volunteers in schools positively impact student achievement as revealed from test scores and grades. Yarrow cites this finding according to a meta-analysis of 77 studies conducted in 2005 by William Jeynes. In another study, Hill and Tyson (2009) conducted a meta-analysis on 50 research studies relating parent involvement to middle schools. The meta-analysis indicated a positive effect on student achievement for middle school students.

Quigley (2000) as cited by Carter (2002) describes about a project called Parents as Learning Partners (PLP) Project. The PLP project operated in 29 Los Angeles schools.

Based on the project, teachers and parents collaborated to enhance students' academic progress in the areas of parenting, communication, and learning at home. PLP schools received PLP funds to utilize for professional development with a focus to increase parent involvement. Methods such as voicemail systems were installed and used to improve communication between teachers and parents. As a result, the PLP Project demonstrated a positive effect on third graders performance on homework, academics, and behavior. A positive impact also resulted in student performance of higher reading achievement in PLP schools compared to the reading student performance at non-PLP.

In another study, De Fraja and Oliveira (2010) found that parental efforts impact student performance more than efforts provided by the school or the child alone. The researchers discovered that students are more productive when their parents put more effort towards students' academic efforts. The study was conducted by observing three groups and the subsequent student responses towards parental efforts placed on academics. It was determined that students who received more effort from their parents performed higher academically. A positive relationship was identified which indicated that parental effort impacted the student performance, and the students' effort impacted the school's effort.

As cited by Carter (2002), West (2000) describes a report of an elementary classroom teacher. The elementary classroom teacher established a study with the objective of increasing parental and teacher communication. In particular, the main goal of this communication was to increase students' reading achievement. In this study, students and parents read daily for a minimum of five minutes. In addition, this method took place a minimum of three times a week. This structure was in place for a duration

of eight weeks. Next, during the reading activity, the parent and child read collaboratively. In regard to such collaborative reading, the parent and child took turns reading to each other. At the conclusion of the eight weeks, the results showed a positive impact. In fact, the results showed that students completed more homework and performed well on tests. Surveys were conducted with participating parents after the eight week reading study was complete. Lastly, as reflected from the survey results, the parents' participation and product were positive.

Georgiou and Tourva (2007) conducted a study to determine the relationship between parental attributions of their student's achievement, parents' beliefs and involvement in their child's education, and the students' behavior in response to the involvement. The study included parents as participants in which data was collected from two scales. One of the scales was a parental involvement scale and the other scale was the parental attribution scale. Through factor analysis it demonstrated that attributing achievement to the control of factors resulted in a positively strength resulted in a positive influence of parents getting involved. Basically, the parents with high attributes for achievement were more likely to show high levels and were more likely to get involved in parental involvement activities. Participants were 313 Greek Cypriot parents of elementary and high school students. The elementary and high schools were both randomly selected from rural and urban communities. The elementary schools were represented by 145 parents and the high school 9th and 10th grades were represented by 168 parents. Parent representation of females was 66.13%, and the average age was 36.7 years of age. In the participant sample, socio-economic status and educational level were constant. Therefore, the sample consisted of parents who had obtained at least a

university degree. Further, these parents had professional jobs. The data for this study was collected using two Likert format scales. The parental attribution scale which studied parents' attributions about included statements that referenced their child's effort and achievement. The second data was collected from the parental involvement scale. This scale included statements that indicated the activities in which the parent involves himself or herself. When parents responded to the questionnaires, they were asked to answer based on only one of their children – in particular, the student who brought home the questionnaire. Five attributions were included in this analysis, and four were determined to be uncontrollable and external. Some of these items included the following: family demographics, teachers, child ability, and effort. One attribution factor was controllable and internal: parent effort. Hence, parental involvement is critically based on the efforts of the student's parent(s). Overall, if a parent perceives that he or she can make an impact, then he or she will become more involved.

Simon (2001) as cited by Carter (2002) includes a study conducted to examine parental involvement in high schools. The study analyzed reports from over 1,000 high school principals and 11,000 parents of high school students according to the 1988 National Education Longitudinal Study. According to the analysis the researcher determined the interactions of parental involvement in high schools. The results indicated that parental involvement in high schools showed results of increased student achievement. Students demonstrated better behavior, better attendance, were more prepared for class and ready to learn, completed more course credits in math and English, and earned higher grades in math and English.

Cultural Differences Among Parents

Dimmock and Walker (2005) emphasize that students learn from family members prior to entering the school system. In the Chinese culture parents prepare children to be ready for traditional teaching and school authority more than Western cultures. This cultural aspect is learned especially within the family. This reduces disruptive problems in class and teachers are more able to focus on teaching and learning. The values between school and home are more aligned than in Western societies.

Paul (2011) describes Amy Chua's motherly role in the upbringing of her two daughters within the Chinese culture. Amy Chua is a law professor at Yale University and is also the author of *Battle Hymm of the Tiger Mother*. Chua's book compares raising children in the Chinese culture to the Western culture. Paul (2011) cites Chua's comment from an interview: "To be perfectly honest, I know that a lot of Asian parents are secretly shocked and horrified by many aspects of Western parenting including how much time Westerners allow their kids to waste – hours on Facebook and computer games – and in some ways, how poorly they prepare them for the future" (p. 2). Chua describes her parenting style, which she learned from her parents in her own personal upbringing, as the traditional "Chinese parenting". Examples of Chua's parenting style include accepting grades no lower than an A, insisting on hours of academic drills and violin practice, and not permitting playdates or computer game time.

Hara Estroff Marano is the editor-at-large of *Psychology Today Magazine*. Marano describes evidence that children who are protected from difficult tasks do not develop "mastery experiences". Importantly, students who have developed mastery over difficult tasks are more decisive and confident. Daniel Willingham, psychology

professor at University of Virginia, explains that repetition produces automaticity and allows the brain to attempt higher-order operations. Chua believes that Western parents give praise for non-effective reasons. She believes that students should earn praise for hard work. Carol Dweck, a Stanford psychologist, describes how student performance is characterized and based upon the approval level of their parents. In her study, Dweck reveals that 90% of students who were praised for their hard work were willing to engage in difficult tasks. Paul (2011) also describes that Chua's parenting philosophy is "expect the best from your children, and don't settle for anything less" (pg. 6).

In alignment with Chua's parenting style, Chinese students have a longer school year than American students. The recent results of the Program for International Student Assessment (PISA) revealed American students as 17th overall and 17th in reading, 23rd in science, and 31st in math. By comparison, for the first time ever, students in Shanghai received 1st place in reading, science, and math. Chua explains that her parenting style is centered on her love and compassion. Yet, she has also high expectations for her daughters, similar to the ones placed on her by her own parents. Chua believes that her expectations on achievement are the "vehicle" for her daughters' future. In fact, Chua's daughters reveal that they will utilize the same parenting style when they raise children.

As cited in Gamer (2003), Jankowiak (1993) discusses the importance of the mother's role in the Chinese culture. The mother has the ability to unite the family and have influence on the children. In fact, Chinese children confide greatly in their mothers. He also discusses that research shows that most Urban Chinese children respect their fathers. Thus, parents can make an impact on students' participation and motivation in education.

Jeynes (2003) indicates that research evidence shows parental involvement positively impacts students' academic achievement regardless of the students' race/ethnicity in the study. As cited by Jeynes (2003), Hoge, Smit, and Crist state that parental involvement is defined through four components: parental interest, parental expectations, parental involvement in family community, and school. It was determined that parental expectations showed the greatest impact on academic achievement.

Jeynes (2003) describes the change in society that lead to more parents joining the workforce. This fast pace societal trend, which included more parents matriculating into the world of work, is one of the central explanations for the decline in parental involvement in schools. Jeynes also cites Mau's (1997) research findings, which indicated that parental expectations were important in parental involvement. In addition, parental supervision of homework was an important component of parental involvement. For instance, White parents attended more school functions than Asian parents. Asian parents had higher expectations for their students, and the Asian students produced more homework. In the end, Asian students outperformed the White students academically. Components involving parental involvement within this study include the following: parental expectations of students' academics, parental encouragement for outside reading, parents attending school functions, parent communication with their students about school, parents checking students' homework, parenting styles, parenting household rules, and other measures for parental involvement were examined. The study included six different ethnic groups. The participants included mostly Asian American, All Asian American, mostly Latino and American, and all Latino Asian American, mostly African American, and All African American. Mostly each study was controlled for socio-

economic status and some of the studies looked at gender effects. There were four

different measures of academic achievement from the effects of parental involvement.

Including the overall academic achievement components combined the students' grades,

standardized tests, and teachers' scaled ratings. The twenty studies showed a positive beta

and results, the betas ranged from .74 to .01. Therefore, schools should diversify events

and systematic processes to meet the cultural needs of parents. Such practice would

increase more parental relationships, parental involvement, and impact student

achievement.

<center>Effective Parent Involvement Practices</center>

According to Jacobi, Wittreich, and Hogue (2003), the National Parent Teacher

Association display standards for parental involvement programs which indicate six types

of parental involvement in schools and educational settings. The six standards are as

follows: communicating, parenting, student leaning, volunteering, school decision

making and advocacy, and collaborating with community.

As cited by Richardson (2009), Butler, Henderson, Gifford, and McWilliams

(1992) state that 85% of PTA presidents indicated that their administrators supported

parental involvement at their schools. This nationwide survey poll was administered at a

PTA parent involvement summit, and it included responses from 4,800 PTA Presidents.

Bagin, Gallagher, and Moore (2008) discuss four different school liaison groups,

which include advisory groups, neighborhood associations, parent-teacher associations,

and former student groups. The PTA includes the teachers and parents within a school.

Through this organization parents are able to participate and support their students' needs

with the teachers and administrators at the school. In addition, parents learn the goals of

the teachers for their students and become more familiar with the school. In return, teachers and administrators become more knowledgeable about the interests of the community and parents. Further, teachers and administrators can learn the areas of need or resources the parents themselves possess.

According to Epstein (2009), teachers and administrators want to involve parents and families; yet, they are unsure of how to create positive parental involvement programs. As a result of this uncertainty, campuses must implement varied programs that are tailored to meet the needs of the students they serve. Jacobi, Wittreich, and Hogue (2003) describe best practices utilized at Poudre School District in Colorado, which also include literacy activities linked to parental involvement. It should be noted that these parental involvement literacy activities demonstrated an increase in test scores that rank above the state average and are high in comparison with the state. One interesting literacy activity strategy used was a school-home journal. The students record a school activity or experience on a weekly basis and then share it with their parents. The second literacy activity strategy includes a student-parent tutorial. Students that need reading interventions due to below grade level reading ability receive after school tutorials twice a week. Parents are in attendance every third session and learn strategies to utilize with their student at home. Enrichment programs are the third literacy activity strategy in which parents are involved in assisting and supporting the enrichment programs ranging from technology, broadcasts, and science experiments. A fourth literacy activity strategy includes technology and family literacy. Parents and students collaborate together in the computer lab to work on technology projects that support literacy. One grant provided the technology equipment and a family literacy coordinator was funded through Title VII

funds to guide the project. Even more recently, the family literacy coordinator implements ESL classes for parents.

Overall, Jacobi, Wittreich, and Hogue (2003) recommend that, when building family programs, school leaders should survey parents to identify genuine parental need as to become involved, and to identify what would be the best ideal time to hold events. It is noted that providing transportation and child care will increase parental involvement rates.

Pate and Andrews (2006) state that parental involvement is defined as the understanding of interactions between parents skills and student success in schooling, having an awareness, an involvement in schoolwork, and being committed to communicate consistently with educators about student progress. They recommend the following ten tips to increase parents' involvement at schools:

1. Identify concerns about parental involvement by conducting a needs assessment.

2. Develop goals about learning in collaboration with parents.

3. Develop a parental involvement plan that is long.

4. Engage in parent professional development if the needs assessment reveals that an area of focus is parent professional development.

5. Select a family-school liaison to collaborate with parents.

6. Create a resource inventory that pinpoints skills, cultural and contextual knowledge of faculty and parents, and strengths.

7. Develop a collection of strategies to increase parental involvement.

8. Establish, maintain, and sustain relationships with parents and families.

9. Develop two way communication between parents and staff.

10. Utilize meeting locations and spaces to welcome parents to inviting environments.

Bagin, Gallagher, and Moore (2008) discuss that the main goal of school community relation programs is to ensure that students learn more effectively. Students learn more effectively when their parents are involved. Therefore, it is critically important that effective school-community relations programs include a positive collaborative partnership between parents and the school. The collaboration provides the avenue for a parent to take responsibility for the school's goals and the students' education. Through teacher and parent collaboration, parents can also learn strategies to utilize at home in order to increase student achievement.

Lloyd-Smith (2008) discusses programs that incorporate parental involvement and input in their child's education. South Dakota is a state that is part of the High Schools that Work (HSTW) program, which has ten core practices. A "core practice" stipulates that every student and/or parent must be involved in an advising system to increase completion of their study program. This component of the HSTW program is in alignment with NCLB. In addition, South Dakota has a program titled "pathways to graduation" which provides a planning process with the collaboration of parents, students, and educators. "Pathways to graduation" offers three diplomas for high school students, which include the standard, advanced, or distinguished curriculum completion. Upon completion, parents are an integral component in the development and selection of these plans.

Bagin, Gallagher, and Moore (2008) discuss the importance of building parental partnerships through communication. One effective strategy that is proven positive in schools is called the invitational visitation. The principal invites five to six parents to

spend half the day at the school to observe school systems and processes. In addition, effective communication increases positive relationships with parents. Technology is a prompt communication via email or internet school/district websites to collaborate with parents. Additional parent communication is provided through school parent handbooks to address school norms and procedures. Lastly, parent conferences are a component of effective communication on student progress. Parents can support the school as a volunteer.

Lloyd-Smith (2008) conducted survey research of principals and assistant principals. The survey contained one open-ended question for the participants to record effective communication strategies used to increase parental involvement. Responses included classrooms containing phones, teachers making contact with parents during planning times, automated calling for reminders, and web-based parent access for grades were the frequent qualitative responses and strategies used to increase parental involvement. Another strategy reflected in the qualitative responses was to provide incentives to increase parental involvement and attendance for school related events. Such incentive responses included bonus points for students of the parents that attended conferences. Other incentives included having meals at events or providing gas cards. In the area of collaboration, principals discussed parental involvement in the areas of committees, such as booster clubs, advisory councils, and parent advisory committees, etc. This was yet another avenue for parents to provide ideas to the faculty.

Hernandez and Leung (2004) establish that email is utilized as an ongoing mode of communication for parents and teachers. As cited from Fallows (2002), Hernandez and Leung (2004) discuss the Pew internet and American life project. It states that more

than 57 million American Adults utilize email during their jobs. It indicates that more than 80% of these adults revealed that their email assists them in daily work and saving time. Therefore, it is important to utilize email as a continuous form of communication between parents and school personnel. Teachers can also utilize the web to communicate homework, learning objectives, and other information to parents via teacher-designed web home pages. Communication can be sent through mass emails to communicate messages to school families regarding events, messages, and special projects. Teacher websites or district websites can also include learning activities for school or home. Schools can also assist parents to become more internet savvy to ensure success between the collaboration of the school and parents via email or website. The internet is a vital tool that can be used to increase stronger connections among the collaboration of parents and teachers.

An online tool can be found at www.adi.org/pia that is used by various state departments of education. This online instrument is called the Parent Involvement Analysis Tool. It is used to help school faculties in the development of their school improvement plan with a focus on parental involvement. It also provides an inventory and a self-assessment of parental involvement practices at the campus. The Parent Involvement Analysis Tool provides objectives used in schools to improve parental involvement through the use of the school improvement plan. This tool also provides benchmarks during the process to measure the progress.

Epstein (2009) discusses trends in research, experimental interventions, surveys, and other field studies at the elementary, middle, and high school levels. One particular trend is that parental involvement partnerships decrease as students ascend through the

grade levels. It should also be noted that more positive parental relations are found in affluent communities. However, educators can strive to positively build partnerships with parents in economically disadvantaged communities.

Communities themselves can have a significant impact on families, their family relationship type, and student success in school. Cummings (2010) conducted a study that linked student school performance to family relationship type. This study included 300 families that were observed to determine relationship types within the family. The family participants were categorized into four areas: cohesive, enmeshed, detached, and dysfunctional family relationship types. The cohesive family type included family members that displayed warmth and were responsive to each other. Students from the cohesive type were indicated as most likely to be successful in school. The enmeshed families incorporated over involvement, moderate warmth, and hostility. Students from the enmeshed families experience alienation and anxiety in school. The detached family type includes hostility, no display of affection, and the children are impacted with problems. These students display aggression, difficulty cooperating, and disruptive behavior in school. The dysfunctional family type includes families with external factors, such as poverty and those who live in high crime areas. These environments contributed to problems for the students in school and created negative school experiences. This research provides educators with the knowledge of students' family type and awareness to incorporate strategies for student achievement. Importantly, Epstein (2009) provides a framework that can be used to assist educators in this area. The framework characterizes and delineates the following six types of parental involvement: volunteering, learning at

home, decision-making, parenting, communicating, and collaborating with the community are areas to incorporate strategies to increase parental involvement.

Epstein (2009) also describes an Action Team for Partnerships (ATP) as a committee that focuses on improving parental involvement practices at the school. The ATP includes a minimum of two teachers, two parents, an administrator, and a community representative may participate as well. A recommended ATP budget is a minimum of twenty-five hundred dollars. The ATP develops strategies that are aligned to campus school improvement goals for student achievement with an action plan. It focuses on analyzing parental involvement practices, implements activities, and evaluates next steps. The ATP team should also identify starting points of current parental involvement practices through surveys/questionnaires from parents, teachers, and administrators. Epstein shares that if the ATP team accomplishes one step yearly on the six types of involvement it will develop eighteen steps in a three-year period to improve the parental involvement relationship. At the close of the school year, the ATP team is to evaluate the yearly plan and present it to the school community. The team should re-evaluate and create an improved plan for the following year.

Epstein (2009) cites the work of Sanders and Harvey (2002) in reference to a case study including four factors for the development and maintenance of parental involvement. These factors include principal support, a welcoming school climate, a high commitment to learning, and two-way communication between the parents and school. Professional development should be facilitated at teacher pre-service and administrator training to address these four areas.

The Role of Building Administrators in Parental Involvement

Richardson (2009) examined principals' perceptions of parental involvement in the big eight urban districts of Ohio. The study focused on principals' role and facilitation in parental involvement of school processes. Among the participants, 59.71% were female, 91.86% had masters degrees, 39.53% had less than five years of experience, 63.37% were between the ages of 46-55 years, and 79.65% were high school principals.

The Parent Involvement Inventory (PII) instrument was used in the study to measure the facilitation roles of the principals of parental involvement in the school processes. The results indicated a higher means in the facilitation of the role area of parental involvement and providing leadership to the goal of increasing parental involvement. The lower means showed in the domain of school processes where parents participate in evaluating staff or selecting teachers or classrooms. The examination of structured coefficients determined that principals of secondary schools have higher scores on both composite components. The principals with the highest degrees had a medium effect size. Additional results of the means and standard deviations of attitude and processes revealed the scores for gender. These results revealed that female principals, older principals, and high school principals, and those that had doctorates did have more favorable attitudes shown in the composite variable. In particular, females demonstrated high scores on the roles and processes in support of the hypothesis. Opposite of the hypothesis were the age and the current school. Since older principals demonstrated higher role scores, and high school principals demonstrated higher role and process scores. Principals with doctorate degrees had higher role and process scores. The hypothesis supported the previous schools looked at which would not impact attitudes on

the role of parental involvement. The participating principals expressed the need for parental involvement in schools, and these leaders were receptive to their facilitative role, which was also displayed in the higher scores. However, the hypothesis did not show receptiveness to parental involvement in school processes which was demonstrated in the results. School processes include evaluating teachers/staff, being part of the decision making process, and hiring. In addition, the study results revealed that high school principals had higher role and process scores. Overall, there were 171 school principals that were receptive to the facilitation role but not to the school processes of parental involvement. Older principals showed higher scores in their role of parental involvement and high school principals showed higher scores in their role of parental involvement.

The principal should promote a unifying message that parents are important, and that their values/feedback are desired through an open forum of communication. This type of message will enhance communication between parents and the school. Richardson (2009) indicates that principals' perceptions of their role in facilitating parental involvement in the schools needs to be researched further. It is important to examine how principals view their role within the facilitation of parental involvement. In addition, such extending research should attempt to discover what school processes are necessary to promote parental involvement in the schools. Research can pinpoint which strategies are used by principals to facilitate parental involvement.

Lloyd-Smith (2008) studied principals' and assistant principals' attitudes toward parental involvement in South Dakota secondary schools. She conducted the survey research on a four-point Likert-scale. The survey collected data according to principals'

and assistant principals' attitudes with statements in the following four categories: competency issues, collaboration issues, external factors, and communication concerns.

The communication category displayed differences in the data. The data reflected more positive communication responses from male principals than female principals. Similarly were the responses of the respondents identified as principals versus assistant principals. Of the participants, 80.6% identified themselves as principals in the demographic section, 61.4% had Masters Degrees, and 4.6% had Doctoral Degrees. Principals with higher education beyond a Masters also responded more positively in the communication area. Principals of larger student bodies of over 301 students showed less support for communication statements than principals of smaller schools.

There were six strengths of principals' beliefs in parental involvement. The strongest principal belief according to the survey was that creating a partnership between the school and parent positively impacted students' grades. The second strongest belief was that creating partnerships between schools and parents positively impacted student behavior. Both of these need collaboration to be successful. Principals were in agreement that the schools should create ways to overcome barriers of parental involvement. According to the survey results, principals did not feel that parent input was useful or that parents' participation was needed in teacher evaluation or staff hiring. These two results showed the lowest agreement level of the survey items. In the survey, administrators showed a tendency to disagree with the statement that it is high schools classroom teachers' responsibility to increase parental involvement. There was no difference noticed in the competence level for competency external factors or collaboration for both the principals and administrators. Principals showed higher levels

of agreement about communication issues compared to the assistant principals'

responses. Participants with the higher level of education showed a higher level of

agreement for communication issues. Looking at years of experience for collaboration,

competency, communication, and external factors there were no differences according to

the years of experience for the four categories. In the gender variable, the area of

communication in males showed a higher level of agreement to the statements of the

survey than the females. There were no significant differences for attitudinal differences

according to school type for the areas of collaboration, competency, or communication.

Of the four areas there was a difference noted in the communication. Participants from

the larger schools showed a lower degree of commitment to the area of communication

compared to the principals with a student population of 100 students or less. The variable

of free and reduced lunch did not show any differences in principal attitudes in the four

areas.

Lloyd-Smith (2008) drew conclusions according to the survey results. First,

secondary school principals of South Dakota do not have strong attitudes for parental

involvement. The next conclusion drawn was the great disparity in principals'

perceptions per parental involvement included communication issues. Principal parental

involvement support was shown in collaboration and communication. Schools

socioeconomic status and administrator years of experience did not influence the

perceptions for the assistant principal or principal. Private school principals view

external factors as a smaller barrier for parental involvement. There was an agreement of

the principals in South Dakota that parental involvement is important at the secondary

level and it is difficult to find meaningful roles for parents.

Conclusion

A wealth of research literature and studies highlight the importance of parental involvement in student achievement. Both administrators *and* teachers receive training to prepare students academically from elementary through high school grades. Yet, it is important that parents, teachers, and administrators collectively maintain a home-school partnership during these critical years in order to effectively influence students' academic growth and progress. As noted above, it is absolutely critical that principals and assistant principals successfully lead the school community by utilizing collaborative parent partnerships, and that these individuals understand their role in the facilitation of parental involvement.

CHAPTER THREE

METHODOLOGY

As discussed previously in Chapters One and Chapter Two, parental involvement has positive impacts on student achievement. Thus, it is important to study the perceptions of the principal and assistant principal on their role in parental involvement. Such research will provide an opportunity to identify best practices and focus on needed areas of professional development for the administrative roles in parental involvement. Next, this chapter provides an overview of the research design, participants, instrumentation, reliability and validity, procedures, data analysis, limitations, and implications for practice.

Description of the Research Design

This study utilized a survey research method using archival data. According to Wiersma and Jurs (2009), survey data analyses are commonly associated with educational research because this type of response comes from trusted and reliable sources. The present study focused on the perceptions of principals and assistant principals as to their role in parental involvement. The study utilizes archival data from identical surveys sent to principals and assistant principals. The surveys included both qualitative and quantitative questions and focus on the perceptions of these administrators on parental involvement.

The researcher received permission from the University Institution of the Human Subjects Research Committee to use the archival data on October 29, 2010 (see Appendix A). Therefore, two survey instruments, the principal survey (see Appendix B) and the

assistant principal survey (see Appendix C) are attached.

Description of the Participants

   Principals. The participants represent principals and assistant principals from the

Gulf Coast Region of Southeast Texas. The participants included 310 principals who

responded to the Principal Survey (see Table 3.1). This descriptive participant data

indicates that the principal participants are comprised of 41% males and 59% females

(see Table 3.1). The principal participants represented various campuses. The campuses

also held a variety of different performance ratings - as deemed by The Texas Education

Agency (TEA). The principal participant data represents the campuses to which the

principals were assigned. As a result, the survey results show that the principals

represent 27 Exemplary campuses (9%), 94 Recognized campuses (30%), 145

Acceptable campuses (47%), and 7 Low-Performing campuses (2%). Due to a variety of

different reasons, 37 campuses (12%) within the sample were not assigned accountability

ratings. The reasons for this occurrence could include that the school is a private

institution, or that the campus is exempt from TEA accountability rating measurements

(see Table 3.2).

   The principal participant sample revealed a diverse representation of educators

working within various educational levels in the school system. For example, principals

in the sample either worked in elementary schools, middle schools, or high schools at the

time in which they responded to the survey. As a result, the responses showed that the

highest numbers of surveys were collected from the elementary school principals. The

number of principal responses represented 151 elementary schools (49%), 67 middle

schools (22%), 70 high schools (23%), and 22 mixed grade or charter schools (7%). In

addition, the representation of the schools included 140 urban schools (45%), 149

suburban schools (48%), and 21 rural schools (7%) (see Table 3.2). The ethnicity

percentages of the principal participant include 65% Anglo, 21% African-American, 11%

Hispanic, 1% Asian, 1% Other, and 1% Not Reported (see Table 3.1).

Table 3.1

Demographics of Principals in the Survey

Male	Female
127 (41%)	183 (59%)

Anglo	African American	Hispanic	Asian	Other	Not Reported
203 (65%)	64 (21%)	35 (11%)	2 (1%)	3 (1%)	3 (1%)

Table 3.2

Demographics of Campuses in the Survey

Number of Schools	All	Elementary	Middle	High	Mixed Grade Levels
	310	151 (49%)	67 (22%)	70 (23%)	22 (7%)
Location	Urban	Suburban	Rural		
	140 (45%)	149 (48%)	21 (7%)		
Accountability Rating	Exemplary	Recognized	Acceptable	Low Performing	Not Reported
	27 (9%)	94 (30%)	145 (47%)	7 (2%)	37 (12%)

Assistant Principals. A total of 374 assistant principals responded to the Assistant

Principal survey within the present study (see Table 3.3). The participant data that is

represented by assistant principal participants is comprised of 30% males, and 70%

females (see Table 3.3). The assistant principal participants represented various campus levels, ranging from elementary, middle, and high school. The campuses also represented different performance ratings, as deemed by The Texas Education Agency (TEA). The assistant principal participant data collected represents data of the assistant principals and the campuses that the assistant principals were assigned to at the time of the survey responses. As a result, the survey results show that the assistant principals represent 33 Exemplary campuses (9%), 95 Recognized campuses (25%), 186 Acceptable campuses (50%), and 17 Low-Performing campuses (5%). In addition, 43 campuses (11%) did not reflect a Texas Education Agency accountability rating, which could reflect charter or private schools (see Table 3.4).

The assistant principals represent a diverse representation of working at various educational levels in the school system. As a result, the elementary school assistant principal respondents showed the highest overall number of survey collected. The assistant principal responses represented 168 elementary schools (46%), 90 middle schools (24%), 100 high schools (27%), and 10 mixed grade or charter schools (3%) (see Table 3.4). In addition, the representation of the schools included 190 urban schools (54%), 153 suburban schools (43%), and 10 rural schools (3%) (see Table 3.4). The ethnicity percentages of the assistant principal participants include 52% Anglo, 25% African-American, 18% Hispanic, 3% Asian, less than 1% American Indian, less than 1% Other, and 3% were not reported (see Table 3.3).

Table 3.3

Demographics of Assistant Principals in the Survey

Male	Female
112 (30%)	262 (70%)

Anglo	African American	Hispanic	Asian	American Indian	Other	Not Reported
193 (52%)	93 (25%)	68 (18%)	11 (3%)	1 (<1%)	2 (<1%)	6 (2%)

Table 3.4

Demographics of Campuses in the Survey

Number of Schools	All	Elementary	Middle	High	Mixed Grade Levels
	374	168 (46%)	90 (24%)	100 (27%)	10 (3%)
Location	Urban	Suburban	Rural		
	190 (54%)	153 (43%)	10 (3%)		
Accountability Rating	Exemplary	Recognized	Acceptable	Low Performing	Not Reported
	33 (9%)	95 (25%)	186 (50%)	17 (5%)	43 (11%)

This archival data was a convenient participant collection. Participants were not randomly selected. Among the two data survey sets, participant characteristics were revealed. It displayed some similarities and differences.

Instrumentation

This study used archival data collected from a portion of the principal and

assistant principal surveys developed by Dr. Angus MacNeil. In particular, it used three questions of section F, the parental involvement section.   These three questions are connected to the four research questions of this study. The data collected from both surveys used a "cognitive interview" technique. According to Willis (1999), the cognitive interview technique was developed in the 1980s with an interdisciplinary collaboration of psychologists and survey methodologists. Cognitive interviewing technique focuses on survey questions of the questionnaire and cognitive process of participants during the response. The cognitive interviewing method techniques include verbal probing and think-aloud. This study used a portion of the archival data collected from these surveys. The surveys were designed specifically for two groups of participants. The participants represented two separate groups: the principals and assistant principals. The surveys were distributed to the principal and assistant principal groups. The Principal Survey solicited responses from principals, and the Assistant Principal survey solicited responses from assistant principals.

The Principal and Assistant Principal surveys are identical in regards to the question format and content (see Appendix B for the Principal Survey, and Appendix C for the Assistant Principal Survey). The survey also collected demographic data about the participant, such as the participant's name, age, gender, years as principal or assistant principal, years in education, degrees held, management certification year, institution, ethnicity, major teaching field, and extra-curricular activities directed while a teacher. In addition, it collected demographic data about the participant's school. The school demographic information included the school's name, location (i.e., rural, suburban, or urban), grade levels in the school, number of teachers at the school, other certificated

personnel, non-certificated personnel, number of students at the school, students' ethnicity percentages, TAKS rating, percentage of students receiving free and reduced lunch, and the name of the school district.

This study focuses on Section F, which collected data on the value that principals and assistant principals place on the role of parental involvement in their student's education. The parental involvement survey section includes three questions. At the beginning of this section, there is a prompt prior to the questions, stating that the section's goal is to "establish the understanding and value principals attach to the role of parental involvement in their student's education." The first two questions include two open-ended questions. The third question is based on a Likert-scale, and is followed with an open-ended response question to the Likert-scale. These open-ended questions provide an opportunity for the participants to provide descriptive responses. The three questions state the following:

"1. What do you believe is an appropriate and necessary level of parental involvement in the student's education? Explain. 2. What do you do to encourage and support parental involvement in their student's education? 3. When a parent asks you to change their student's teacher how do you react? Check one category below: 'I do so willingly', 'I do so hesitatingly', 'I do so begrudgingly', 'I try my best to discourage it', or 'I resist their efforts to have a change'. Explain your answer here."

Overall, the instrumentation of this section in the surveys on the perceptions of the principals and assistant principals on their role of parental involvement is based on the archival survey data from the Likert-scale and open-ended questions.

Reliability and Validity

This study is based on the archival data and the survey possesses reliability and validity. The following section discusses the reliability and validity of this instrumentation. The principal and assistant principal surveys are reliable and ask identical questions of both groups of participants. This study is also reliable in that it could be replicated following the same procedures, using the same survey. This study possesses high validity because the instrument measures the perceptions of the principal and assistant principal on their role in parental involvement. This overall high validity is determined because the survey and research study both possess a high internal and external validity. The survey is an open-ended archival instrument and it is well developed; thus, the instrument is a valid and reliable instrument.

Procedures

The open-ended nature of the survey questions was intended to give principals and assistant principals the most freedom and flexibility in their responses. Therefore, as a result, one of the first steps in working with the data is to identify, categorize, and code the themes that emerge from the three open-ended questions. This process allowed the responses to be classified according to their commonalities, thereby leading to useful insights about these principals' and assistant principals' collective views about parental involvement. Once the main themes were identified, these themes were given an operational definition and each response was assigned to one of these categorical definitions. Where responses included aspects of multiple categories, the main aspect from the response was used for coding purposes. Subsequently, each response was coded to only one category. Another researcher confirmed the sorting of comments by theme.

The predominant themes for each of the questions were identified and discussed in the next chapter.

Data Analysis

The four research questions listed in Chapter One were referenced as responses were examined. These four research questions include the following:

1. What do principals and assistant principals believe to be the appropriate and necessary level of parental involvement in students' education?

2. How do principals and assistant principals encourage parental involvement?

3. How do the principals and assistant principals react when a parent asks them to change their student's teacher? What explanation did they give for their decision?

4. What variables in the school setting create differences in the responses of principals and assistant principals?

Research Questions One, Two, and Four were answered by calculating percentages that fall in the respective categories or themes. In addition, comparisons of principal and assistant principal responses were made. Question Three relates to Texas Education Code "Sec. 26.003. RIGHTS CONCERNING ACADEMIC PROGRAMS. (a) A parent is entitled to: (2) reasonable access to the school principal, or to a designated administrator with the authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student; (3) request, with the expectation that the request will not be unreasonably denied." Responses of the Likert-scale in question three were treated as strong ordinal data and a *t*-test for independent means was used to compare principals' and assistant principals'

responses. Research Question Four further analyzed the responses by comparisons across the different school grade levels and school settings and Texas Education Agency Accountability Ratings.

Limitations

The limitations of this particular study are that the results of the survey are derived from one point in time for both the principal and assistant principal respondents. In addition, it is a convenience sample, rather than a random sample. A random sample was not possible to achieve in this study. It is a convenience sample of the principals and assistant principals in the Gulf Coast Region of Southeast Texas.

CHAPTER FOUR

RESULTS

Literature studies say that parental involvement positively impacts students'

academic achievement. School administrators need to have the support and expertise to

foster parental involvement. Therefore, this study focused on the perceptions of

principals and assistant principals on their role in parental involvement. The purpose of

the study was to analyze the archival data of the instrumentation design described in

Chapter Three. Categories and themes were identified from the archival data of

principals' and assistant principals' individual responses. Thus, the categories and

themes were aligned to this study's four research questions on parental involvement.

This includes the Appropriate and Necessary Level of Parental Involvement in a

Student's Education (Research Question One), Encouraging Parental Involvement

(Research Question Two), Administrators' Reactions to Change a Student's Teacher

upon Parent Request (Research Question Three), and School Setting Variables that

Create Differences of Administrators' Responses (Research Question Four). The chapter

will provide the categories, themes, and results to the four research questions of this

study.

Appropriate and Necessary Level of Parental Involvement in a Student's Education

Research Question One: *What do principals and assistant principals believe to be the*

appropriate and necessary level of parental involvement in student's education?

The principals' and assistant principals' beliefs of the appropriate and necessary level of parental involvement in a student's education was indicated in their qualitative responses from the first question of section F (i.e., the Parental Involvement of the survey instrument). The principal respondents recorded 103 different types of comments on the survey instrument (see Appendix E). By comparison, assistant principals made 105 different types of comments (see Appendix F). The open-ended comments ranged from "a lot to too involved", "very necessary to not necessary", "one hundred percent of parents to fifty percent of parents", and "should volunteer to should not volunteer."

The responses were sorted by the researcher and placed into categories. The categories used were "High", "Moderate", "and "Low" levels. The placement of comments into categories was crosschecked by a colleague. The high level category included responses which indicated that the goal was to have parents at the campus and indicated that including parents in all aspects of student's education was desirable. The moderate level category included responses which indicated that the goal was to invite parents to campus and include them as much as possible in aspects of the student's education. The low level category included responses, which indicated that it is not necessary to either have parents on campus nor include them in aspects of the student's education. The percent of the principals' and assistant principals' response by categories are shown in Tables 4.1 and 4.2.
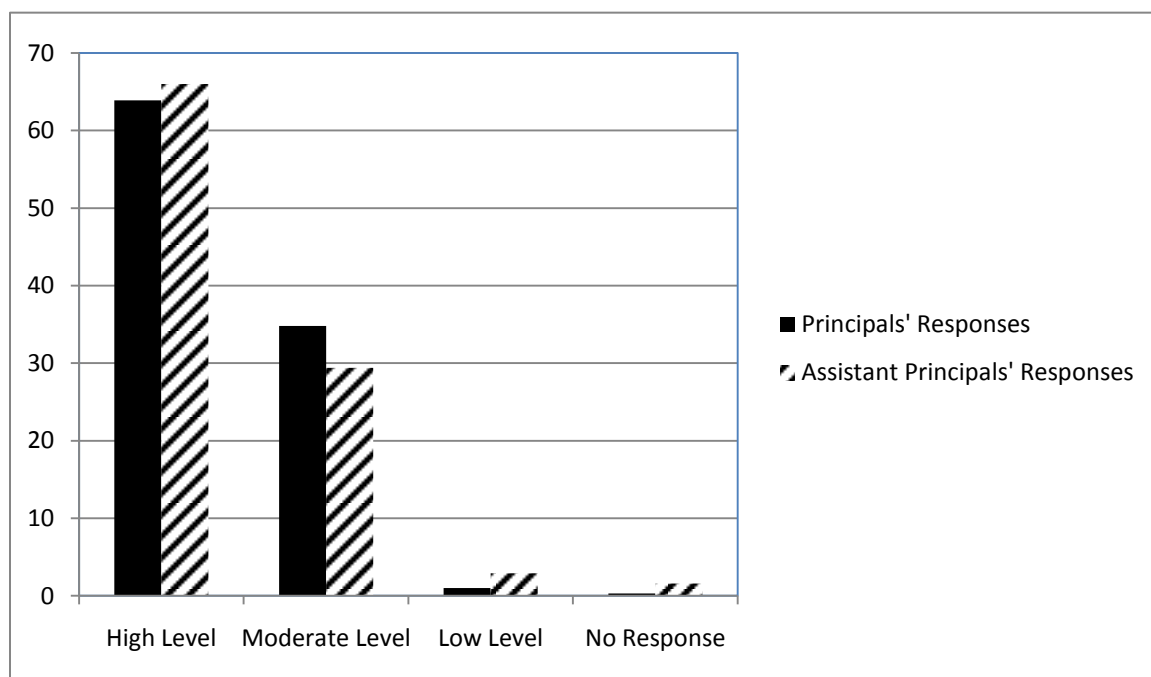
Table 4.1

Principals' and Assistant Principals' Beliefs about the Level of Parental Involvement in Student's

Education

Level of Parental Involvement	Principals' Frequency (Percent)	Assistant Principals' Frequency (Percent)
High	198 (63.9%)	247 (66.0%)
Moderate	108 (34.8%)	110 (29.4%)
Low	3 (1.0%)	11 (2.9%)
No Response	1 (0.3%)	6 (1.6%)

Table 4.2

Comparison of Principals' and Assistant Principals' Levels of Parental Involvement in

Student's Education

In a comparison chart (see Table 4.2), the high, moderate, and low levels were displayed. Both administrative groups view parental involvement as moderately to highly appropriate and necessary in student's education. Only 1.0% of principals' responses and 2.9% of assistant principals' responses view parental involvement as necessary and appropriate at the low level.

The selected principals' *High Level* responses include the following:

"I believe that a lot of involvement is necessary in the school since parents should be involved in every aspect of their kid's life."

"Parental Involvement is a must for a successful campus."

"Parent Involvement should be high. High level involvement shows students that a partnership exists."

"100%-vital to student achievement."

Selected assistant principals' *High Level* responses include:

"Parental involvement is essential to success of the school environment. Every successful school I've encountered has always had a very strong parental involvement. The parents will always have the greatest impact on student success."

"It is extremely necessary, it is the most important determinant on a student's success."

"100%."

Selected principals' *Moderate Level* responses include:

"As much involvement as a parent can give is great."

"Very important to the job of the administrator to make sure that parents are involved. If parents are not involved in their student's education, then the child is not successful."

"I give parents opportunities to visit the school and let them know the school is partly theirs."

Selected assistant principals' *Moderate Level* responses include:

"As much parental involvement as possible is best. Students perform better when their parents support them."

"Parents need to be aware of what their child is expected to learn in school and how they can assist outside of school. We invite parents to come to school very frequently so students can see family as part of their growth."

"They should feel comfortable at school-they should meet with the teachers as needed and should volunteer as time allows."

Selected principals' *Low Level* responses include:

"50% of the parents should be involved."

"I don't think it's necessary to have parental involvement."

Selected assistant principals' *Low Level* responses include:

"As the team deems necessary. Parents can be a hindrance to the proper education of their child. If they are in too much, there is a distraction to both the student and teacher."

"In high school it is not always possible to reach parents and by this age students should begin to assume responsibility for their actions."

"In our community we don't have this. Our community is raised to believe that the school knows best."

Based on the high, moderate, and low levels of parental involvement, the principals' and assistant principals' responses revealed the results (see Table 4.1). The results indicate that the principals (63.9%) and assistant principals (66%) selected the high level as the appropriate and necessary level of parental involvement in student's education.

<div align="center">Encouraging Parental Involvement</div>

Research Question Two: *How do principals and assistant principals encourage parental involvement?*

The principals' and assistant principals' responses revealed various themes and categories of strategies principals and assistant principals utilize to encourage parental involvement (see Appendix G and H). The results for the principals displayed 18 themes, while the results for assistant principals displayed 21 themes, which appeared in their responses solely and in responses with additional strategies. The researcher combined comments into the following themes (principals are displayed first and assistant principals second): Involve Active Parents (1.6%), (0.5%); Be Approachable (0.0%), (0.3%); Be Available (1.3%), (0.5%); Use Communication (55.0%), (58.6%); Include Parents in Decision-Making (0.6%), (2.1%); Encourage or Inform Parents of their Importance to Student's Education (1.3%), (5.6%); School-Related Events involving Parents (62.3%), (46.8%); Provide Students' Grades (1.3%), (2.9%); Invite Parents to School (1.9%), (2.7%); Involve Parents (0.6%), (0.8%); Use Open Door Policy (5.2%),

(4.0%); Provide Parent Expectations (1.3%), (1.1%); Implement Parental Involvement Plan (0.0%), (0.5%); Build Positive Relationships with Parents (1.3%), (2.4%); Involve PTA or PTO (19.4%), (9.6%); Provide Staff Expectations of Parental Involvement (0.0%), (1.1%); Provide Instructional Strategies to Parents (2.3%), (1.6%); Use a Variety of Strategies (4.5%), (1.9%); Be Visible (0.6%), (0.3%); Utilize Volunteering (11.3%), (8.0%); and Make Parents Feel Welcome (5.5%), (5.1%).

The most frequent strategies reported by principals and assistant principals are shown in Table 4.3 below. Principals' responses included School-Related Events involving Parents (62.3%), Communication (55.0%), PTA or PTO (19.4%), and Volunteering (11.3%). The most frequent strategies reported by the assistant principals' responses of strategies included Communication (58.6%), School-Related Events involving Parents (46.8%), PTA or PTO (9.6%), and Volunteering (8.0%).   In comparing the results for principals and assistant principals, some differences existed. Principal respondents placed a greater emphasis than assistant principals on the School-Related Events involving Parents, PTA or PTO, and volunteering strategies. Conversely, the assistant principals placed a greater emphasis than principals on the communication strategy. These strategies utilized to encourage parental involvement at their campuses are to provide school-related events involving parents, communicate to parents, collaborate with an effective PTA or PTO, and have parent volunteers at school.

Table 4.3

Themes from Principals' and Assistant Principals' Responses of their Strategies to

Encourage Parental Involvement
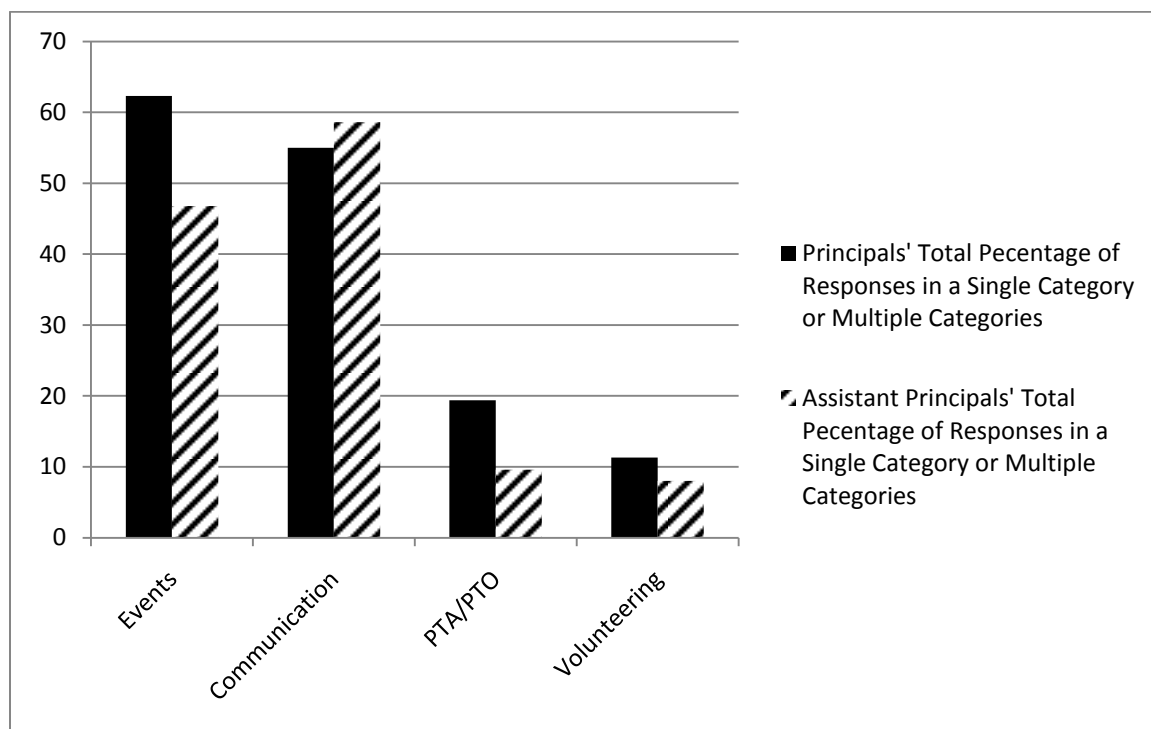
A comparison chart of the top four strategies, which include communication, School-Related Events involving Parents, PTA/PTO, and Volunteering, displays the number of times they were used by principals' and assistant principals' responses (see Table 4.3). It was also interesting to note the number of different strategies used (see Table 4.4).

Table 4.4

Number of Strategies Principals and Assistant Principals use to Encourage Parental

Involvement

Strategies	Principals' Frequency (Percent)	Assistant Principals' Frequency (Percent)
Three or More	69 (22.3%)	43 (11.5%)
Two	114 (36.8%)	140 (37.4%)
One	123 (39.8%)	179 (47.9%)
No Response	4 (1.3%)	12 (3.2%)

The assistant principals (47.9%) revealed the most single use of a strategy. The

principals (22.3%) shared a higher rate of three or more strategies of the two groups.

Administrators' Reactions to Change a Student's Teacher upon Parent Request

Research Question Three: *How do the principals and assistant principals react when a*

parent asks them to change their student's teacher? What explanation did they give for

their decision?

Principals and assistant principals responded to answer their reaction to a parent

request to change their student's teacher. The five reaction responses included: "I do so

willingly", "I do so hesitatingly", "I do so begrudgingly", "I try my best to discourage it",

or "I resist their efforts to have a change." According to the responses, principals agreed

to the parent request either willingly (8.7%), hesitatingly (21.9%), begrudgingly (1.9%),

discourage it (48.4%), resist their efforts to have a change (14.8%), and no response

(4.2%). Assistant principals agreed to the parent request either willingly (9.4%),

hesitatingly (19.8%), begrudgingly (5.1%), discourage it (49.5%), resist their efforts to

have a change (12.3%), and no response (4.0%) (see Table 4.5 and Table 4.6).

Table 4.5

Principals' and Assistant Principals' Reactions to Parent Request

Reaction	Principals' Percent	Assistant Principals' Percent
1. I do so willingly	8.7%	9.4%
2. I do so hesitatingly	21.9%	19.8%
3. I do so begrudgingly	1.9%	5.1%
4. I try my best to discourage	48.4%	49.5%
5. I resist their efforts to have a change	14.8%	12.3%
6. No Response	4.2%	4.0%

N = 310 Principals and 374 Assistant Principals

Table 4.6

Comparison of Principals' and Assistant Principals' Reactions to Parent Request
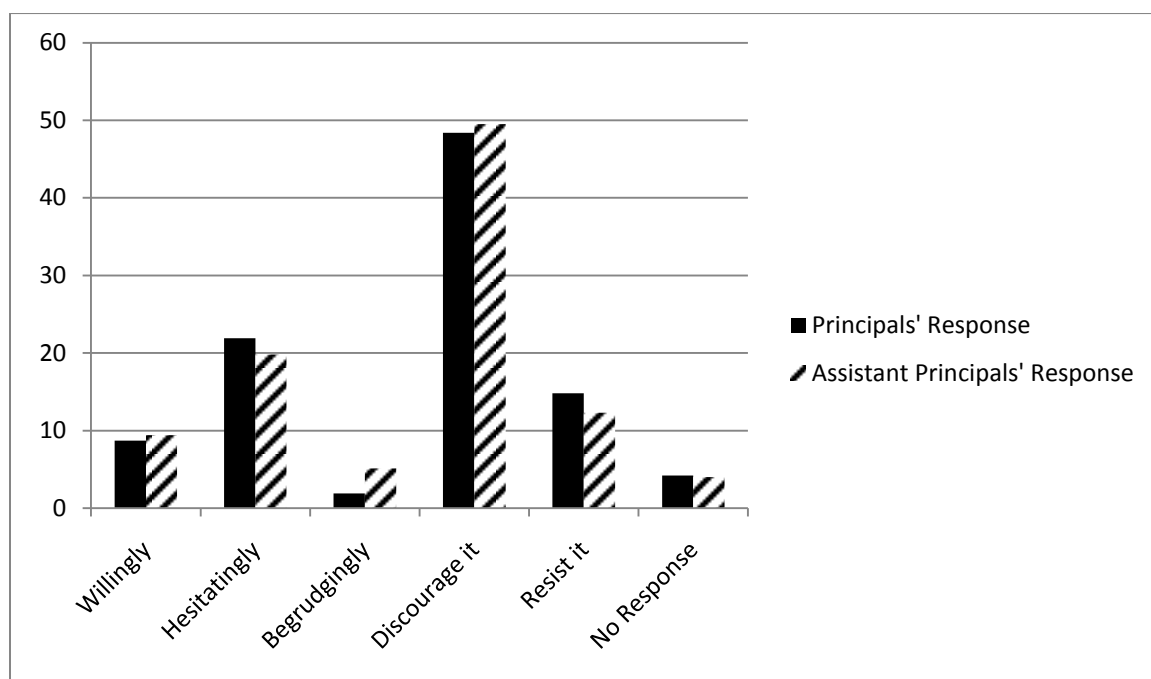
Selected Principals' Explanations for the decision of the responses *I do so willingly*

include:

"I will do so willingly, but only after there has been a conference between the parent, the

teacher, and me (and sometimes the child) and all parties agree a new teacher is in the

best interest of the child."

"If they have a valid reason but they are only allowed one change a year."

"I feel that it is the best action to take."

"I believe that parents should be allowed to do what they think is best for their children."

"It all depends on the situation. I think there are times that changing a child's teacher is

important. I believe that before a decision is made that all facts must be gathered."

"It is the law first of all, and I think of the big picture, less headaches and stresses on everyone."

Selected Assistant Principals' Explanations for the decision of the responses *I do so willingly* include:

"I've never had to deal with this situation before but if a parent has a real concern I would honor it."

"In our school the choice of teachers are limited so this doesn't come up very often."

"I try my best to meet their demands, however, before I do request a conference to discuss all options."

"We are all working together for the student."

"They obviously have a reason so…"

"The parent is always right."

"It is the law-most educators do not know this."

Selected Principals' Explanations for the decision of the responses *I do so hesitatingly* include:

"I always want to research the reason for the change request. If there is a valid reason I will address the issue and move the child if that is determined to be the best interest of the child."

"We have a policy that students, parents, and teachers follow before they can change teachers or classes. Once they follow these procedures, then I will meet with all parties to make sure that it is the best solution for everyone involved."

"It just depends on the individual circumstances of each case."

Selected Assistant Principals' Explanations for the decision of the responses *I do so hesitatingly* include:

"I do so hesitatingly because I want to understand why they want the change."

"I believe that students need to be able to thrive in all environments."

"It depends on the situation and what is best for the child."

"I will never tell a parent no, but I prefer to use a teacher change as a last resort to solving a problem."

"Sometimes parents don't even know the whole story. I have to change the teacher, but I want to discuss it in an effort to be fair to the teacher."

Selected Principals' Explanations for the decision of the responses *I do so begrudgingly* include:

"Not in favor of making changes but will recommend if parents still insist after meeting with me. Parents always have the final say."

"I want to know exactly why – and then I evaluate and may or may not do it."

"Need to understand why."

Selected Assistant Principals' Explanations for the decision of the responses *I do so begrudgingly* include:

"Depends of circumstance."

"I try to resolve the issue first."

"I look into why they want to change, speak to the student and teacher to find out history."

"I gather the facts and make a decision."

"Is there an alternative?"

Selected Principals' Explanations for the decision of the responses *I try my best to discourage it* include:

"I try to minimize student mobility within the school."

"There is a district policy for teacher changes.   They have to follow it before I will even consider it."

"Depends on the situation."

"I communicate with the parent to understand the problem, and I make clear that I will do my best to solve it."

"I try to encourage the parent and teacher to work it out. If there is no other way, I will move the student. But it sets a bad precedent."

"Sometimes there may be personality conflicts."

"After I meet with the parent, they will change their mind."

"I always, never change a class unless it is in the best interest of the teacher."

Selected Assistant Principals' Explanations for the decision of the responses *I try my best to discourage it* include:

"I would definitely conference with the parents and try every avenue available as an option before moving a student."

"I first investigate."

"It depends on the reasoning of the parents."

"They must first talk to the teacher and we decide as a team with the parent what is best for the student."

"Many of my classes are at the 22:1 ratio already. Moving one student from one class to another would cause another student to be displaced as well. I work with parents to solve problems, not run from them."

"Students need to learn to cope with different teachers and their teaching styles."

"The final decision is up to the principal."

"Changing a student's teacher must be the last option."

"I will do this if a parent insists. Parents have a right to decide who educates their kids but I think it sets a precedent that others may follow."

Selected Principals' Explanations for the decision of the responses *I resist their efforts to have a change* include:

"First try and resolve the issue. In the end it comes down to what is in the best interest of the student and teacher."

"I will have a meeting with the teacher. Then we will meet with the parent to find a solution to the problem. We will try the solution first and usually it works."

"I need to always support my teachers."

"There are exceptions."

"I do not believe in changing children from one teacher to another just because parents request it."

"Unequivocally no. We don't do it. We give parents significant input throughout the year. We draw the line on micro-management."

Selected Assistant Principals' Explanations for the decision of the responses *I resist their efforts to have a change* include:

"I try to discourage this because it sets a bad precedent. I like for the parents to work with the teacher and not move classrooms every time they have a problem."

"Of course it depends upon the circumstances, but I try to discourage the change."

"There must be an explanation and conference with the teacher, parent, and student first."

"I think it is important to assess the situation. If that teacher is not a good fit for the child, I might consider it. We must do what is best for the child."

"I will not change a teacher."

"We don't always have the resources to accommodate changes."

"I don't have the authority."

"Our campus has a policy to not change a student's teacher."

It is evident that the responses of the reactions from the principals and assistant principals are similar in nature. These comparisons demonstrate that both principals and assistant principals most commonly try to discourage the parent's request. Less than 15% of the principals and assistant principals resist their efforts to have a change (see Table 4.5).

The reaction of principals and assistant principals when a parent asked them to change their student's teacher was analyzed in an independent samples *t* test. The five different types of reaction responses were coded dependent variables on a scale of one to

five as follows: 5 = I do so willingly, 4 = I do so hesitatingly, 3 = I do so begrudgingly,

2 = I try my best to discourage it, and 1 = I resist their efforts to have a change. The

independent variables were assigned as level one and two. Principals were coded as

group 1 and the assistant principals were coded as group 2 of the two independent groups.

Of the grouping variables, thirteen principals did not respond, and fifteen assistant

principals did not respond. Therefore, these thirteen principals' and fifteen assistant

principals' responses were not assigned a value and were not examined in the t-test. The

means of the independent groups one and two were compared. Subsequently, this

comparison revealed no significant difference ($t(653) = .365$, p > .05). The mean of

principals (m 2.60, $sd = 1.25$) was not significantly different from the mean of assistant

principals ($m = 2.63$, $sd = 1.22$). The Independent-Samples t test is illustrated in Table

4.7 below.

Table 4.7

Independent-Samples t test of Principals' and Assistant Principals' Reactions to Parent

Request to Change Student's Teacher

Reaction	N	m	s	t
Principals	297	2.60	1.25	.365
Assistant Principals	359	2.63	1.22	

*p > .05

School Setting Variables that Create Differences of Administrators' Responses

Research Question Four: *What variables in the school setting create differences in the responses of principals and assistant principals?*

According to the responses of the 310 principals and the 374 assistant principals, there were several variables in the school setting. These variables included the school's grade level, school's location, and the school's TEA Accountability Rating. The school's grade level (see Table 4.8), school's location (see Table 4.9), and school's TEA Accountability Rating (see Tables 4.10 and 4.11) were used to compare principals and assistant principals classified as "High", "Moderate", and "Low" levels of parental involvement. Elementary principals (47.0%) and assistant principals (35.2%) of the "High" Level of Parental Involvement category tended to place more value on the importance of parental involvement. Principals (51.0%) in the suburban school geographic area and assistant principals (53.8%) in the urban school geographic area of the "High" Level of Parental Involvement category placed more value on the importance of parental involvement. Principals (47.0%) and assistant principals (50.0%) at campuses with an Acceptable TEA Accountability Rating of the "High" Level of Parental Involvement category placed more value on the importance of parental involvement.

Table 4.8

Comparison of Principals' and Assistant Principals' Parental Involvement Level by Grade

Level	Grade Level	Principals' Percent	Assistant Principals' Percent
High	Elem School	47.0%	35.2%
	Middle School	16.2%	19.0%
	High School	17.7%	15.0%
	No Response	19.2%	30.8%
Moderate	Elem School	42.6%	32.7%
	Middle School	18.5%	16.4%
	High School	17.6%	18.2%
	No Response	21.3%	32.7%
Low	Elem School		
	Middle School	33.3%	45.5%
	High School	66.7%	18.2%
	No Response		36.4%
No Response		1.3%	0.8%

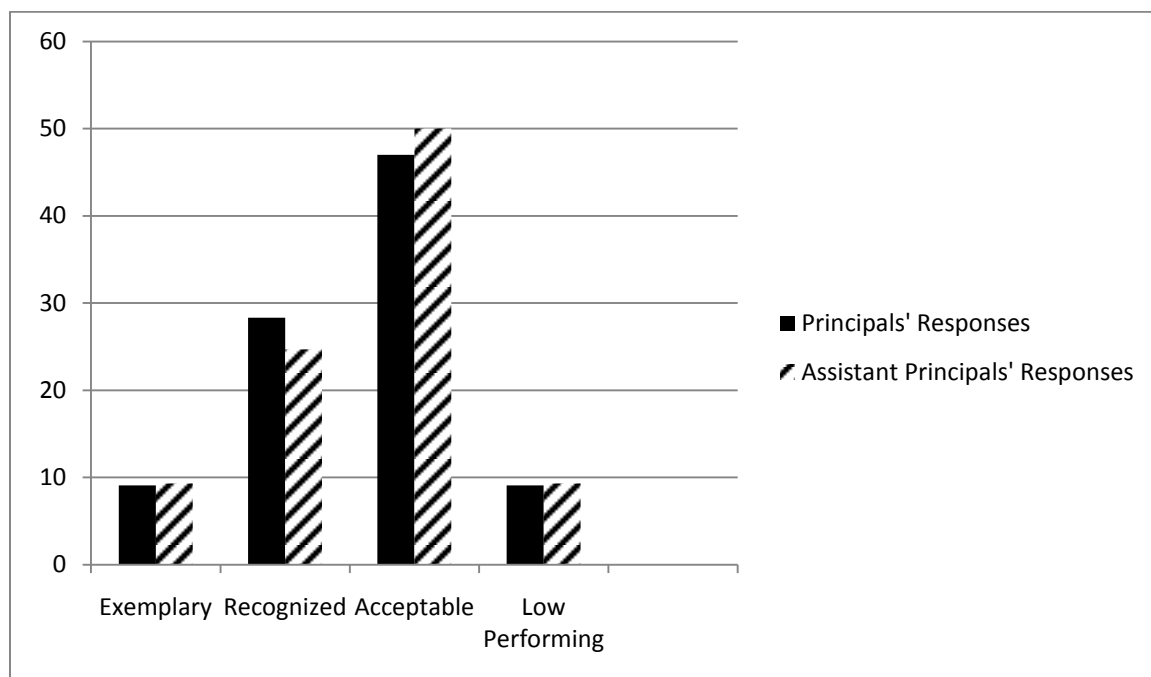N = 310 Principals and 374 Assistant Principals

Table 4.9

Comparison of Principals' and Assistant Principals' Parental Involvement Level by Location

Level	School Location	Principals' Percent	Assistant Principals' Percent
High	Urban	42.4%	53.8%
	Urban/Suburban	1.0%	1.2%
	Suburban	51.0%	38.1%
	Rural	4.5%	2.4%
	Rural/Urban		0.4%
	Rural/Suburban/Urban		0.8%
	No Response	1.0%	3.2%
Moderate	Urban	45.4%	46.4%
	Urban/Suburban	1.9%	1.0%
	Suburban	41.7%	49.1%
	Suburban/Rural	3.7%	
	Rural	6.5%	1.8%
	No Response	1.0%	1.8%
Low	Urban	100.0%	45.5%
	Suburban		36.4%
	Rural		18.2%
No Response		0.6%	1.3%

N = 310 Principals and 374 Assistant Principals

Table 4.10

Comparison of Principals' and Assistant Principals' Parental Involvement Level by TEA Rating

Level	TEA Accountability Rating	Principals' Percent	Assistant Principals' Percent
High	Exemplary	9.1%	9.3%
	Recognized	28.3%	24.7%
	Acceptable	47.0%	50.0%
	Low Performing	2.5%	4.5%
	Marked More than One	1.0%	3.2%
	No Response	12.1%	8.5%
Moderate	Exemplary	10.2%	10.0%
	Recognized	35.2%	28.2%
	Acceptable	43.5%	13.6%
	Low Performing	1.0%	37.3%
	Marked More than One	1.9%	
	No Response	8.3%	10.9%
Low	Recognized		27.3%
	Acceptable	100.0%	63.6%
	No Response		9.1%
No Response	Exemplary	0.3%	1.2%

N = 310 Principals and 374 Assistant Principals

Table 4.11

Comparison of Principals' and Assistant Principals' "High" Level of Parental

Involvement by School TEA Accountability Rating

The principals' and assistant principals' results for this study's research indicate that parental involvement is necessary and vital to student achievement. In addition, strategies utilized to encourage parental involvement were discussed. The two participant groups revealed similarities of the Appropriate and Necessary Level of Parental Involvement in a Student's Education, Encouraging Parental Involvement, Administrators' Reactions to Change a Student's Teacher upon Parent Request, and School Setting Variables that Create Differences of Administrators' Responses. The overview, findings, conclusions, implications for future research, and summary will be discussed in chapter five.

CHAPTER FIVE

CONCLUSION AND SUMMARY

Educational research literature and studies illustrate the notion that student

achievement is linked to parental involvement. The review of the literature addressed the

impact of parental involvement by the examination of school reform efforts, research

studies tying parental involvement to student achievement, cultural differences in

parental involvement, effective parent involvement practices, and the role of building

level administrators in developing effective programs of parental involvement. This

chapter will include an overview of the study, discussion of the results in the context

current research literature, implications for practice, and avenues for future research

possibilities.

Overview of the Study

The primary purpose of this study focused on the perceptions of principals and

assistant principals on their role in parental involvement. In addition, this study

formulated a comprehensive understanding of principals' and assistant principals'

expertise and knowledge in relation to their role within parental involvement. Thus, it is

vital that administrators provide support and possess expertise in assisting with the

advocacy and fostering of parental involvement programs and partnerships in school.

This study analyzed archival data from two large surveys and the research questions. The

archival data included 310 principals and 374 assistant principal participants in the Gulf

Coast Region of Southeast Texas, and was analyzed qualitatively. After analyzing the

archival data, the results provided main themes and categories according to the

principals' and assistant principals' responses. The principals' and assistant principals' beliefs about the level of parental involvement required to impact student achievement, encouraging parental involvement, and the administrators' reactions to change a student's teacher upon parent request were ultimately revealed and made more explicit through this study. The principals' and assistant principals' responses were also analyzed in order to determine the school setting variable that create the differences among administrators responses. The school setting variables that were included in the analysis were school educational grade levels, school locations, and accountability ratings according to the Texas Education Agency.

Discussion of Results

1. What do principals and assistant principals believe to be the appropriate and necessary level of parental involvement in student's education?

Cuban (2003) discussed the reform of transforming U.S. schools into "good" schools. He indicated that the support to building a good school is to have the support of parents; therefore, the parent is an important stakeholder of this process. The effective collaboration between the parent, teacher, and student creates the gold standard for an effective, good school. De Fraja and Oliveira (2010) found that parents' efforts impacted student performance more than the efforts of the school or child alone. In fact, students were more productive in academics and performance when parental involvement increased. Henderson and Berla (1994) evaluated over 85 research studies and discovered that parental involvement was linked to a higher student achievement. In addition, students of parents engaged in their education showed positive attitudes toward school, maintained higher graduation rates, higher rate of entry into college, higher rate

of homework completion, attendance, and had fewer discipline problems. It was also noted that schools with effective collaboration showed that parents rated teachers highly, and the schools experienced improvements in teacher morale and in the overall community reputation. The findings of Englund, Luckner, Whaley, and Egeland (2004) revealed that third-grade students showed higher academic achievement as a result of higher parental expectations and increased parental involvement. Leithwood, Louis, Anderson, and Wahlstrom (2004) address the purpose of reform which is to improve student learning. They also address that parents are vital to this effort. Therefore, school leaders should increase parental support to impact student learning.

Sanders and Harvey (2002) as cited by Epstein (2009) indicate four factors necessary to develop and maintain parental involvement – one of which includes principal support. Butler, Henderson, Gifford, and McWilliams (1992) as cited by Richardson (2009) stated that 85% of PTA presidents indicated that administrators supported parental involvement at their schools. This finding was revealed through a nationwide survey poll administered at a PTA parent involvement summit. In the current study, principals and assistant principals were sorted into three levels of appropriate and necessary level of parental involvement in a student's education. The three category levels include "High", "Moderate", and "Low" levels. The majority of responses from both groups fell within the moderate to high levels. Principals and assistant principals indicated that a high level of parental involvement is appropriate and necessary in a student's education. In comparison, the assistant principals more often fell in the high level of commitment to parental involvement. However, there was only a slight difference, indicating that both administrators believe a high level of parental

involvement is appropriate and necessary. Both principals and assistant principals

indicated that a moderate level of parental involvement is appropriate and necessary in a

student's education. There was more commitment by principals moderate level results

displayed than assistant principals. When one combines both high and moderate levels,

principals actually place more value on parental involvement in a student's education

than assistant principals. Lastly, additional evidence to support this finding includes the

assistant principals' larger percentage in the low category of parental involvement

compared to the principals' smaller low percentage.

2. How do principals and assistant principals encourage parental involvement?

Lloyd-Smith (2008) addressed additional provisions for parental involvement – as

cited in NCLB, parental involvement: Title 1, Part A, 2004. NCLB mandates that

schools increase parental involvement to impact student achievement and overall school

performance. Section 1118 of the No Child Left Behind Act 2001 contains a section on

parental involvement to increase student and school performance. In this study, the

principals and assistant principals reveal a number of themes and categories of strategies

they use on campus to encourage parental involvement. These themes and categories are

described as follows: involve active parents, be approachable to parents, be available for

parents, use communication with parents, include parents in decision-making in school

processes, encourage or inform parents of their importance to student's education, invite

parents to school events, provide students' grades to parents, invite parents to school-

related events, involve parents, use open door policy, provide parent expectations of

parental involvement to parents, implement a plan to encourage parental involvement,

build positive relationships with parents, involve PTA or PTO, provide to staff the

expectations to encourage parental involvement, provide instructional strategies to parents so they can assist students, use a variety of strategies to encourage parental involvement, be visible for parents, utilize volunteering at the campus, and make parents feel welcome at the campus.

In order to increase and encourage parental involvement, Pate and Andrews (2006) recommend ten steps of a parental involvement action plan to achieve the goal. It is pertinent that an educational leader conduct a needs assessment at his or her school. To this end, the Parent Involvement Analysis Tool, an online tool that can provide an inventory, benchmarks, and goal strategies of parental involvement practices at the campus can be found at www.adi.org/pia. Epstein (2009) also recommends using an Action Team for Partnerships (ATP) to improve partnerships. This team collaborates to develop a parental involvement plan, implement it, and evaluate the results. A successful parental involvement action plan is important to build partnerships with parents. Bagin, Gallagher, and Moore (2008) indicate that students learn more effectively when positive collaborative partnerships exist in schools. They indicate that communication is an effective tool to build positive partnerships. Forms of effective communication include the use of technology, providing school parent handbooks, and parent conferences on student progress.

Lloyd-Smith (2008) examined principals' and assistant principals' attitudes toward parental involvement in secondary schools of South Dakota. Similar beliefs were noted in Lloyd-Smith's study comparable to this study. The beliefs revealed that creating partnerships between the parent and school positively impacted students' grades and students' behavior. This study collected best practices such as events and communication

to increase parental involvement used by principals and assistant principals. Strategies of communication included teachers making contact with parents, automated calling to parents, and a web-based grading system. Hernandez and Leung (2004) identified email as an effective mode of communication for parents with the school and teachers. Sanders and Harvey (2002) as cited by Epstein (2009) reveal that a case study identified four factors to develop and maintain parental involvement. Two of the factors include communication between the parents and school and a welcoming school climate. Lloyd-Smith (2008) indicated that principals reflected more positive communication from principals as opposed to assistant principals. In addition, principals with higher education beyond a Masters degree, and principals with smaller populated schools under 300 students, showed more positively in the communication area. On the contrary, this study included secondary administrators such as Lloyd-Smith, but also included elementary principals. The findings were different in the area of communication.

In this study, principals provided more use of three or more strategies than the assistant principals. In fact, assistant principals provided more single strategy responses than principals. This finding indicates that principals utilized more strategies than assistant principals to encourage parental involvement at the campus. Among the strategies provided by principals and assistant principals, four strategies were utilized most at campuses. These four strategies include: use of communication, inviting parents to events, involvement in PTA or PTO, and utilizing volunteering. Similarly, two of the four strategies align with the work of Epstein (2009). In fact, communicating and volunteering align with Epstein's parental involvement framework of six types of parental involvement (Epstein, 2009). Epstein (2009) identified in a study that parental

involvement and school events impacted student achievement positively. In fact, parents' attendance at college workshops impacted students' grades, standardized test scores, behaviors, attendance, and school preparedness positively. Conway and Houtenville (2008) utilized national data of over 10,000 eighth grade students and analyzed the frequency of student academic events that parents discussed with their child. They found that these conversations and parental involvement at school consistently showed higher levels on achievement of the eighth grade students. Bagin, Gallagher, and Moore (2008) note another effective parent event strategy called the invitational visitation. This includes parents invited to meet with the principal and observe school processes at the campus. Jacobi, Wittreich, and Hogue (2003) recommend surveying parents to identify the best ideal times to hold school events to increase the parental involvement rates. According to Yarrow (2010) parent volunteers in schools positively impacted student achievement, student scores, and grades. Bagin, Gallagher, and Moore (2008) discuss an important component of parental involvement which includes the PTA. Parents within the PTA organization are able to participate and support their student's needs with teachers and administrators. Principals place a greater emphasis on three out of the four strategies than the assistant principals which include: events, PTA or PTO, and volunteering. Two of these four identified strategies, communication and volunteering were identified components of the six standards of the National Parent Teacher Association according to Jacobi, Wittreich, and Hogue (2003). Assistant principals emphasized only one strategy, communication, more than the principals. This finding indicates that principals are maximizing strategies to involve parents at the campus. It appeared relevant that assistant principals engage highly in communication since it is an

effective daily strategy. Quigley (2000) as cited by Carter (2002) described the Parents as Learning Partners (PLP) Project. Communication between parents and teachers and the additional support of parents for students to learn at home demonstrated a positive result on third graders academics, homework, and behavior. In addition, West (2000) as cited by Carter (2002) discussed a study which focused to increase parent and teacher communication. As a result, students did more homework and performed well on tests. The administrators convey the importance of parental involvement to the rest of the faculty. Therefore, it was interesting that principals, or instructional leaders, provided the highest percentage of three or more strategies and placed greater emphasis on three out of four frequently used strategies than assistant principals.

3. How do the principals and assistant principals react when a parent asks them to change their student's teacher? What explanation did they give for their decision?

Argyris and Schön (1978) describe a theory in action that relates to this research question. A theory in action includes the espoused theory and the theory in use. These two researchers indicate that the theory in action concept explains the gap between individuals' espoused theory and theory in use. The espoused theory is what a person says he/she wants to do. The theory in use is what the person actually does. It is more likely to see consistency with a person following through the theory in use than the espoused theory. For effectiveness, a person should align his/her espoused theory with the theory in use. Therefore, this research question will reveal how principals and assistant principals will practice the theory in use in this situation. Principals and assistant principals communicate and collaborate with parents on a daily basis. Principals' and assistant principals' responses were similar in reaction to this question. In

fact, the differences ranged from only 0.2% to 3.2% in all categories. Overall, principals

categories in order of reaction was greatest to least from "I try my best to discourage it",

"I do so hesitatingly", "I resist their efforts to have a change", "I do so willingly", and "I

do so begrudgingly". It was determined that principals and assistant principals

willingness to change a student's teacher upon parent request was marginally low. In

fact, the response "I do so willingly" was the only positive response among all the

selections. It was not the first category selected by principals, in fact it was second to last

according to their responses (see Table 4.6). According to the only positive response

selection, both principals' (8.7%) and assistant principals' (9.4%) responses indicate that

less than 10% are willing to change a student's teacher upon parent request. This finding

indicates that over 85% of principals (87.0%) and assistant principals (86.7%) are not

willing to meet the parent's request in that specific scenario.

4. What variables in the school setting create differences in the responses of principals

and assistant principals?

　　　　There were three variables in the school setting that created differences of the

principals' and assistant principals' responses to question one. The three variables

include the school's grade level, the school's location (geographic area), and the school's

TEA Accountability rating. The variables were examined to compare how they impacted

the principals' and assistant principals' "high", "moderate", and "low" levels of parental

involvement. The following will discuss the results of each variable.

　　　　It is commonly said that parents of elementary students are usually more involved

than parents of secondary students. In fact, Epstein (2009) discussed trends in research,

surveys, experimental interventions, and other field studies of the elementary, middle,

and high school levels. One noted trend is that parental involvement partnerships decrease as students rise to higher grade levels. In alignment to this trend, elementary principals (47.%) and assistant principals (35.2%) of the "high" level category placed more value on parental involvement than middle school principals (16.2%), middle school assistant principals (19%), high school principals (17.7%), and high school assistant principals (15.0%). In fact, the elementary principals and assistant principals had higher percentages than middle school and high school administrators, which indicated that elementary principals and assistant principals emphasize parental involvement more than secondary administrators in this study's results. Lloyd-Smith (2008) revealed that study results indicated secondary principals of South Dakota do not have strong attitudes for parental involvement. Even though the results indicate that elementary principals and assistant principals place more value on parental involvement of the "high" level, high school principals (17.7%) and assistant principals (15.0%) placed value on parental involvement in the "high" level. Simon (2001) as cited by Carter (2002) examined parental involvement in high schools and analyzed over 1,000 high school principal reports according to the 1988 National Educational Longitudinal Study. The results indicated parental involvement in high schools increased student achievement, student behavior, and attendance. Students were more prepared for class and ready to learn, and earned higher grades and completed more course credits in math and English. Lloyd-Smith (2008) discussed the high schools that work (HSTW) program which stipulates that parents are involved in an advising system so that students increase their completion rate of the program. South Dakota's pathways to graduation program also involved parents' input in the graduation selection plan of students.

Richardson (2009) conducted a study in the big eight urban districts of Ohio on principals' perceptions of parental involvement. This study examined principals' roles and facilitation in parental involvement of school processes. The results showed a higher means in the facilitation of the role area and a lower means in the domain of school processes. In this study, three geographic areas: urban, suburban, and rural were compared across principals' and assistant principals' responses of the "high" level of parental involvement. Both principals (4.5%) and assistant principals (2.4%) of the rural geographic location generated the smallest amount of responses in the "high" level category. The greater amount of responses was in the urban and suburban geographic locations. The principals (51.0%) in the suburban area placed the most emphasis on parental involvement. The assistant principals (53.8%) in the urban area placed the most emphasis on parental involvement. This finding indicates a greater emphasis of parental involvement in the suburban area for principals and in the urban area for assistant principals.

The principals' and assistant principals' responses according to their schools' TEA accountability rating were compared across principals' and assistant principals' responses of the "high" level of parental involvement. It was obvious that schools with a TEA low performing rating revealed the least emphasis than exemplary, recognized, and acceptable schools. Only 2.5% of principals' responses and 4.5% of assistant principals' responses placed value on parental involvement. Schools with an exemplary TEA rating revealed the second least emphasis of the "high" level of parental involvement. Only 9.1% of principals' responses and 9.3% of assistant principals' responses placed value on parental involvement. This indicates that the necessary level of parental involvement for

successful student achievement is already present. The schools with a recognized TEA

rating placed the second greatest emphasis of the "high" level of parental involvement.

The principals' responses were 28.3% and the assistant principals' responses were 24.7%.

The greatest emphasis of the "high" level of parental involvement was indicated by

principals (47.0%) and assistant principals (50.0%) of schools with an acceptable TEA

rating. This indicates that the necessary level of parental involvement for successful

student achievement is a goal that is in the development phase for increased parental

involvement. Again in comparison of the principals' and assistant principals' responses,

they were within a close range for each TEA rating. The range was from 0.2% to 3.6%

(see Table 4.11).   Jacobi, Wittreich, and Hogue (2003) discussed parental involvement

literacy best practices utilized by Poudre School District in Colorado. As a result, test

scores increased above the state average and ranked high in comparison with the state.

Conclusions

In conclusion, several findings illustrate the similarities and differences of the

principals' and assistant principals' perception on their role in parental involvement.

First, principals (63.9%) and assistant principals (66.0%) place high value on parental

involvement. Furthermore, principals and assistant principals indicate that effective

strategies to encourage parental involvement are crucial on campus. More specifically,

four strategies are most frequently used by both principals and assistant principals. The

four strategies most frequently used include inviting parents to school-related events, to

use communication with parents, to involve PTA or PTO, and to utilize volunteering.

Another finding is that principal participants and assistant principal participants

are not most willing to change a student's teacher upon parent request. Instead, they try

to discourage and dissuade the parent's request. The fourth finding is that elementary

principals and assistant principals place a greater emphasis on parental involvement than

do secondary principals. The fifth finding is that principals and assistant principals in the

rural geographic area in the "high" level place less value on parental involvement than

principals place in the suburban area and assistant principals place in the urban area. The

last finding is that principals and assistant principals place the most emphasis of the

"high" level at schools with an acceptable TEA rating and the least on schools with low

performing TEA accountability ratings. This is because the campuses with an acceptable

TEA Rating are striving to impact student achievement to attain the recognized or

exemplary TEA Rating. Therefore, as literature studies indicate parental involvement is

linked to student achievement. Therefore, this validates the finding of the campuses with

the acceptable TEA accountability rating placing the most emphasis of the "high" level of

parental involvement as appropriate and necessary.

Implications for Practice

The key concern of this particular study involves the manner in which principals

and assistant principals engage parents in supporting their student's education through the

use of parental involvement. The information provided here is particularly helpful in the

planning of professional development and principal training programs within the realm of

increasing parental involvement in schools. The role of the administrator is to develop

strong relationships and partnerships with parents in the school. Hence, their key focus

rests on developing stronger parental involvement partnerships that will impact student

achievement positively. This research also provides an opportunity to identify best

practices and needed areas of professional development for the administrative roles in

parental involvement. The results will help administrators and aspiring administrators recognize perceptions in their role in relation to parental involvement. This understanding provides an indication of strengths and areas that need improvement in these roles for parental involvement. Hence, this study increases the awareness and facilitation of the administrative role to foster parental partnerships. The use of professional development and training to strengthen parental involvement will ultimately impact student achievement.

Student achievement is a priority at all school levels in all geographic locations. Therefore, principals and assistant principals should utilize the strategies revealed for their own campus implementation approaches. A parental involvement action plan should be used to effectively identify campus' needs, develop goal strategies, implement the plan, and evaluate the progress. This study's results should, therefore, be utilized for the professional development of teachers and other school staff. The amount of parental involvement in high performing schools indicates that good parenting programs are being developed. These programs could impact other schools that are in the development and implementation stages of good parenting programs. This represents how educators approach parental involvement to impact student achievement in U.S. schools. Further, principals and assistant principals should attend professional development in districts and administration preparation programs to enhance skills to foster parental involvement at their campuses. Administrator preparation programs should also utilize the principals' and assistant principals' perceptions of the level of parental involvement results to prepare aspiring administrators.

The professional practice of principals and assistant principals is impacted by this study in that it places emphasis upon administrators working with parents in order to gain their collaborative support as a successful partner. This interaction strengthens the parent- and home-school connection and school-parent partnerships. The results and findings of this study ultimately highlight the importance of communication between the administrators and parents. The emphasis of communication edifies administrators' daily practice in using communication as a vehicle to build positive partnerships with parents. Overall, this study impacts administrators' practice to impact student achievement with the support of parental involvement.

Implications for Future Research

It is apparent that low performing schools revealed the lowest emphasis of parental involvement in the "high" level category of parental involvement. The highest emphasis occurred within schools rated as acceptable. Therefore, further study with a more extensive investigation of the strategies used within acceptable schools – compared to low performing schools – would be effective. Furthermore, an extensive investigation should be conducted in order to compare the "high" level of parental involvement in elementary schools to secondary schools.

Summary

Research indicates that parental involvement is linked to higher student achievement. This study revealed perceptions of principals and assistant principals in relation to their role on parental involvement. It is key that administrators build relationships with parents to support student achievement. This study's examination on principals' and assistant principals' perceptions of parental involvement, and the

strategies they use to encourage parental involvement, could impact current and aspiring administrators. These future educational leaders could use the findings of this study to foster parental partnerships that will greatly impact student achievement progress on their campuses.

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Appendix A

Approval Letter From the Human Subjects Research Committee

UNIVERSITY *of* HOUSTON

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS

October 29, 2010

Ms. Lisa Rios-Harrist
c/o Dr. Doris Prater
Curriculum and Instruction

Dear Ms. Rios-Harrist:

Based upon your request for exempt status, an administrative review of your research proposal entitled "The Perceptions of the Principal and Assistant Principal on their Role in Parental Involvement" was conducted on October 25, 2010.

At that time, your request for exemption under **category 4** was approved pending modification of your proposed procedures/documents.

The changes you have made adequately respond to the identified contingencies. As long as you continue using procedures described in this project, you do not have to reapply for review.* Any modification of this approved protocol will require review and further approval. Please contact me to ascertain the appropriate mechanism.

If you have any questions, please contact Alicia Vargas at (713) 743-9215.

Sincerely yours,

Enrique Valdez, Jr.
Director, Research Compliance

*Approvals for exempt protocols will be valid for 5 years beyond the approval date. Approval for this project will expire **October 1, 2015**. If the project is completed prior to this date, a final report should be filed to close the protocol. If the project will continue after this date, you will need to reapply for approval if you wish to avoid an interruption of your data collection.

Protocol Number: 11086-EX

Appendix B

Principal Survey Instrument
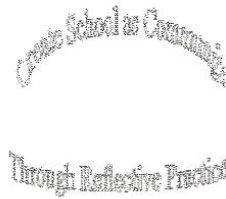
University of Houston • College of Education

COLLABORATION
FOR LEARNING & LEADING

Graduate Student's Name [   ]

Section A:

Demographic Information

The Principal's name [   ]

Age in Years: ☐ 30 and Under ☐ 31-37 ☐ 38-45 ☐ 46-55 ☐ 56-62 ☐ Over 63

Sex: ☐ Male ☐ Female   Years as a Principal [   ]   Years in Education [   ]

Degrees Held: ☐ Bachelors   ☐ Masters   ☐ Doctorate

Management Certification   Year [   ]

Institution [   ]

Ethnicity: ☐ White/Non-Hispanic ☐ Black/Non-Hispanic ☐ Hispanic ☐ Asian/Pacific Islander

        ☐ American Indian/Alaskan Native   ☐ Non-Resident/International

Major teaching field [   ]

Extra-curricular activities directed while a teacher

[   ]

The School's name [   ]

Location: ☐ Rural ☐ Suburban ☐ Urban [   ] The Grades in the school

Number of: Teachers [   ] Students [   ]

Percentage of students: [   ] White/Non-Hispanic [   ] Black/Non-Hispanic [   ] Hispanic

[   ] Asian/Pacific Islander [   ] American Indian/Alaskan Native

[   ] Non-Resident/International

Other certificated personnel [   ] Non-certificated personnel [   ]

TAKS Rating: ☐ Exemplary ☐ Recognized ☐ Acceptable ☐ Low performing

Percentage of students receiving free and reduced Lunch [   ]

Name of School District [   ]

Section B:

In this section we are trying to establish how principals conceptualize their notions
of what makes a school a "good" school as opposed to a "fair or poor" school.

Much of the current educational leadership literature focuses on effective schools and more currently
how we develop our schools as community. The new nomenclature currently used is "good school."
How would you describe a good school?

[text box]

For our purposes school culture is described as "What the school values." How would
you describe the culture of a good school?

[text box]

Section C

We are trying to understand the importance of the relationship between the principal and the teachers.

Explain how the relationship between the principal and the teacher important for the school.

> [text input field]

Describe what you think are the most critical feature for a successful working relationship between teacher and principal.

> [text input field]

What do you do to create good relations with your teachers?

> [text input field]

Do you look out for the personal welfare of your teachers? If so, how do you do it?

> [text input field]

Section D

In this section we are trying to establish the attitudes beliefs and values that principals have with regard to teacher supervision.

What is the purpose of teacher supervision?

> [text input field]

Do our assessment practices (TTAS, PDAS) really work? Do you believe that the process achieves the intended outcome? What do you believe are the outcomes?

Do you think that the principal is the best person in the school to do supervision? For example is there any value for a principal with no education or experience supervising a French language class.

When supervising teachers do you report on what you observe or do you consider other factors when writing your reports? Explain

Section E

We are trying to establish the understandings that principals have about leadership

Describe he difference between a "linear" leader contrasted to a critical thinker and systematic problem solver?

What do you believe are the most important characteristics of a good leader?

How would you describe yourself as a leader?

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│                                │▼│
├─┬──────────────────────────┬───┼─┤
│◄│ │                        │►  │ │
└─┴──────────────────────────┴───┴─┘
```

To what extent do you allow teachers to take risks to make the school better?

```
┌────────────────────────────────┬─┐
│                                │▲│
│                                ├─┤
│                                │ │
│                                │▼│
├─┬──────────────────────────┬───┼─┤
│◄│ │                        │►  │ │
└─┴──────────────────────────┴───┴─┘
```

To what extent do you believe that teachers should be involved in leadership roles in your school?

```
┌────────────────────────────────┬─┐
│                                │▲│
│                                ├─┤
│                                │ │
│                                │▼│
├─┬──────────────────────────┬───┼─┤
│◄│ │                        │►  │ │
└─┴──────────────────────────┴───┴─┘
```

Section F

We are trying to establish the understanding and value principals attach to the role of parental involvement in their student's education.

What do you believe is an appropriate and necessary level of parental involvement in the student's education? Explain.

```
┌────────────────────────────────┬─┐
│                                │▲│
│                                ├─┤
│                                │ │
│                                │▼│
├─┬──────────────────────────┬───┼─┤
│◄│ │                        │►  │ │
└─┴──────────────────────────┴───┴─┘
```

What do you do to encourage and support parental involvement in their student's education?

```
┌────────────────────────────────┬─┐
│                                │▲│
│                                ├─┤
│                                │ │
│                                │▼│
├─┬──────────────────────────┬───┼─┤
│◄│ │                        │►  │ │
└─┴──────────────────────────┴───┴─┘
```

When a parent asks you to change their student's teacher how do you react? Check one category below

☐	I do so willingly
☐	I do so hesitatingly
☐	I do so begrudgingly
☐	I try my best to discourage it
☐	I resist their efforts to have a change

Explain your answer here:

Section G

In this section we are trying to establish the obstacles frustrations and changes principals are most concerned with

On a scale of 1 to 5 with 5 being most and 1 being least, rate the degree to which each of the following presents a feeling of frustration or being discouraged in being able to carry out your duties.

	1	2	3	4	5
Federal Bureaucracy	☐	☐	☐	☐	☐
State Bureaucracy	☐	☐	☐	☐	☐
School District Bureaucracy	☐	☐	☐	☐	☐
Lack of Money	☐	☐	☐	☐	☐
Lack of other resources	☐	☐	☐	☐	☐
Lack of parent involvement in the school	☐	☐	☐	☐	☐
Poor Preparation of Teachers	☐	☐	☐	☐	☐
Lack of Teacher Commitment	☐	☐	☐	☐	☐
Poor instruction of teachers	☐	☐	☐	☐	☐
Lack of parental involvement at home	☐	☐	☐	☐	☐
Lack of Student Motivation	☐	☐	☐	☐	☐
Poor basic skills of students	☐	☐	☐	☐	☐

On a scale of 1 to 5 with 5 being most and 1 being least rate the degree to which each of the following presents a genuine obstacle or restriction that cause you the most concern as you try to carry out your duties as principal.

	1	2	3	4	5
Federal Bureaucracy	☐	☐	☐	☐	☐
State Bureaucracy	☐	☐	☐	☐	☐
School District Bureaucracy	☐	☐	☐	☐	☐
Lack of Money	☐	☐	☐	☐	☐
Lack of other resources	☐	☐	☐	☐	☐
Lack of parent involvement in the school	☐	☐	☐	☐	☐
Poor Preparation of Teachers	☐	☐	☐	☐	☐
Lack of Teacher Commitment	☐	☐	☐	☐	☐
Poor instruction of teachers	☐	☐	☐	☐	☐
Lack of parental involvement at home	☐	☐	☐	☐	☐
Lack of Student Motivation	☐	☐	☐	☐	☐
Poor basic skills of students	☐	☐	☐	☐	☐

On a scale of 1 to 5 with 5 being most and 1 being least rate the following for the things that you would change to make you more enabled in your role as principal.

	1	2	3	4	5
Federal Bureaucracy	☐	☐	☐	☐	☐
State Bureaucracy	☐	☐	☐	☐	☐
School District Bureaucracy	☐	☐	☐	☐	☐
Lack of Money	☐	☐	☐	☐	☐
Lack of other resources	☐	☐	☐	☐	☐
Lack of parent involvement in the school	☐	☐	☐	☐	☐
Poor Preparation of Teachers	☐	☐	☐	☐	☐
Lack of Teacher Commitment	☐	☐	☐	☐	☐
Poor instruction of teachers	☐	☐	☐	☐	☐
Lack of parental involvement at home	☐	☐	☐	☐	☐
Lack of Student Motivation	☐	☐	☐	☐	☐
Poor basic skills of students	☐	☐	☐	☐	☐

Section H

On a scale of 1 to 5 with 5 being most and 1 being least indicate the extent to which each of the following represents important knowledge you should have to be a successful principal.

	1	2	3	4	5
Knowledge of people	☐	☐	☐	☐	☐
Curriculum	☐	☐	☐	☐	☐
Law	☐	☐	☐	☐	☐
Fiscal	☐	☐	☐	☐	☐

On a scale of 1 to 5 with 5 being most and 1 being least indicate the extent to which each of the following represents important skills you should have to be a successful principal.

	1	2	3	4	5
Interpersonal	☐	☐	☐	☐	☐
Communication	☐	☐	☐	☐	☐
Leadership	☐	☐	☐	☐	☐
Management	☐	☐	☐	☐	☐
Technical	☐	☐	☐	☐	☐

On a scale of 1 to 5 with 5 being most and 1 being least indicate the extent to which each of the following represents important attributes you should have to be a successful principal.

	1	2	3	4	5
Positive disposition	☐	☐	☐	☐	☐
Visionary	☐	☐	☐	☐	☐
Ethical Values	☐	☐	☐	☐	☐
Good Communicator	☐	☐	☐	☐	☐
Organizer	☐	☐	☐	☐	☐

Section I

We are trying to understand the importance of student behavior in the operation of the school

To what degree is student discipline an important aspect of a good school?

```
[                    ]
```

Explain

```
[                    ]
```

Do you know of teachers who rarely have student discipline problems?

Yes ☐   No ☐

If yes, what is it that those teachers do that results in good student discipline.

```
[                    ]
```

Describe what it is that teachers' do that have poor student discipline.

```
[                    ]
```

Do you see a relationship between a teachers' classroom discipline and students' academic achievement?

```
[                    ]
```

9

Do you think that schools should teach "virtues" or "character?"   Why or why not?
Do you have any formal programs in your school that focus on character education?

Section J

There is probably a lot of advice you could give to someone preparing to
become a school principal but if there was one single piece of advice you
could give what would advise.

Section K

How has the influence of high-stakes testing influenced your role as a principal?
How is it influenced teachers, parents, and students?

Section L

To what extent is the achievement gap a problem in your school? What efforts have
you made to reduce achievement differences in school?

Section M

To what extent has technology make a difference in your school? How has it influenced teachers, counselors, and students? How has it influenced your role as principal?

Section N

Can you think of an example of research-generated knowledge which you found useful in some aspect of your job as principal?   If so please tell me about that knowledge.

All educators need access to new expert knowledge. What sources of information do you find most useful when looking for new professional ideas? On a scale of 1 to 10 (highest), how would you rate each of these types of information sources for the technical knowledge they provide:

a.   Professional meetings of state or national education associations

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

b.   Workshops

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

c.   Professional Journals concerned with education

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

d.   Professional Books concerned with education

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

e.   Professional Bulletins from regional or national information sources

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

f.   Professional Bulletins from district or state authorities

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

g.   Newsletters from professional organizations

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

h.   University or college courses that you attended for certification or a advanced degree

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

i.   Internet

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

j.   Other sources (please explain)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

On a scale of 1 to 10 (highest), how would you rate the quality of the educational research that you've read over the last year?
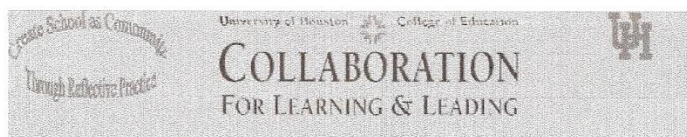
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

What would it take for you to rate it a 10?

Appendix C

Assistant Principal Survey Instrument

COLLABORATION
FOR LEARNING & LEADING

University of Houston   College of Education

Create School as Community Through Reflective Practice

SECURITY CODE:

Graduate Student's Name

Section A:

Demographic Information

The Assistant Principal's name

Age in Years: ○ 30 and Under   ○ 31-37   ○ 38-45   ○ 46-55   ○ 56-62   ○ Over 63

Sex: ○ Male   ○ Female   Years as a Assistant Principal [ ]   Years in Education
[ ]

Degrees Held: ⊡ Bachelors   ⊡ Masters   ⊡ Doctorate

Management Certification   Year [ ]

Institution [ ]

Ethnicity: ⊡ White/Non-Hispanic   ⊡ Black/Non-Hispanic   ⊡ Hispanic   ⊡ Asian/Pacific Islander

           ⊡ American Indian/Alaskan Native   ⊡ Non-Resident/International

Major teaching field [ ]

Extra-curricular activities directed while a teacher

[ ]

The School's name [ ]

Location: ☐ Rural ☐ Suburban ☐ Urban [ ] The Grades in the school

Number of: Teachers [ ]   Students [ ]

Percentage of students: [ ] White/Non-Hispanic [ ] Black/Non-Hispanic [ ] Hispanic
[ ] Asian/Pacific Islander [ ] American Indian/Alaskan Native
[ ] Non-Resident/International

Other certificated personnel [ ]   Non-certificated personnel [ ]

TAKS Rating: ☐ Exemplary ☐ Recognized ☐ Acceptable ☐ Low performing

Percentage of students receiving free and reduced Lunch [ ]

Name of School District [ ]

Section B:

**In this section we are trying to establish how assistant principals conceptualize their notions
of what makes a school a "good" school as opposed to a "fair or poor" school.**

Much of the current educational leadership literature focuses on effective schools and more currently how we develop our schools as community. The new nomenclature currently used is "good school." How would you describe a good school?

For our purposes school culture is described as "What the school values." How would you describe the culture of a good school?

Section C

We are trying to understand the importance of the relationship between the assistant principal and the teachers.

Explain how the relationship between the assistant principal and the teacher important for the school.

Describe what you think are the most critical feature for a successful working relationship between teacher and assistant principal.

What do you do to create good relations with your teachers?

[blank box]

Do you look out for the personal welfare of your teachers? If so, how do you do it?

[blank box]

Section D

In this section we are trying to establish the attitudes beliefs and values that assistant principals have with regard to teacher supervision.

What is the purpose of teacher supervision?

[blank box]

Do our assessment practices (TTAS, PDAS) really work? Do you believe that the process achieves the intended outcome? What do you believe are the outcomes?

[blank box]

Do you think that the assistant principal is the best person in the school to do supervision? For example is there any value for a assistant principal with no education or experience supervising a French language class.

[ ]

When supervising teachers do you report on what you observe or do you consider other factors when writing your reports? Explain

[ ]

Section E

We are trying to establish the understandings that assistant principals have about leadership

Describe he difference between a "linear" leader contrasted to a critical thinker and systematic problem solver?

[ ]

What do you believe are the most important characteristics of a good leader?

[ ]

How would you describe yourself as a leader?

To what extent do you allow teachers to take risks to make the school better?

To what extent do you believe that teachers should be involved in leadership roles in your school?

Section F

We are trying to establish the understanding and value assistant principals attach to the role of parental involvement in their student's education.

What do you believe is an appropriate and necessary level of parental involvement in the student's education? Explain.

What do you do to encourage and support parental involvement in their student's education?

When a parent asks you to change their student's teacher how do you react?
Check one category below

○	I do so willingly
○	I do so hesitatingly
○	I do so begrudgingly
○	I try my best to discourage it
○	I resist their efforts to have a change

Explain your answer here:

Section G

In this section we are trying to establish the obstacles frustrations and changes assistant principals are most concerned with

On a scale of **1 to 5 with 5 being most and 1 being least**, rate the degree to which each of the following presents a feeling of frustration or being discouraged in being able to carry out your duties.

	1	2	3	4	5
Federal Bureaucracy	○	○	○	○	○

	1	2	3	4	5
State Bureaucracy	○	○	○	○	○
School District Bureaucracy	○	○	○	○	○
Lack of Money	○	○	○	○	○
Lack of other resources	○	○	○	○	○
Lack of parent involvement in the school	○	○	○	○	○
Poor Preparation of Teachers	○	○	○	○	○
Lack of Teacher Commitment	○	○	○	○	○
Poor instruction of teachers	○	○	○	○	○
Lack of parental involvement at home	○	○	○	○	○
Lack of Student Motivation	○	○	○	○	○
Poor basic skills of students	○	○	○	○	○

On a scale of **1 to 5 with 5 being most and 1 being least** rate the degree
to which each of the following presents a genuine obstacle or restriction that cause
you the most concern as you try to carry out your duties as assistant principal.

	1	2	3	4	5
Federal Bureaucracy	○	○	○	○	○
State Bureaucracy	○	○	○	○	○
School District Bureaucracy	○	○	○	○	○
Lack of Money	○	○	○	○	○

	1	2	3	4	5
Lack of other resources	○	○	○	○	○
Lack of parent involvement in the school	○	○	○	○	○
Poor Preparation of Teachers	○	○	○	○	○
Lack of Teacher Commitment	○	○	○	○	○
Poor instruction of teachers	○	○	○	○	○
Lack of parental involvement at home	○	○	○	○	○
Lack of Student Motivation	○	○	○	○	○
Poor basic skills of students	○	○	○	○	○

On a scale of **1 to 5 with 5 being most and 1 being least** rate the following for the things that you would change to make you more enabled in your role as assistant principal.

	1	2	3	4	5
Federal Bureaucracy	○	○	○	○	○
State Bureaucracy	○	○	○	○	○
School District Bureaucracy	○	○	○	○	○
Lack of Money	○	○	○	○	○
Lack of other resources	○	○	○	○	○
Lack of parent involvement in the school	○	○	○	○	○
Poor Preparation of Teachers	○	○	○	○	○

Lack of Teacher Commitment	○	○	○	○	○
Poor instruction of teachers	○	○	○	○	○
Lack of parental involvement at home	○	○	○	○	○
Lack of Student Motivation	○	○	○	○	○
Poor basic skills of students	○	○	○	○	○

Section H

On a scale of **1 to 5 with 5 being most and 1 being least** indicate the extent to which each of the following represents important knowledge you should have to be a successful assistant principal.

	1	2	3	4	5
Knowledge of people	○	○	○	○	○
Curriculum	○	○	○	○	○
Law	○	○	○	○	○
Fiscal	○	○	○	○	○

On a scale of 1 to 5 with 5 being most and 1 being least indicate the extent to which each of the following represents important skills you should have to be a successful assistant principal.

	1	2	3	4	5
Interpersonal	○	○	○	○	○
Communication	○	○	○	○	○
Leadership	○	○	○	○	○
Management	○	○	○	○	○

Technical					
	○	○	○	○	○

On a scale of **1 to 5 with 5 being most and 1 being least** indicate the extent to which each of the following represents important attributes you should have to be a successful assistant principal.

	1	2	3	4	5
Positive disposition	○	○	○	○	○
Visionary	○	○	○	○	○
Ethical Values	○	○	○	○	○
Good Communicator	○	○	○	○	○
Organizer	○	○	○	○	○

Section I

We are trying to understand the importance of student behavior in the operation of the school

To what degree is student discipline an important aspect of a good school?

Explain

Do you know of teachers who rarely have student discipline problems?

Yes ○ No ○

If yes, what is it that those teachers do that results in good student discipline.

Describe what it is that teachers' do that have poor student discipline.

Do you see a relationship between a teachers' classroom discipline and students' academic achievement?

Do you think that schools should teach "virtues" or "character?"   Why or why not?
Do you have any formal programs in your school that focus on character education?

Section J

There is probably a lot of advice you could give to someone preparing to

become a school assistant principal but if there was one single piece of advice you
could give what would advise.

Section K

How has the influence of high-stakes testing influenced your role as a assistant principal?
How is it influenced teachers, parents, and students?

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To what extent is the achievement gap a problem in your school? What efforts have
you made to reduce achievement differences in school?

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To what extent has technology make a difference in your school? How has it influenced
teachers, counselors, and students? How has it influenced your role as assistant principal?

Section N

Can you think of an example of research-generated knowledge which you found useful in some aspect of your job as assistant principal?

If so please tell me about that knowledge.

All educators need access to new expert knowledge. What sources of information do you find most useful when looking for new professional ideas? On a scale of 1 to 10 (highest), how would you rate each of these types of information sources for the technical knowledge they provide:

a. Professional meetings of state or national education associations
    ○ 1   ○ 2   ○ 3   ○ 4   ○ 5   ○ 6   ○ 7   ○ 8   ○ 9   ○ 10

b. Workshops
    ○ 1   ○ 2   ○ 3   ○ 4   ○ 5   ○ 6   ○ 7   ○ 8   ○ 9   ○ 10

c. Professional Journals concerned with education
    ○ 1   ○ 2   ○ 3   ○ 4   ○ 5   ○ 6   ○ 7   ○ 8   ○ 9   ○ 10

d. Professional Books concerned with education
    ○ 1   ○ 2   ○ 3   ○ 4   ○ 5   ○ 6   ○ 7   ○ 8   ○ 9   ○ 10

e. Professional Bulletins from regional or national information sources
    ○ 1   ○ 2   ○ 3   ○ 4   ○ 5   ○ 6   ○ 7   ○ 8   ○ 9   ○ 10

f. Professional Bulletins from district or state authorities
    ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10

g. Newsletters from professional organizations
    ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10

h. University or college courses that you attended for certification or a advanced degree
    ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10

i. Internet
    ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10

j. Other sources (please explain)

[ ]

    ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10

On a scale of 1 to 10 (highest), how would you rate the quality of the educational research that you've read over the last year?

○ 1   ○ 2   ○ 3   ○ 4   ○ 5   ○ 6   ○ 7   ○ 8   ○ 9   ○ 10

What would it take for you to rate it a 10?

[ ]

Submit   Reset

Appendix D

Chapter Four Tables

APPENDIX E

PRINCIPALS' CATEGORIES IN THE "HIGH", "MODERATE", AND "LOW"

LEVELS ON PARENTAL INVOLVEMENT

Table 1

Principals' Categories in the "High" Level on Parental Involvement

Response	Frequency (Percent)
1. A lot	2 (0.6%)
2. All the Involvement the School Can Get	4 (1.3%)
3. Always Be Involved	1 (0.3%)
4. As Much as a Parent Can Give	2 (0.6%)
5. At All Levels	2 (0.6%)
6. Can Not Limit This	1 (0.3%)
7. Critical	2 (0.6%)
8. Critical/Involved without Overstepping Boundaries	1 (0.3%)
9. Critical/ Too Much	1 (0.3%)
10. Crucial	1 (0.3%)
11. Essential	3 (1.0%)
12. Every Child's Parent Should be Involved Everyday	1 (0.3%)
13. Every Parent Should be Involved	1 (0.3%)
14. Extremely Important	1 (0.3%)
15. Extremely Involved	1 (0.3%)
16. Great	2 (0.6%)
17. Heavy Involvement	1 (0.3%)
18. High Level	5 (1.6%)
19. High Quality	1 (0.3%)
20. Highest Level	1 (0.3%)
21. Important to Have an Active PTA/PTO	3 (1.0%)
22. Involved for Students' Academic Education	20 (6.5%)
23. Key to a Successful Learning Environment	2 (0.6%)
24. Major Part of a Successful School	2 (0.6%)
25. More Involved	3 (1.0%)
26. Most Important	2 (0.6%)
27. Must be Involved	3 (1.0%)
28. Must be Involved in Homework	5 (1.6%)
29. Must be Involved/Not Intrusive	1 (0.3%)
30. Need to be Consistently Involved	1 (0.3%)
31. Need to be Involved	1 (0.3%)
32. Need to be Supportively Skeptical	1 (0.3%)
33. Need to be Their Child's Advocate	4 (1.3%)
34. Need to Reinforce at Home What is Being Taught in School	7 (2.3%)
35. Ninety Percent More	1 (0.3%)
36. No Boundaries	1 (0.3%)
37. One Hundred Percent	14 (4.5%)
38. Parents are Stakeholders	2 (0.6%)
39. Parents are the Key to Students' Success	19 (6.1%)
40. Parents Help Enforce Values and Standards	2 (0.6%)
41. Parents Play an Important Role in Education	3 (1.0%)

42. Parents Provide Structure	2 (0.6%)
43. Parents Should Focus on Defining the Child's Role	2 (0.6%)
44. Pretty Involved	1 (0.3%)
45. Really Involved	1 (0.3%)
46. Should be Active	1 (0.3%)
47. Should be Active Participants	1 (0.3%)
48. Should be Actively Involved	1 (0.3%)
49. Should be Greatest on the Younger Years	1 (0.3%)
50. Should be in All Aspects/No Micromanaging	1 (0.3%)
51. Should be Involved	5 (1.6%)
52. Should be Part of the Learning Triangle	1 (0.3%)
53. Should be Part of the Process	1 (0.3%)
54. Should be Partners	10 (3.2%)
55. Should Extend Learning at Home	4 (1.3%)
56. Should Show Their Children the Importance of Education	5 (1.6%)
57. The More, The Better	8 (2.6%)
58. Total	2 (0.6%)
59. Totally Involved	1 (0.3%)
60. Very Critical	1 (0.3%)
61. Very High	1 (0.3%)
62. Very High Priority	1 (0.3%)
63. Very Important	10 (3.2%)
64. Very Important/Too Involved	1 (0.3%)
65. Very Involved	3 (1.0%)
66. Very Involved/Not Too Involved	1 (0.3%)
67. Very Necessary	1 (0.3%)

Principals' Categories in the Moderate Level on Parental Involvement

Response	Frequency (Percent)
1. Appropriate	3 (1.0%)
2. Appropriate/Doesn't Interfere	1 (0.3%)
3. Available for Conferences	6 (1.9%)
4. Be Willing and Available for Parental Involvement	2 (0.6%)
5. Depends on the Students' Needs and the Parent	7 (2.3%)
6. Different for Various Cultures	2 (0.6%)
7. Enough to Ensure Students' Success	1 (0.3%)
8. High School Parents are Too Involved	1 (0.3%)
9. Important	5 (1.6%)
10. Involved	3 (1.0%)
11. Involved As Much As Possible	14 (4.5%)
12. Involved As Much As Possible/Avoid becoming Too Involved	1 (0.3%)
13. Involved As Much As Possible/Not Interfering	1 (0.3%)
14. Involved/Doesn't Interfere with the Education Process	1 (0.3%)
15. Involved/Not Overly Involved	1 (0.3%)
16. Necessary	4 (1.3%)
17. Need to be Aware of What is Going on	4 (1.3%)
18. Needed/Not Necessarily at the School, instead at home	1 (0.3%)
19. Should be Aware of Academic Requirements	3 (1.0%)
20. Should be Mandated to Offer Some Kind of Involvement	1 (0.3%)
21. Should Come to the School	1 (0.3%)
22. Should Come to the School at Least Four to Five Times	1 (0.3%)
23. Should Have an Opportunity to Express Opinions	1 (0.3%)
24. Should Help Their Child be Successful	1 (0.3%)
25. Should Know How Their Child is Doing	11 (3.5%)
26. Should Make an Appearance at the School about Twice a Semester	1 (0.3%)
27. Should Take Place at Home	2 (0.6%)
28. Should Volunteer	1 (0.3%)
29. Support	24 (7.7%)
30. Too Much Involvement is not Always Good in a Private School	1 (0.3%)
31. Too Much/Should Not Interfere with the Learning Process	1 (0.3%)
32. Volunteer/Should Not Interfere with the Learning Environment	1 (0.3%)

Principals' Categories in the Low Level on Parental Involvement

Response	Frequency (Percent)
1. Allow Your Child to Make Mistakes	1 (0.3%)
2. Fifty Percent	1 (0.3%)
3. Not Necessary	1 (0.3%)

APPENDIX F

ASSISTANT PRINCIPALS' CATEGORIES IN THE "HIGH", "MODERATE",

AND "LOW" LEVELS ON PARENT INVOLVEMENT

Table 2

Assistant Principals' Categories in the High Level on Parental Involvement

Response	Frequency (Percent)
1. A lot	1 (0.3%)
2. A lot/Problematic	1 (0.3%)
3. Absolutely Necessary	2 (0.5%)
4. Always Be Involved	3 (0.8%)
5. Constant and Consistent	2 (0.5%)
6. Critical	5 (1.3%)
7. Crucial	2 (0.5%)
8. Crucial/Not a Distraction	1 (0.3%)
9. Eighty to One Hundred Percent	1 (0.3%)
10. Eighty-five Percent	1 (0.3%)
11. Essential	10 (2.7%)
12. Extremely Important	2 (0.5%)
13. Extremely Necessary	1 (0.3%)
14. Fully Involved	3 (0.8%)
15. Full Partners	1 (0.3%)
16. Great Deal	2 (0.5%)
17. High Level	13 (3.5%)
18. High Level/Establish Boundaries with Parents	1 (0.3%)
19. High Percentage/Not a Parent Run Campus	1 (0.3%)
20. Highly Encouraged/Too Much	1 (0.3%)
21. Higher Involvement	1 (0.3%)
22. Highest Level	1 (0.3%)
23. Highly Encouraged	1 (0.3%)
24. Highly Important	1 (0.3%)
25. Imperative	2 (0.5%)
26. Involved Directly	1 (0.3%)
27. Involved for Students' Academic Education	26 (7.0%)
28. Maximum	1 (0.3%)
29. Moderate to High	1 (0.3%)
30. More Involvement	4 (1.1%)
31. Most Important	2 (0.5%)
32. Most Powerful Source	1 (0.3%)
33. Must be Involved	5 (1.3%)
34. Need to be Deeply Involved	1 (0.3%)
35. Need to be Involved	7 (1.9%)
36. Need to Support	2 (0.5%)
37. Never Have Too Much	1 (0.3%)
38. Ninety Percent/Doesn't Interfere with Class	1 (0.3%)
39. One Hundred and Ten Percent	1 (0.3%)
40. One Hundred Percent	20 (5.3%)
41. Ongoing	2 (0.5%)
42. Parents are an Integral Part of the School Operation	6 (1.6%)

43. Parents are the Guides   4 (1.1%)
44. Parents are the Key to Students' Success   10 (2.7%)
45. Parents are the Key to Students' Success/Too Much   2 (0.5%)
46. Parents Should Extend Learning at Home   3 (0.8%)
47. Really Important   1 (0.3%)
48. Should Always be Necessary   1 (0.3%)
49. Should be a Part of the Learning Triangle   2 (0.5%)
50. Should be Actively Involved   1 (0.3%)
51. Should be Full Members of the Process of Teaching and Learning 1 (0.3%)
52. Should be Highly Involved   1 (0.3%)
53. Should be Involved   16 (4.3%)
54. Should be Completely Involved   2 (0.5%)
55. Should be Partners   6 (1.6%)
56. Should Show Their Children the Importance of Education   6 (1.6%)
57. Should Take an Active Role   1 (0.3%)
58. Stay Involved   1 (0.3%)
59. Support Learning Process   3 (0.8%)
60. The More, The Better   9 (2.4%)
61. Total   2 (0.5%)
62. Totally   2 (0.5%)
63. Tremendously Important   1 (0.3%)
64. Utmost Importance   2 (0.5%)
65. Very High   4 (1.1%)
66. Very Important   13 (3.5%)
67. Very Involved   5 (1.3%)
68. Very Necessary   3 (0.8%)
69. Vital   3 (0.8%)

Assistant Principals' Categories in the Moderate Level on Parental Involvement

Response	Frequency (Percent)
1. Any Kind You Get/Anytime	2 (0.5%)
2. Depends on the Students' Needs	6 (1.6%)
3. Doesn't Interfere With Class	1 (0.3%)
4. Good and Bad	1 (0.3%)
5. High School Students' or Students' Responsibility	1 (0.3%)
6. Important	8 (2.1%)
7. Important/Limit to One Hour per Day	1 (0.3%)
8. Involved	10 (2.7%)
9. Involved As Much As Possible	15 (4.0%)
10. Involved As Much As Possible/Doesn't Interfere with Daily School Process	1 (0.3%)
11. Involved As Much As Possible/Without Overstepping	1 (0.3%)
12. Involved/Establish Boundaries with Parents	2 (0.5%)
13. Involved/Not Intrusive	7 (1.9%)
14. Must be Involved/Limitation	1 (0.3%)
15. Necessary	1 (0.3%)
16. Need to Control Parent Involvement	1 (0.3%)
17. Need to Know How to Best Serve Their Students	1 (0.3%)
18. Need to Understand Objectives and Expectations	1 (0.3%)
19. No Right Answer	1 (0.3%)
20. Seventy Percent	1 (0.3%)
21. Should be Actively Involved/Not on Campus Every Day	1 (0.3%)
22. Should be Involved Bi-Weekly	1 (0.3%)
23. Should be an Open Line of Communication	3 (0.8%)
24. Should Feel Welcome	2 (0.5%)
25. Should Feel Welcome/Establish Boundaries with Parents	1 (0.3%)
26. Should Know How Their Child is Doing	14 (3.7%)
27. Should Know How Their Child is Doing/No Micromanaging	2 (0.5%)
28. Should Volunteer	2 (0.5%)
29. Should Volunteer/Not in Their Students' Classroom	1 (0.3%)
30. Situational	2 (0.5%)
31. Support	12 (3.2%)
32. Support/Don't Call the Teacher Every Day	1 (0.3%)
33. Too Much	3 (0.8%)
34. Varying Degrees	1 (0.3%)
35. Varying Degrees/Not to Impede	1 (0.3%)

Assistant Principals' Categories in the Low Level on Parental Involvement

Response	Frequency (Percent)
1. High School Students' or Students' Responsibility	1 (0.3%)
2. No Right Answer	2 (0.5%)
3. Should be an Open Line of Communication	8 (2.1%)

APPENDIX G

PRINCIPALS' RESPONSES OF THREE OR MORE STRATEGIES,

TWO STRATEGIES, OR ONE STRATEGY UTILIZED TO

ENCOURAGE PARENTAL INVOLVEMENT

Table 3

Principals' Responses of Three or More Strategies Utilized to Encourage Parental

Involvement

Response	Frequency (Percent)
1. Communication/Encourage or Inform Parent's Importance/ Events/PTA or PTO/Volunteering	1 (0.3%)
2. Communication/Events/Grades	3 (1.0%)
3. Communication/Events/Grades/Open Door Policy	1 (0.3%)
4. Communication/Events/Open Door Policy	2 (0.6%)
5. Communication/Events/Open Door Policy/PTA or PTO	1 (0.3%)
6. Communication/Events/Open Door Policy/Welcome	2 (0.6%)
7. Communication/Events/Parent Expectations	4 (1.3%)
8. Communication/Events/Positive Relationships	1 (0.3%)
9. Communication/Events/PTA or PTO	18 (5.8%)
10. Communication/Events/PTA or PTO/Volunteering	2 (0.6%)
11. Communication/Events/PTA or PTO/Welcome	3 (1.0%)
12. Communication/Events/Strategies	2 (0.6%)
13. Communication/Events/Volunteering	12 (3.9%)
14. Communication/Events/Volunteering/Welcome	1 (0.3%)
15. Communication/Events/Welcome	2 (0.6%)
16. Communication/Involve Parents/Positive Relationships	1 (0.3%)
17. Communication/PTA or PTO/ Welcome	2 (0.6%)
18. Events/Grades/Volunteering	1 (0.3%)
19. Events/Invite Parents to School/ Volunteering	1 (0.3%)
20. Events/Open Door Policy/PTA or PTO	1 (0.3%)
21. Events/PTA or PTO/Volunteering	4 (1.3%)
22. Events/PTA or PTO/Welcome	1 (0.3%)
23. Events/Volunteering/Welcome	1 (0.3%)
24. Grades/Invite Parents to School/PTA or PTO	1 (0.3%)
25. Invite Parents to School/Open Door Policy/Welcome	1 (0.3%)

Principals' Responses of Two Strategies Utilized to Encourage Parental Involvement

Response	Frequency (Percent)
1. Active Parents/Communication	1 (0.3%)
2. Available/Communication	2 (0.6%)
3. Available/Visible	2 (0.6%)
4. Communication/Decision Making	1 (0.3%)
5. Communication/Events	57 (18.4%)
6. Communication/Invite Parents to School	2 (0.6%)
7. Communication/Involve Parents	1 (0.3%)
8. Communication/Open Door Policy	3 (1.0%)
9. Communication/PTA or PTO	6 (1.9%)
10. Communication/Volunteering	6 (1.9%)
11. Communication/Welcome	1 (0.3%)
12. Decision Making/Events	1 (0.3%)
13. Events/Invite Parents to School	1 (0.3%)
14. Events/Open Door Policy	1 (0.3%)
15. Events/PTA or PTO	13 (4.2%)
16. Events/Strategies	2 (0.6%)
17. Events/Volunteering	6 (1.9%)
18. Events/Welcome	2 (0.6%)
19. Invite Parents to School/Open Door Policy	1 (0.3%)
20. Invite Parents to School/Welcome	1 (0.3%)
21. Open Door Policy/Positive Relationships	1 (0.3%)
22. Open Door Policy/ PTA or PTO	1 (0.3%)
23. PTA or PTO/Positive Relationships	1 (0.3%)
24. PTA or PTO/Strategies	1 (0.3%)

Principals' Responses of One Strategy Utilized to Encourage Parental Involvement

Response	Frequency (Percent)
1. Active Parents	4 (1.3%)
2. Communication	32 (10.3%)
3. Don't Need to Encourage	3 (1.0%)
4. Encourage or Inform Parent's Importance	3 (1.0%)
5. Events	47 (15.2%)
6. Invite Parents to School	3 (1.0%)
7. Involve Parents	2 (0.6%)
8. No Response	4 (1.3%)
9. Not Enough	5 (1.6%)
10. Open Door Policy	1 (0.3%)
11. PTA or PTO	4 (1.3%)
12. Strategies	2 (0.6%)
13. Variety of Single Strategy Responses	14 (4.5%)
14. Welcome	3 (1.0%)

APPENDIX H

ASSISTANT PRINCIPALS' RESPONSES OF THREE OR MORE

STRATEGIES, TWO STRATEGIES, OR ONE STRATEGY UTILIZED

TO ENCOURAGE PARENTAL INVOLVEMENT

Table 4

Assistant Principals' Responses of Three or More Strategies Utilized to Encourage

Parental Involvement

Response	Frequency (Percent)
1. Communication/Decision-Making/Events	3 (0.8%)
2. Communication/Decision-Making/Events/Invite Parents to School/Open Door Policy	1 (0.3%)
3. Communication/Events/Grades	6 (1.6%)
4. Communication/Events/Grades/PTA or PTO	1 (0.3%)
5. Communication/Events/Open Door Policy	4 (1.1%)
6. Communication/Events/Open Door Policy/Volunteering	1 (0.3%)
7. Communication/Events/Parent Expectations/PTA or PTO/ Volunteering	1 (0.3%)
8. Communication/Events/PTA or PTO	6 (1.6%)
9. Communication/Events/PTA or PTO/ Volunteering	2 (0.5%)
10. Communication/Events/Strategies	3 (0.8%)
11. Communication/Events/Volunteering	8 (2.1%)
12. Communication/Open Door Policy/PTA or PTO	1 (0.3%)
13. Decision-Making/Events/Volunteering	1 (0.3%)
14. Events/Invite Parents to School/Welcome	1 (0.3%)
15. Events/PTA or PTO/Volunteering	3 (0.8%)
16. Events/PTA or PTO/Welcome	1 (0.3%)

Assistant Principals' Responses of Two Strategies Utilized to Encourage Parental

Involvement

Response	Frequency (Percent)
1. Approachable/Available	1 (0.3%)
2. Approachable/Visible	1 (0.3%)
3. Communication/Decision-Making	1 (0.3%)
4. Communication/Encourage or Inform Parent's Importance	1 (0.3%)
5. Communication/Events	63 (16.8%)
6. Communication/Grades	4 (1.1%)
7. Communication/ Invite Parents to School	8 (2.1%)
8. Communication/Open Door Policy	2 (0.5%)
9. Communication/Parent Expectations	3 (0.8%)
10. Communication/Positive Relationships	5 (1.3%)
11. Communication/PTA or PTO	8 (2.1%)
12. Communication/Volunteering	4 (1.1%)
13. Communication/Welcome	4 (1.1%)
14. Decision-Making/Welcome	1 (0.3%)
15. Encourage or Inform Parent's Importance/Strategies	2 (0.5%)
16. Events/Open Door Policy	1 (0.3%)
17. Events/Positive Relationships	2 (0.5%)
18. Events/PTA or PTO	10 (2.7%)
19. Events/Staff Expectations	4 (1.1%)
20. Events/Strategies	1 (0.3%)
21. Events/Volunteering	4 (1.1%)
22. Events/Welcome	5 (1.3%)
23. Open Door Policy/Welcome	2 (0.5%)
24. Positive Relationships/Welcome	1 (0.3%)
25. PTA or PTO/Volunteering	2 (0.5%)

Assistant Principals' Responses of One Strategy Utilized to Encourage Parental

Involvement

Response	Frequency (Percent)
1. Active Parents	2 (0.5%)
2. Available	1 (0.3%)
3. Communication	79 (21.1%)
4. Decision-Making	1 (0.3%)
5. Don't Need to Encourage	3 (0.8%)
6. Encourage or Inform Parent's Importance	18 (4.8%)
7. Events	43 (11.5%)
8. Involve Parents	3 (0.8%)
9. No Response	12 (3.2%)
10. Not Enough	4 (1.1%)
11. Open Door Policy	3 (0.8%)
12. Plan	2 (0.5%)
13. Positive Relationships	1 (0.3%)
14. PTA or PTO	1 (0.3%)
15. Strategies	2 (0.5%)
16. Variety of Single Strategy Responses	7 (1.9%)
17. Volunteering	4 (1.1%)
18. Welcome	5 (1.3%)