

IMPROVING LATINO PARENTAL INVOLVEMENT
IN ELEMENTARY SCHOOL

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

Raúl B. Benítez

May, 2011

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Abstract

The Latino student population is increasing every year. School performance accountability is impacted by Latino students' achievement in many states, especially in Texas that has a large population of Latino students. Considering that Latinos are known for being family oriented people, their lack of parental involvement in schools poses a serious concern when evaluating the performance of Latino students.

The purpose of this study was to determine the effectiveness of the Parent Institute for Quality Education training program with Latino parents' involvement in schools. Parent participants were divided into two groups: Parents who received training offered by the Parent Institute for Quality Education (PIQE) program and parents who did not attend the training even when they were invited to participate. Both groups of parent participants completed a survey, maintained a weekly parental involvement activity log during four weeks, had two participant-investigator conferences, and participated in an interview. The research sought to determine the manner in which the involvement of Latino parents in the education of their children changes after Latino parents had been trained in parental involvement strategies.

The parent survey revealed that parents in the "trained" group had a higher level of participation than parents who did not participate in the training. Activities measured were: Helping children with homework, participating in parent-teacher conferences, cooperating with the school discipline system, taking children to the library, getting

information to help children, feeling that teachers appreciated their support, and believing that responsibility to educate children rests upon the school as well as the family. Similar findings were reflected in the parent report of weekly parental involvement activities. In the interviews, parents expressed their dedication to ensure that children complete their homework, attend school regularly, and motivate students to do their best in school to earn a degree and secure good jobs.

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CHAPTER ONE

INTRODUCTION

Introduction to the Study

There is no substitute for parent involvement to support student achievement in schools. Systematic education offered in schools can be successful when parents are properly involved in the schooling of their children. Parents should never regard schools as the primary institution of education for their children; neither should school teachers accept such a serious responsibility without the parent's support. The notion of parental involvement in schools gives the impression that parents help teachers in the education of their children, but the fact is that teachers help parents to educate their children. The education of children must be a primordial duty primarily for parents. Parents who consider themselves responsible for educating their children are –and should be– very involved in the school.

Schools should offer programs in which parents can learn how to maintain the responsibility for the academic success of their children. When schools and parents work together, everyone involved receives the benefits: students, family and school (Quintanar & Warren, 2008). Schools can generate programs that invite parents to work closely with the school in its goal of reaching an excellent academic achievement for all students. One of these programs could consist of helping parents in attaining a better understanding of the academic challenges their children face at school, and in regard to supporting them in motivating their children to do well in the school (Civil, Bratton & Quintos, 2005). Effective communication and cultural sensitivity will be necessary in the implementation of any parental involvement program. Professionals in education should use a language

that facilitates effective communication with parents and members of the community.

Some parents have to strive in developing a communicative language either in English or in their native language. It is expected that school faculty and staff understand the effort some parents do to open and establish good relationship with their children's school.

Statement of Problem

Latino parental involvement in schools must be enhanced in order to help Latino students improve their academic achievement. Ramirez (2003) found in a study performed in a predominantly Latino community in the Southern part of California that parents felt that teachers had lower expectations for their students than for students that are from a higher socioeconomic background. They also expressed that teachers did not have high expectations for parents. Parents complained of lack of communication from teachers or school. Latino parents need a home-school bridge that is built and maintained by both school and family in order to help their children succeed academically. Consequently, the impacts parents gain from such support impacts the academic performance of their children as well.

An effective partnership between Latino parents and school professional personnel can only be possible, however, if the various conceptions about how Latino parents value education are clarified or scrutinized. Valencia and Black (2002) argue that the idea that Mexican Americans do not value education is a myth that needs to be debunked. Not feeling welcomed at school due to racial prejudices, language barriers, and the need to work for the family survival are forces or conditions that hinder Latinos to fully express their appreciation for education. School administrators and teachers need

to have a clear understanding of what are the perceptions of Latino parents about parental involvement.

The main concern in any school is student academic achievement. Teachers and school administrators recognize that for student success the involvement of their parents in school related matters is very relevant. Therefore, it is important to find answer for the following questions: In what ways parents can help in the education of their children? What are the expectations that teachers and other school professional personnel have of parents' participation in education? How feasible is the partnership between teachers and parents in a cultural diverse school community? Can parents' involvement in their children's education be effective no matter what level of formal education the parents possess? What are the challenges Latino parents face when they try to get involved in the school? Is there any way through which schools could make an optimal use of the resources Latino parents have to contribute in the academic success of their children?

Purpose of Study

The purpose of this study was to determine the effectiveness of the Parent Institute for Quality Education training program with Latino parents' involvement in schools. Zarate (2007) distinguishes two areas in parental involvement: academic involvement and life participation. Academic involvement includes parent-teacher meetings, visits of the parents to the school, help with homework that parents facilitate to their children, high academic expectations, and cooperation in taking their children to extracurricular activities offered in the school. Life participation is about taking care of the children in order to help them to build a good character by following moral standards and civil norms. Examples of life participation are motivation for success and good

behavior, checking for the social life of their children, monitoring school attendance, and ensuring the safety of their children at school. Zarate (2007) emphasizes that Latino parents tend to mention more life participation than academic involvement. As it can be noticed, parent academic involvement could be enhanced by good relations between teachers and parents. Guerra & Valverde (2008) report some ideas that two successful superintendents have implemented to reach out the school community. Among those ideas are home visits and neighborhood activities, providing parents with guidance and genuine belief of what they can do for the school, focusing on changing the school by respecting students and parents, valuing and incorporating the home and community culture, and being alert for any opportunity to build partnership with individuals and organization of the school community.

The approach used by school personnel to communicate with parents regarding the issue of parental involvement is critical to maximize the involvement of those parents. This turns out to be even more delicate in schools where the presence of multiculturalism and social stratus differences are strong. Daniel-White (2002) states that bureaucracy in the school system is revealed in the use of traditional middle class home-based parental involvement programs that apply a cultural deficit approach to minority and language minority parenting. School professionals see parents as entities that need to be fixed in order to benefit the children. Parents are not valued while their participation in education is demanded. Alternative ways of involvement of language minority parents in schools should reflect a contextualized involvement in which consideration is given to minority parenting styles and linguistic socialization. Civil, Bratton & Quintos (2005) identified four different components or visions to involve parents in school and education of their

children. One of these components is seeing parents with the main role of motivating their children to do well in the school. The second component is to consider parents as learners who receive some help to better understand the academic challenges their children face at school. The third vision is parents as teachers in which parents have the opportunity to train other parents to help their children. The fourth component has to deal with seeing parents as leaders who advocate for a better education for their children.

Research Questions

The research question addressed in this study is stated as follows: What is the impact of the Parents' Institute for Quality Education (PIQE) training program on Latino parent involvement in elementary school?

Some aspects related to Latino parental involvement in the schooling of their children are derived from the research question. These aspects are:

1. Perceptions of Latino parents regarding parental involvement
2. Do Latino parents believe that the contributions they make to improve their children's schooling are valued by the school staff?
3. In what ways do Latino parents participate in their children's schooling?
4. What barriers do Latino parents report that inhibit their efforts to support their children's schooling?
5. Does training impact Latino parents' involvement in their children's schooling?

The findings of this study will serve as strategies that school administrators and teachers could use to capitalize the Latino parent involvement in school in order to help

students improve academic achievement, daily attendance, observance of good discipline, responsibility in doing homework, and valuing education. This study will also inform parents about different ways of tracking the activities they can implement at home or in the school to help their children.

Significance of Study

Home environment, parenting, and one's perceived value of education are important predictors of school success (Nievar, Jacobson & Dier, 2008). The former cited authors conducted a study regarding the effectiveness of the Home Instruction for Parents of Preschool Youngsters (HIPPY) in a community with mostly Latino Spanish-speaking families. Notably, this study found a statistically significant difference between program participants and control group on measures of the home environment, marital satisfaction, and parental efficacy. Thus, the HIPPY program provides help to parents through home visitation. The researchers in the study prepared trainers that communicated and spoke in Spanish – an indispensable programmatic component that is vital to the success of any parental involvement program.

Suizzo and Stapleton (2007) conducted a longitudinal study about home-based parental involvement in young children (kinder to third grade) education. Significant differences were found across ethnic groups (European American, African American, Latino, and Asian American) in the areas of family structure, family size, family income, neighborhood safety, and parental satisfaction. Other important findings in this study are that European Americans engaged more frequently in both verbal and nonverbal activities, and Latino Americans engaged in the fewest outside-home activities (school related activities such as going to the museum). Although all parents expected their

children to obtain a bachelor's degree, Asian Americans reported significant higher expectations, while Latinos reported higher expectations than African American and European American. The study found that Latinos have high expectations for their children. However, it is important to recognize that this study is about children from kinder to third grade. It is probable that Latino parents modify the expectations for their children when these children grow up and as result of facing a more realistic picture in the community.

The No Child Left Behind (NCLB) Act of 2001 establishes that local education agencies should “implement programs, activities, and procedures for the involvement of parents” in schools. The NCLB Act also promotes a partnership between school and parents to improve student academic achievement.

Definition of Terms

The following terms with their relative and operational meaning will be used in this study:

Parental Involvement in School: Parental involvement in school is considered any action or interaction taken by parents to their children in the accomplishment of educational goals. This support can be provided at home, in the school, or in the community.

Parent: Parent is the term that will be used to refer and adult person that is the father, mother, or relative acting as the legal guardian of a student.

Latino: The term Latino refers to people originating from Latin America or having Latin American heritage.

Barrier: Barriers is a term used to indicate any thing such as social, emotional, cultural, or economic factor that hinders the effective process of building relationships between Latino parents and non-Latino school faculty and staff.

Student Success: Student success is a term that covers student academic achievement translated into meeting stated mandated school academic standards, observing good discipline as reported by classroom teacher, and having regular attendance to school, working responsibly on school assignments, and maintaining good relationship with others.

CHAPTER TWO

REVIEW OF THE LITERATURE

Latino parental involvement in school must be considered in a social and economic context that marks the development of the family as social unit and education as an issue that ranges from a domestic interest to an institutionalized affair. Parental involvement is still an important component in education, of which legislations always have stressed its critical influence in student achievement. School administrators and educators in the US are conscientious of the importance of parent participation in school activities in order to positively impact student performance. However, cultural diverse communities that present language barriers are a constant challenge for schools that strive to attain full, participatory parent involvement.

Another aspect critically connected to school parental involvement is the teacher-parent relation and communication. It is evident that some parents leave the responsibility of their children's education to the school; furthermore, some teachers feel that parents are not doing enough to support their children's success in school. Also, there are teachers that consider parents inept to provide any quality academic help to the students. School parental involvement for Latinos in the US should be viewed from this broader perspective. Latinos in the USA, especially those who immigrated in the last three decades, still maintain an approach to education that reflects struggles in adjusting to the new social structure in which education is mandatory and state exerts control over children's education.

Family in the New Social Structure

Coleman (1990) distinguished between the family as primordial social unit interested in the education of its components for survival reasons, and the corporation administering education as a community component that prepares individuals to serve for the economic interest of others. Thus, the family pursued the moral being of the child. The community was interested in making the individual self-sufficient and contributor for the community. Education passed from being a family matter to community's interest. The state takes control of the education of children and parents become relegated to a second place. Now schools demand parent support in education, but many parents react against this notion; believing that education of their children is a responsibility of the government.

The family values and social traditions in China, for example, are issues that reveal salient advantages and disadvantages in the development of educational programs. The Confucian family ethic system prevails even after the socialist effort to displace such philosophy in order to guarantee entire obedience to the government. Hence, authority has not been taken away from the parents. The family still functions as a strong unit in which the members watch for each other, especially the elders. This particular aspect is very important in China's educational context, because children see in their parents an authoritative figure that has to be respected and heard. The traditional Chinese family structure facilitates attention for a child, especially if that child is a boy. Many children still choose to live with their parents even if they are married and possess children of their own. Grandparents help their children by providing them with a house and taking care of their child when it is necessary (Gamer, 2003). Teachers could find a lot of support in the

family to maintain good discipline in the classroom and help students to develop responsibility for school matters such as homework. One disadvantage of this family system is the lack of feasibility to foster independence in children.

Parents in the United States do not have enough authority over their children, and the children here are very aware of that. The government is too intrusive in family matters and young parents without enough education and lacking citizen responsibility pass the care of their children over to the government agencies; successively, creating a crisis in the educational system. This could be one of the reasons why one in fifty American children is homeless (Noll, 2010). What kind of support will teachers get from dysfunctional families? How will these children survive in a school system that is more academically demanding every day?

The current society has become a world community piloted by a global economy derived from a mature industrialized era. Bottery (2006) deducts some global realities that need to be faced with special professional approach by educators. These global realities relate to the impact of ageing populations; problems derived from raising tax revenues; the necessity of efficient economies; the state power is more dispersed; changes from heavy to electronic and service industries; multiculturalism; a greater interest in a commode living style; issues such as population, environment, pollution, and disease; the way the USA deals with other nations and their reaction to the USA; an accelerated rate of change; and increased complexity, challenge, and stress.

The unique professionalism necessary for educators to deal with these global realities includes the notions that teachers' greater ecological and political awareness could allow them to educate others in the community in relation to the pressure and

complexities related to globalization. Another professional requirement for teachers is to be involved in servicing the public and local community by explaining the notions of education as a public good. This professional teaching approach implies three aspects. First, recognition that there is such a thing as society which could be better or worse, and educators should strive to make a difference to its quality. The second aspect is that education should be considered a public good that conveys responsibility toward others, rather than a privately consumable item. A third aspect is about seeing education as a communal and societal project that allow people engage on equal opportunity, and encourages participation and cooperation in order to build a better society. Schooling of children without parents' involvement is something difficult to accomplish in this era of globalization.

Camicia & Saavedra (2009) propose a new conceptualization of the social studies curriculum in which a theoretical framework synthesizes literature in the field of multicultural, global, and democratic education. They also suggest an open curriculum that let voices of students to be heard, particularly students who have come to be part of our nation. The idea is to educate citizens who can solve global problems. If students should be prepared to solve global problems, it is necessary to exploit their immediate surroundings, family and home, as environment and component that can impact their education. An open dialogue between school and home, teacher and parents will facilitate cooperative work that will benefit children to acquire a broad vision of their lives and great opportunities for success.

Most of the Latino families in the United States still preserve their values and traditions. Many of these families live in an acculturation process in which it is hard to

go with the transitional stage from a rural type of community to an urban and sophisticated society.

Parental Involvement

School parental involvement has been recognized as an important component in education and has been part of education legislation throughout decades. The 1965 Elementary and Secondary Education Act provide support for the educational disadvantage children through the Title I law, which strongly mandated parental school involvement.

It is important to distinguish between parental involvement and community control of schools. The accountability movement began in 1966 as a reaction of community to gain control of schools (Spring, 2008). Parents should acknowledge their responsibility in the education of their children in addition to recognizing schools as professional education agencies dedicated to help children in the acquisition of knowledge and development of academic skills. Spring (2008) referred to Leon Lessinger's analogy of the hospital – with experts in medicine and health-care possessing the final decision in providing help to ill patients. Health professionals understand which prescriptions and treatments are best for the individual patient – not the family member. Thus, the public should not dictate what the specific duties and responsibilities charged to hospital personnel. This analogy applies directly to the school system itself. Namely, teachers are the professionals whom the public must trust regarding the education of the children. Lessinger's comparison of the hospital and the schoolhouse emphasizes that the "physician" performs the diagnosis, provides emergency cares, communicates the prognosis, and issues the proper prescription. Yet, if capable, it is the patient is ultimately

responsible for the administration of the medicine, and for following treatment procedures. In education, parents should be in constant communication with teachers in order to know what kind of intervention their children need to retain and use knowledge and develop academic skills.

Epstein and Associates (2009) have studied the relationship between family and school as a partnership. Their main argument is that community, family members, and schools must share their responsibilities for the education of children and join efforts to create programs and opportunities for students. Epstein explains that family instills in students to value education, academic work, and interest for success. The critical partnership between school, family, and community allows room for debates, facilitates structure and process for problem solving, and prevails once the conflicts and differences are resolved. Educational research reveals that partnerships between community, family and schools tend to decline across the grades; economically advantaged communities show more parental involvement in school; schools in communities with economic problems tend to make more contact with families in order to ensure that students receive reinforcement in maintaining a positive attitude toward success; and there are some parents that do not become involved with the school unless the school organizes programs to attract them to the school.

Epstein (2009) proposes six types of involvement: Parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. She argues that the type of involvement is conducive to different kind of outcome for students, parents, teachers, and school climate. This partnership can impact students' attitudes, attendance, and behavior. Due to the school, family and community partnership

teachers improve their parent-teacher-conferences and communication, develop better understanding of students' families, and become more innovative in assigning effective homework. Epstein emphasizes that more research is needed regarding partnership at various school levels and for diverse student population in schools.

Teacher and parents can differ on their perception and understanding of the education of children (Driessen, Smit, & Sleggers, 2005). The particular consideration to the education of students affects the level and type of cooperation observed between teachers and parents. The influence of these differences in the school, family and community partnership could help to understand why parents from some ethnic minority groups are not more active or involved in the schools of their children. Parents do not feel at home in their children's school. Cooperation of school administrators and teachers in helping parents of minority groups feel that they belong to the school is a critical component in the partnership school, family and community.

Partnership in the education of children implies mutual respect, shared interests and open communication between parents and teachers. This partnership also includes a real interest in the cultural and social diversity of children and families involved. Hood and LoVette (2002) found that parent's perception of the school administration, curriculum and instruction of the school, and school climate are good predictors of school performance score. Parents' involvement in the education of their children has an effect on their children ability to learn and influences them to appreciate academic learning the rest of their life. (Ghazi, Ali, Shahzad, & Khan, 2010) have reported that parents who frequently talk about the importance of educational affairs with their children at home

have seen their children academically motivated. Children are motivated when their parents express appreciation for their better performance and praise them for it.

Parental involvement in the education of their children is not limited to visits the parents do to the school or interventions they could provide for their children in the school. Parents can help their children at home. Samples (2009) reported the result of some studies in which students of parents who helped them at home did better in the school. Sample (2009) also commented that teachers and school administrators should conduct workshop for parents on how to help their children.

Parental involvement has been conceptualized as a form of social capital that provides benefit to children. Turney & Kao (2009) have identified three mechanisms through which children receive some benefits from parent involvement. First, the researchers cite the positive message parental involvement in school transmits to children about the importance of education. Second, the social arena parental involvement facilitates to parents to know other parents, teachers, and school administrators who could eventually share with them important and useful ideas regarding the education of their children. The last mechanism deals with the fact that if teachers communicate with parents about the learning difficulties and discipline problems of their children, parents can intervene on time to help their children. Yet, a parent's involvement in their son or daughter's schooling is influenced by the opportunities and resources parents themselves possess, and by their social stratus, race, and ethnicity. Turney & Kao (2009) reported studies which revealed that parents' socio-economic status (SES) is positively associated with parental involvement in school. Parents with higher income are more involved in the school of their children than parents with lower SES.

Green, Walker, Hoover-Dempsey and Sandler (2007) examined the capacity of some constructs such as personal self-efficacy for involvement, general invitations from the school, specific invitations from the teacher and child, self-perceived skills and knowledge, and self-perceived time and energy to predict parents' self-reported involvement in education-related activities based at home and at school. They found that home-based involvement such as parental role activity beliefs, parental self-efficacy, and parental perception of time and energy predicted significant amount of variance in terms of parents' self-reported involvement. However, many parents are not very clear regarding their role for their children's education (Epstein, 2009). Therefore, something more could be done to increase parental involvement in school in order to ensure student academic success.

Parental Involvement and Student Academic Performance

The reauthorization of the Elementary and Secondary Education Act (ESEA), which is also known by educators as the No Child Left Behind Act (NCLB) (2001), is emphatic regarding parental involvement as a condition for States to appropriate fund from the federal government. States who hope to receive federal funding must comply with a mandate to investigate effective practices for involving parents in the education of their children.

Parents have a direct influence on their children's psychological and social development. Moreover, a parent can also affect their son or daughter's motivation for learning. A study regarding student motivation found that parental involvement boost students' perceived control and competence, offers students a sense of security and connectedness, and helps students to internalize education values (Gonzalez-DeHass,

Willems, & Holbein, 2005). Namely, students apply more effort, attention, and concentration in their academic endeavor when they know that their parents are involved in the schooling.

Rothstein (2010) commented in regard to existing scientific research that reveals that differences in the quality of schools can explain approximately one-third of the variation of student achievement. The other two-thirds are related to of non-school factors. Parents are part of these non-school factors. Rothstein (2010) quoted president Obama: “It’s not just making sure your kids are doing their homework, it’s also instilling a thirst for knowledge and excellence.” Mellon & Moutavelis (2009) argue that the relations between parental school involvement and students’ academic achievement may be partially based on the nature of parents’ participation in their children education and not only on the frequency of intervention with which assist students through situations such as helping them with homework, monitoring their performance, and attending parent-teacher conferences. Parental involvement has been found associated with increase in the level of English proficiency for children of immigrants, decrease in the gap in math scores between immigrant children from English-speaking background (Lahaie, 2008).

Parental involvement is a multidimensional construct, and different dimensions have a varied influence on students’ academic achievement (Hong, Yoo, You, & Wu, 2010). These parental involvement dimensions can be seen as within a range that includes many different aspects, such as parental aspirations, expectations, interests, and attitudes and beliefs regarding education, to parental participation in specific activities. Epstein and Associates (2009) commented that students who were assigned TIPS

(Teachers Involve Parents in Schoolwork) interactive homework reported greater parental involvement in math, had more positive attitude toward homework, and had higher levels of achievement compared with other students who were not assigned TIPS interactive homework.

A study about socio-economic background, parental involvement and teacher perceptions of parental involvement in relation to student achievement revealed that a statistical significant percentage of variance in achievement scores was explained by parental involvement and teacher's perceptions of parental involvement (Bakker, Denessen, & Brus-Laven, 2007). The same study also reflects that teacher rating of parental involvement explained more of the variance in achievement than the parent ratings. Griffith (1996) reported that parental involvement and empowerment accounted for substantial variance in student standardized test performance. Also, positive relations of parental involvement to student test performance were not affected by school characteristics or the socioeconomic, racial, and ethnic situation of students. In the Griffith's study, school with higher levels of parental involvement had fewer teachers and more experienced teachers than school with lower levels of parental involvement. Sheppard (2009) reported studies in which was found that family circumstances and parental interest in and attitude to education accounted for significantly more of the variation in children's school achievement than school factors.

Parental involvement is important to student success and to the increase of teacher effectiveness. Zhao & Akiba (2009) reported that over 95% of the school principals participating in their study expected parents to let the school know about their children's problems and to ensure that homework had been completed. Zhao and Akiba also found

that the overall level of school expectation for parental involvement was associated with student mathematics achievement.

Various aspects of parental involvement have different effects on student academic achievement (Fan & Williams, 2010). An example of this is seen in the quality of parent-teacher interactions, which has predicted improvements in student behavior and achievement, though the quantity of interactions has predicted contrary results. Also, parental academic aspirations for their children had a greater effect on student academic growth while communication and volunteering in school had a lesser effect.

Home-Based Involvement

There are several activities parents can do at home to help their children with school affairs. Parents can ensure that children eat and rest properly in order to be ready for school. Children whose parents talk positively about school or education and teachers will develop a positive mindset toward education. Students need to maintain an academic atmosphere outside the school in order to make effective connections of knowledge acquire in the classroom with practical situation in the real life. It is at home that students can dream about great accomplishments through the acquisition and application of effective education. Parents contribute to the enrichment of their children's culture when they take their children to places and events in which great intellectual and artistic talents receive homage from any audience.

One particular home-based activity in which parents can help their children with schooling is homework. Homework is useful in the promotion of a positive communication between parent and their children. Epstein and Van Voorhis (2001) reported that students who received feedback from parents on math homework showed

more mastery of math skill than student who did not receive any feedback on homework. Also, students whose parents shared their enthusiasm about science homework completed more homework and with more accuracy than students whose attitudes were not positive toward homework or did not match with their parents' views. Families are more likely to support school and students when expectations for school work and homework are met. Epstein & Van Voorhis (2001) found that parents of low-ability students spent more time helping their children complete their homework. In addition, teachers who facilitate activities to involve parents in school by sharing with them strategies to assist their children at home are more likely to recognize that all parents can help their children.

Sheppard (2009) in her study regarding the perceptions of poor attendance students about schoolwork and parental involvement indicates that student with good attendance were more likely to do their homework and perceived their parents as more involved in their schooling. It was also observed positive correlation between good attendance and attainment. Sheppard (2009) reported that "family circumstances and parental interest in and attitude to education accounted for significantly more of the variation in children's school achievement than school factors." From these studies it can be derived that more parental involvement affect positively student attendance to school and student achievement. Although increasing parental involvement through training facilitated by school is effective with motivated parent, it is difficult to move families of children with more school absences to participate in school related activities.

Teacher-Parent Partnership

The relationship between teachers and parents critically impacts student performance. It is important to give consideration to the fact that the teacher-parent

pairing is done by assignment rather than by choice. Reyes (2002) performed a study on parent/teacher partnerships and found that the success of teachers in developing partnerships with parents depends on the fit between parental cares and concern with those they have as teachers. Besides, there are other factors intervening in the developing of the teacher and parent partnerships. These factors are the degree of alignment/matching between parents' and teachers' culture and values; societal forces influencing family and school; and the perception teachers and parents have of their roles in the education of the children.

Parents consider some factors as influential for them to be more open in their relationships with the teachers of their children. The authoritative position of teachers often prevents parents from expressing their concerns. Parents who are or perceived themselves as less educated than the teacher feel intimidated in their interactions with teachers. Parents may feel uncomfortable when speaking with teachers who speak a different language. Parents' and teachers' different socioeconomic status may result in different practices in child rearing and values (Reyes, 2002).

Schools where teachers reported having reached out a high number of parents of low-achieving students, reading scores increased at a rate 50 percent higher than in schools which had reached out a lower number of parents (Wherry, 2009). A successful teacher-parent partnership is characterized by teachers meeting parents face to face, sharing with parents materials to help children at home, and communicate with parents continually and not only when their children are in problems.

Hall (2008) experimented with a program called "Safe Space" that brought teachers, parents, and students together to discuss issues such as bullying, gang

recruitment, racial profiling, drug and alcohol abuse, etc. Hall commented about the dedication of parents to faithfully participate in the program. She also advocates for a teacher-parent partnership as the best practice in academic evaluation.

An effective partnership between teachers and parents is part of student achievement. The developing of an effective partnership between teachers and parents is a challenging task. Emeagwali (2009) commented on a Harvard Graduate School of Education report which states that stress because of dealing with difficult parents is one of the main reasons why teachers leave the profession. Emeagwali (2009) also summarized some tips offered by the U.S. Department of Education to new teacher in the “Survival Guide for New Teachers.” Among those tips are contacting parents early on before any problem could arise; report to parent about learning activities taking place in the classroom; communicate with parent on how they can reinforce learning at home; anticipate parents’ concern and address them promptly; and hold meetings with parents as soon as possible in the school year.

Teachers can acquire useful information about students from parents that could help them to be more effective when facilitating learning. Ediger (2008) suggests some ways in which parents could assist teachers during teacher-parent conferences in order to know the students better and help them effectively. Parents could inform teachers about particular interests students have. Teachers might be cognizant of what children like in school and use that information to capitalize on learning opportunities. Parents could recognize the teacher’s efforts in helping the child improve in their learning, which could serve as energizing motivation for the teacher. Parents could share what the child considers as important in the learning process, and teachers could strengthen such

learning style. Parents could report of some academic and emotional needs the student may have, and/or those not recognized by the teacher. Parent-teacher conferences are occasions in which teachers and parents can get to know each other better in a context of helping students.

Cultural Diversity in School Community

Parents' academic education and ethnicity can affect the influence of parental involvement on student achievement. Davis-Kean & Sexton (2009) found that parents' educational attainment is an important predictor of children's achievement and one that affects the progress of their achievement overtime. Parents' beliefs and behaviors were indirectly influential, especially for European American families, but differed by race/ethnicity. Parents' educational attainment is a predictor of what parents provide at home.

Multiculturalism is a process that begins in a school community when misconceptions are confronted and changed. Teachers become a community of learners into which parents are invited to learn different methods of helping children with their academic challenges (Varela, 2008). Parents, who consider that school community is seriously and genuinely interested in supplying for their children's educational needs, feel respected and appreciated. Positive parental attitudes are necessary in order to create and maintain salient and effective involvement in the school life of their children.

In a study about parental involvement in three school districts in Texas, Wong & Hughes (2006) found that ethnicity and language account for differences in parent involvement. They examined four groups: White, Black, Hispanic-English Speaking, and Hispanic-Spanish speaking. The involvement dimensions considered were (a) positive

perceptions about school, (b) communication, (c) parent-teacher shared responsibility, and (d) parent school-based involvement. School administrators and teachers need to differentiate in the type of approach used when interacting with parents of different ethnicity than theirs.

There is evidence that minority parents care for their children's academic success and want to participate in their children schooling. However, minority parents' involvement in school is less than white parents even when they know that their children struggle in getting high scores in state mandated tests. Shah (2009) suggests that structural constraints and motivational barriers hinder minority parent involvement in their children's school. However, schools can motivate parents to be more involved in the education of their children. It is important to recognize that psychological factors have impact on parental involvement. Therefore, a school social context that makes parents to feel welcomed will positively influence their involvement in the school.

Pierce (2006) performed a study about the effects of cultural and social structural factors on the achievement of White and Chinese American students at school transition points. The analysis of the study begins with the observation that educational attainment levels of White and Chinese Americans are higher than the average of all the racial groups. In fact, Chinese Americans are even higher in attainment than the White Americans. This initial analysis is crucial to validate the purpose in this study. The influence of family income was positive on achievement and attainment for both groups. It is important to remember that socioeconomic status is part of the social structure variable. Also, it is important to notice that Chinese Americans reflect less diverse family composition than White Americans. Although, single parents have a negative

impact on attainment in both groups when compared with families consisting of two parents; parent educational level has a positive effect on educational attainment in both groups.

Chinese American parents are less involved in the schoolwork of their children and attending school meetings than White American parents. This analysis is insightful since it is logical to think that parental involvement has a direct effect on student achievement. Perhaps parental involvement is present in the form of parenting style. For example, parenting style is stronger in Chinese Americans than White Americans in terms of controlling the time children watch TV. Pierce hypothesizes that Chinese American students' attainment is due more to their cultural factors than to the result of have assimilated the White dominant culture.

Latino Parental Involvement in School

Latino is a term that includes Hispanics who live in any part of the world but they or their parents come from different regions in Latin America and Europe. In this study , however, "Latino" will be used to refer Hispanics from any region in Latin America including those living in the United States. Gandara (2010) based on the National Center for Education Statistics (NCES) reported that the Latino public school population in U.S. almost doubled between 1987 and 2007. She also cites the projection of the U. S. census Bureau, which indicates that, by 2021, one of four U.S. students will be Latino. Within this demographic shift in mind, it is important to recognize that Latinos appreciate the work of public schools. In 2003, The National Center for Education Statistics reported that parents of Hispanic students in assigned public schools showed higher levels of

satisfaction with their children's schools and teachers that did parents of White or Black students in assigned public schools.

Hispanic parents perform academic parental involvement mostly at home through various activities, such as checking homework, instilling cultural values, talking with their children, and ensuring that they attend to school (Niemeyer, Wong , &Westerhaus, 2009). The 34.4% of the Hispanic population in U. S. is below the age of 18. This data indicates that the overall education of Hispanic children will require the help of this young population of parents. Latino parental involvement in the school will be more effective if teachers and school administrators are familiar with how Latinos can help their children in school related matters.

Marcon (1999) notes that school involvement has been found to be more related to children's academic outcomes than at-home parent involvement. Parents who have the tendency to be more involved at home in their children academic matters will be benefited by programs the school could develop to train them on how to help their children at home. Once parents develop connections with the school, they will visit the school and feel more comfortable in interacting with the school personnel. Hispanic parents face barriers of culture, language, and sometimes acceptance when they intend to get involved in their children school. Thus, schools will need to maintain open communication with Latino parents and make them feel welcome in order to motivate them to participate effectively in the education of their children. School personnel could provide training for parents to teach strategies for how to help students with their homework and instilling in them value for education are shared.

In their indicator regarding parent and family involvement in education, The U. S. Department of Education (2009) showed some comparative data about parent participation in school with grades Kinder through eighth. It also reported specific demographics percentages of parents' reported attendance is school- or class-related events: White (89%); Black (69%); Hispanic (68%); and Asian (75%). In volunteering or serving in school committee, Hispanic parents were the lowest (37%) as compared to White parents (61%) and Black (41%). There is a clear urgency in reaching out to the Latino parents in order to help their children to succeed in school.

The National Coalition for Parent Involvement in Education (NCPIE) emphasizes that communication is the foundation of effective partnerships. Therefore, non-English speaking parents should be contacted, even in person if necessary, to promote good communication. It is important to give consideration to the fact that teacher outreach parents results in consistent improvement of student performance. NCPIE also stressed that training parents on how to help their children at home is connected with students improving their reading and math scores; therefore having a positive impact on their overall performance in school.

The impact of parental involvement on student performance is documented by many researchers and highly considered by national and state legislation. Latino parental involvement shows a gap when compared with other groups, even minority groups. However, the Latino student population is increasing every year. School performance accountability is heavily rested upon Latino student achievement in many states, especially in Texas that has a large population of Latino students. Considering that

Latinos are known for being family oriented people (Zarate, 2007), their parental involvement in school has also a favorable influence on Latino student performance.

The Latino population in the United States is growing rapidly. The U.S. Census Bureau reported a population of 35.6 million Hispanics in 2006. And, the Hispanic population was more than 46 million in 2008. In 2010, the population was more than 50 million. The decade of 1980 reflected a population growth of 14.6 million, but the decade of 2010 had a population growth of 50.5 million. The 2010 Census counted 50.5 million Hispanics in the United States, which makes up 16.3% of the total population. The Overall, growth in the Hispanic population accounted for most of the nation's growth is 56% from 2000 to 2010. Among children ages 17 and younger, there were 17.1 million Latinos, representing 23.1% of this age group, up from 17.1% in 2000.

Education is a challenge that Latinos need to face. Only one-in-ten Hispanic with high school drop-out experience has a General Educational Development (GED) credential, which is considered as the best "second chance" pathway to college or vocational training. Hispanics have a much higher high school drop-out rate than do blacks or whites. Some 41% of Hispanic adults age 20 and older in the United States do not have a regular high school diploma, compared with 23% of black adults and 14% of white adults.

Parent Institute for Quality Education (PIQE)

The purpose of this study was to determine the effectiveness of the Parent Institute for Quality Education training program with Latino parents' involvement in schools. Parent participants were trained by the Parents Institute for Quality Education (PIQE) program. They also maintained a weekly activity log regarding their academic

involvement with children at home. In addition, they were visited at home by school representatives, responded to a survey, and participated in an interview. Any change in parental involvement is shown in the activity log and in the results of the survey administered to the teachers of their children. Lastly, teachers of children whose parents participated in the study were asked to complete a survey about the involvement of their students' parents in the school.

Founded in 1987, The Parent Institute for Quality Education is a program in which parents are trained for nine weeks and is free to parents. Parents who participate learn how to create a positive environment and apply some strategies to help their children to be successful in the academic tasks. The help provided to children can be to dedicate a study location and time of day for homework within the home; creating ongoing dialog with their children through which their academic successes and challenges are emphasized; and discussing children's college expectations.

The main components addressed in the PIQE training are:

1. Cooperation between home, school, and community
2. Development of self-esteem and analysis of academic performance
3. Influences on discipline and academic progress
4. Effective parent-teacher conferences
5. Understanding of the school system
6. Knowing basic requirements to get ready in the pursuit of higher education

PIQE graduates parents who have attended to the 80% of the weekly sessions throughout the nine week training period. Graduates have the opportunity to cooperate with PIQE as volunteers helping other parents.

Schools play an important role in the implementation of the PIQE program. Specifically, they contribute by inviting the Parent Institute to hold sessions at their school, recruiting participants, providing facilities and support for the courses, and then following up with parent involvement programs. Schools can match funds with sponsors in order to pay for the program, making it cost-free to participants. In addition, schools that start a PIQE program may stay with it year after year, as new parents come into the school community.

The urban school whose parent population was the base for this study is part of an independent school district which contacted PIQE to present its program in a middle school. In three years, PIQE has trained parents in all middle schools of the district and four elementary schools. The program cost is \$150.00 per parent participant. The school or district pays to PIQE only for those parents who attend at least 80% of the sessions.

CHAPTER THREE

METHODOLOGY

This chapter describes the research methodology used in the study and includes the following subsections: (1) research questions; (2) research design; (3) sample; (4) instrumentation; (5) data collection procedures; (6) data analysis; and (7) limitations.

Research Question

The purpose of this study was to determine the effectiveness of the Parent Institute for Quality Education training program with Latino parents' involvement in schools. The research question in this study is what is the impact of the Parents' Institute for Quality Education (PIQE) training program on Latino parent involvement in elementary school?

Some aspects related to Latino parental involvement in the schooling of their children are derived from the research question. These aspects are:

1. Perceptions of Latino parents regarding parental involvement
2. Do Latino parents believe that the contributions they make to improve their children's schooling are valued by the school staff?
3. In what ways do Latino parents participate in their children's schooling?
4. What barriers do Latino parents report that inhibit their efforts to support their children's schooling?
5. Does training impact Latino parents' involvement in their children's schooling?

Research Design

Triangulation design, a type of mix-methods, was used to conduct this research. Mix-methods research can be useful to clarify, explore, explain, and cross-validate relationships found to exist between variables. Triangulation design uses both quantitative and qualitative methods to examine the same phenomenon in order to establish whether both arrive at a similar understanding of research problem being investigated (Fraenkel & Wallen, 2009). In a concurrent triangulation design, the investigator collects quantitative and qualitative data; then, the researcher compares the information in order to establish if there is convergence, differences, or some combinations (Creswell, 2009). Qualitative data was collected through interview with every participant. Quantitative data was collected through surveys and weekly activity logs that every parent participant completed reporting his parental involvement. During the interview, the researcher asked formulated questions, but allowed the interviewee any deviation from those questions if the interviewee wishes to add new information (Nicholls, 2009).

Parents participating in the study had been invited to participate in a training conducted by the Parent Institute for Quality Education (PIQE). The parents attending the program were trained in the implementation of activities related to the involvement in their children's schooling. This involvement in their children's schooling could take the form of actual academic involvement as well as instilling in children the value for education. Parents maintained a record of their involvement in their children's schooling by filling out a weekly activity log. During the training, parents were instructed about the implementation of the activities indicated in the weekly activity log. Parents also had two

parent-investigator conferences. In one of these conferences, parents were interviewed about the involvement in their children's schooling. In the second conference, parents had the opportunity to revise, confirm, or change anything they said in the interview.

Sample

A purposive sample of 20 parents of students in grades kinder through fifth in an urban elementary school was used for the study. The school is located in a large city in the Southwestern region of the United States. Participants were parents of children who attend to a school with a state accountability rating of Recognized. The school has a student population of 780. Ninety five percent of that population is Hispanic, ninety one percent is economically disadvantaged, and seventy five percent is limited English proficient (Academic Excellence Indicator System 2009-2010). All of the parent participants were immigrants born outside the United States and came to the country when they were 17 years old or older.

Parents who participated in the training offered by the Parent Institute for Quality Education (PIQE) were called by telephone and according to a list provided by the school until the number of participants necessary for the study was reached. The participants in the category of "trained in parental involvement" were ten, seven females and three males (see table 3.1). Parents who did not participate in the training were selected from those whose names appeared in the list of people invited to participate in the program. Some of them even attended to the training introduction session. Parents were called by telephone until the desired number of participants was reached. The participants in the category of "not trained in parental involvement" were ten, six females and four males (see table 3.2).

Table 3.1

Trained Parent Participants

Parent	Gender	Age	Education (Years)	Children	Children in School
1	M	38	14	2	1
2	M	41	9	3	2
3	F	30	8	3	2
4	F	32	9	2	1
5	F	34	6	2	1
6	F	49	6	4	2
7	M	51	6	4	2
8	F	30	10	3	2
9	F	41	9	3	3
10	F	42	9	4	1

Table 3.2

Parent Participants Who Were Not Trained

Parent	Gender	Age	Education (Years)	Children	Children in School
1	F	35	9	3	3
2	M	36	6	2	1
3	F	33	8	4	3
4	F	36	13	4	3
5	M	32	9	4	3
6	F	33	9	5	3
7	M	28	9	5	3
8	F	26	6	1	1
9	F	38	2	3	3
10	M	44	1	4	4

Instrumentation

Qualitative interview techniques were used in this study. The interview is an instrument that has been used to generate discussion about research questions (Rudestam & Newton, 2007). The participants responded to interview questions that covered the following topics: Support that parents give to their children in school make a difference; the ways in which parents instill in their children a value for education; communication parents have with their children's teachers; training that parents receive from school to

help their children; the degree to which parent involvement is appreciated by the school staff; and barriers that parents believe are interfering with their school involvement.

The parental involvement training was offered by the Parent Institute for Quality Education (PIQE) program. The training was conducted by teachers from other schools and social workers who were trained in order to be able to help parents through PIQE. Parents did receive various handouts in every session. These handouts were well-designed and prepared by the PIQE program to give parents a variety of ideas to help their children with school or personal development matters. Some of the topics discussed in the training were:

1. Strategies to help children to build self-esteem
2. Ideas of how to help children with homework
3. Suggestions about the implementation of an effective discipline
4. Situations in which it is necessary to be in contact with the teachers

Parent participants completed a twenty-item survey. They selected the appropriate frequency with which they implement some parental involvement activities. The frequency or participation in certain activity was measured by the words “never”, “seldom”, “sometimes”, “very often”, and “always”. Every word had a numerical value assigned started with one for never through five for always.

Parent participants also kept a weekly activity log for four weeks in order to report their involvement in their children’s schooling. Participants were trained in the implementation of activities indicated in the weekly activity log. Some of the activities suggested in the weekly activity log were activities parents could actually do with their children, such as: Assist with homework, discuss grades and academic projects, talk

about discipline, promote responsibility, take children to the museum or the library, read with their children, have a meeting or some sort of communication with their children's teacher, participate in school activities, and be active member of the parent-teacher association.

The principal investigator had conferences with every participant. The interview was conducted in one of these conferences. Also, in these conferences, participants had the opportunity to share comments about the implementation of activities indicated in the weekly activity log.

Data Collection Procedures

The collection of data required many hours of contact with parents and direct observations. The first step in the process was to acquire the list of parents who had been invited to the PIQE training. Then, it was necessary to identify those parents who had the 80% of attendance to the training and those who had attended once or never attended. Parents who had attended at least 80% of the training sessions were the designated population from which the "trained" sample was drawn. Parents who attended once or never attended ever were the population from which the "not trained" sample was drawn.

Parent participants were contacted by telephone to be invited to participate in the study. There were many parents who did not accept to participate. Others expressed interest to participate; yet, when the investigator later visited them at home, they were not there. Due to the fact that some parents were not found in the indicated place at the appointment time, several evenings were unproductive. The investigator used two weeks working every evening or night to reach the sample required.

Every parent participant was visited at home by the investigator who had at least two parent-investigator conferences with every participant. The investigator could observe the participants in their proper setting and hear their comments regarding their children schooling.

Interview technique was used to know participants' opinions and ideas regarding parental involvement. The data was collected in the following manner:

1. General participant socio-demographic data was collected in survey administered to parent participants, interview schedule was established and weekly activity log was distributed.
2. The activity log report was collected every week.
3. The interview was conducted during one of the participant-investigator conferences. The interview consisted of open ended questions.
4. The responses to the interview questions were properly transcribed and prepared to be submitted to participants for revision or confirmation.
5. Responses to the interview questions were written in a narrative style to be submitted to the participant for revision or confirmation in the second participant-investigator conference.
6. The researcher analyzed the interview responses in order to discover common themes or issues. The researcher connected the common themes and included them in a narrative-structure style to convey the findings of the analysis.
7. Common things or issues found were submitted to two persons in order to establish a more reliable analysis.

8. A coding process was used to generate similarities and differences of categories and themes related to the data collected from the interviews.
9. The weekly activity logs were analyzed to establish type and frequency of parental involvement.
10. The results of the parent survey and the parent interview were compared with the report of parents in the weekly parental involvement activity log to establish any change in the involvement of parents in their children's schooling throughout the study.

The open-ended questions asked in the parent interview were translated into Spanish for those participants who prefer Spanish language. The interview questions are as follow:

1. In what ways should parents support their children in the school?
2. How should parents help their children at home with the academic matters?
3. How do you instill in children the value of education?
4. Do you consider the communication between your children's teacher and you to be open enough to support students? If the answer is yes, give examples of such open communication. If the answer is no, explain what you consider are the reasons or barriers for the lack of communication.
5. Have you received any training this school year on how to support your children in school related things? If the answer is yes, how helpful has the training been for you?

6. Do you feel that the school staff appreciates the contributions you make to support your children's schooling?
7. How has the school of your children helped you to be more involved in the education of your children?
8. Is there anything related to the school of your children that you believe is a barrier for you to be more involved in the education of your children?
9. How would you like to help your children in their schooling?

The researcher managed and organized the data collected by applying the rigor of the confidentiality protocol and being respectful and sensitive to the participants.

Data Analysis

The data analysis was done manually by the investigator. First, the participant's responses and researcher's notes were reviewed thoroughly. Then, the common themes or issues derived from the responses were coded and classified into categories. Once the categories have been established, the researcher identified patterns. A table with patterns was developed to facilitate the comparative analysis of those patterns and aspect covered by the research question.

The weekly activity log was analyzed to identify type of parental involvement applied and the frequency in which the parental involvement activity was applied. The researcher looked for any change in parental involvement demonstrated in the weekly activity log throughout the study.

The data was analyzed according to the following procedures:

1. Responses of parents to the interview questions were categorized by topics in order to derive common themes. Common themes were coded o labeled.
2. Themes derived from parent interview were compared with parent survey responses and activity log report. Differences and communalities of the three instruments' report were identified.
3. Communalities and differences identified between the two groups, parents trained and parents not trained, were established by analyzing and comparing data derived from the four instruments: parent survey, parental involvement activity log, and parent interview.

Reliability and Validity

The validity of data analysis procedures was addressed by using detailed field notes and having interview and observation notes reviewed by participants for accuracy (McMillan & Wergen, 2006). Also, the application of other teachers examination of themes emerged from interviewees' answer and field notes enhanced validity.

Reliability was addressed by describing the context in which questions were asked; through interviewing individual more than once; documenting basis for inferences; and recording personal thoughts during the interview and research-participant conference (Fraenkel & Wallen, 2009). The weekly activity log records are direct reports from parents about what they do to help their children in school matters. Participants were asked to comment on those activities that would require an explanation to be understood. The participant explanation was recorded and linked to the activity indicated in the weekly activity log in case of any replication of the study.

Limitations

One limitation of this study is the perception Latino parents could develop throughout the study when they realize that only Latino parents are involved in the study. They could develop some negative reactions of feeling that they are targeted because of the poor academic performance of their children. It is very unlikely that they would express their feelings for this particular issue. The fact that the researcher and interviewer is an administrator of a school which is part of the same school district where the study is conducted constitutes a limitation. Participants might not be open enough when answering the questions; rather, they may say only what they perceive the school administrator wants to hear. The researcher addressed this issue with by applying a healthy dose of respect and sensitivity.

The fact that some parents have already decided to participate in the PIQE program training constitutes a limitation for the study. It could be the case that their inclination toward parental involvement in their children's schooling was already part of their mindset and not the result of the PIQE training. Also, the weekly parental involvement activity report rested solely upon the participant honesty. Participants have the possibility of altering the report.

The small purposive sample selected for this study constitutes another limitation. A larger sample could provide a more accurate the report about Latino parental involvement.

CHAPTER FOUR

RESULTS

The following research question was investigated in this study: What is the impact of the Parents' Institute for Quality Education (PIQE) training program on Latino parent involvement in elementary school?

The two groups of parents (i.e., parents trained in parental involvement and parents not trained in parental involvement) differed clearly in rating frequency of participation in seven out of twenty parental involvement activities presented in a survey. The highest rate of frequency was expressed in the categories of “very often” and “always”. When combining both categories and analyzing both groups of participants, the percentage of parents participating in school involvement was higher in some activities, as it is shown in table number 1. For example, the 90% of parents in the “trained” group rated high the activity of helping children with homework, yet only 50% of parents in the “not trained” group rated high the same activity. Both parent groups show clear differences in rating other parental involvement behaviors and statements. The group of parents who were trained in parental involvement rated higher than the “not trained” group the following behaviors and statement as it is presented in table 1: Having parent-teacher conference, cooperation with the school discipline system, taking children to the library, getting information to help children with school work, thinking that teacher appreciates school support given by parents, and considering that school has the primary responsibility to educate children.

Table 4.1

Number of Parents Who Rated "Very Often" and "Always" Some Items in the Parent Survey

Activity	Trained	Not Trained
Helping children with homework	9	5
Participating in teacher-parent conferences	6	3
Cooperation with the school discipline system	8	6
Taking children to the library	6	1
Getting information to help children with school work	4	2
Thinking that teachers appreciate their support	10	6
School is responsible for education of children	8	3
	N=10	N=10
Mean	7.3	3.7

The greatest difference in parental involvement between the two groups is found in the activities of helping children with homework, taking children to the library, and considering school as the primary responsible for the education of their children. These three parental involvement aspects are specifically related to the academic field. The Parent Institute for Quality Education program emphasizes the importance of the attendance to parent-teacher conferences, the value of the systematic education, and the usefulness of academic resources available to parents. Parents in the “trained” group think that the responsibility for the education of their children is matter of the school as well as it is of the family. Nevertheless, parents in the “not trained” group considered family as the primary responsible for the education of their children even when they do

not reflect to be as involved in the academic work of their children as parents in the “trained” group.

The parent survey responses revealed that the percentage of parents in the “not trained” group who rated high every parental involvement activity was less than the percentage of parents in the “trained” group rating high every parental involvement activity (see appendix B). High rate in the survey is expressed through the combination or sum of the categories of “very often” and “always.”

The parent survey responses also show that in most of the twenty parental involvement activities or statements both groups of parents rated almost equally high the frequency of their occurrence (see appendix A). Some parental involvement activities or statements were rated almost equally high by a good number of parents in every group. Talking with children about school was rated high by 80 percent of parents in every group. Having high expectation for the education of their children was rated high by 80 percent of parents in the “trained” group and 90 percent in the “not trained” group. Helping children to attend to school regularly was rated high by 100 percent of parent in both groups.

There are some school involvement activities that none parents or a few of them rated high in every group. These activities are: Participation in the Parent-Teacher Association (PTA), helping as volunteer in the school, and taking children to educational center such as museums.

The weekly parental involvement activity report reflected what the parents had done at home and at school to help their children in education. It was observed that some parent had forgotten where they had put the activity log. There were parents who said

that they had done something to help their children, but they had not marked the activity log. Some parents felt uncomfortable because they had not taken their children to the library or any educational center such as a museum. Various parents expressed their concern for not being involved in the PTA or as volunteer in the school.

Table 4.2

Cumulative report of parental involvement activities during 4 weeks

Activity	<u>TRAINED</u>		<u>NOT TRAINED</u>		DIFF OF MEANS
	TOTAL	MEAN	TOTAL	MEAN	
Encourage responsibility	45	5.0	46	8.1	-3.1
Help with homework	66	7.3	33	6.6	0.7
Discuss grades	33	3.6	26	5.1	-1.5
Talk about discipline	95	10.5	46	8.1	2.4
Talk about value of education	80	8.8	34	6.8	2.0
Visit to an educative center	12	1.3	2	0.4	0.9
Visit to the library	19	2.1	0	0.0	2.1
Read with children	113	12.5	30	6.0	6.5
Doing academic things together	35	3.8	17	3.4	0.4
Ask children about school activities	59	6.5	27	5.4	1.1
Attend to Parent-teacher conference	6	0.6	0	0.0	0.6
Participate in a school activity	8	0.8	0	0.0	0.8
Read notes sent by teacher	35	3.8	12	2.4	1.4
Give recognition to student	58	6.4	25	5.0	1.4
Encourage student to do academic things	60	6.6	24	4.8	1.8
Call teacher to clarify or get information	5	0.5	0	0.0	0.5
Involve in PTA activity	0	0.0	0	0.0	0.0
Review routines that help children in their schooling	56	6.2	25	5.0	1.2
Ensure that children read independently every day	130	14.4	36	7.2	7.2
Get information to help student	23	2.5	1	0.2	2.3
Mean of Means		5.2		3.7	1.4

The report of weekly parental involvement activities reflects the data collected from nine parents in the “trained” group and five parents in the “not trained” group. The mean is the total of activities cumulated by the group divided by the number of participants who reported parental involvement activities during the four weeks. The investigator made several telephone calls to the participants and visited them at home in order to get their information. Some of the participants who did not turn in their weekly activity report said that they had forgotten to complete the report. The two groups of parents showed difference in the attitude of maintaining the weekly activity log. The majority of parents, in the “trained” group were interested in reporting the involvement in their children schooling. However, 50% of the parents in the “not trained” group did not complete the report.

The total number of activities in every group was divided by the number of participants in every group in order to use the mean to report the involvement of parents in their children’s schooling. The overall mean or mean of means in the “trained” group is 5.2. The overall mean in the “not trained” group is 3.7. The overall mean in the “trained” group is 27% higher than the overall mean in the “not trained” group. In general, participants in the “trained” group were more involved in the schooling of their children during the four weeks of the study than parents in the “not trained” group.

Some activities reported during the four weeks of the study show that parents in the “trained” group were more involved in the schooling of their children than parents in the “not trained” group. Reading with children, ensuring that children read independently, and visit to the library are activities in which parents in the “trained” group reported involvement that is higher 100% or more than parents in the “not trained”

group. Getting information to help children in school related matters is another activity in which parents in the “trained” group were 92% more involved than parents in the “not trained” group.

Activities that require parents visit the school or interact with school personnel show minimum difference between the two groups and very low or no involvement at all. These activities are attending to parent-teacher conferences, calling teachers to clarify or get information, participation in school activities, and involvement in the PTA activities. This result suggests that Latino parents have some common motives to stay away from school even when training for an effective parental involvement is offered or given to them.

The parent interview was another instrument used to determine parental involvement. Fifteen of the twenty parent participants were interviewed: Eight in the “trained” group and seven in the “not trained” group. The parents had all the time they needed to respond the questions or make any comment. However, the average time used in every interview was around ten minutes. The interview was stopped when parents expressed that they did not have more comments about the topics.

The themes derived from responses and comments of parents in the interview are as follow:

1. Parents must support children at home by helping them with homework.
2. Children need develop appreciation for education and work hard at school in order to earn a degree and secure a good job.
3. Communication between teachers and parents is open, frequent, and helpful.

4. Parents need to get information on how to help their children with school matters.
5. Parents think that there are not barriers to become involved in their children's school.

The percentages of parents in each group who addressed the main themes derived from the interview can be seen in table 4.3.

Table 4.3

Number of Parents Who Stressed Parental Involvement Themes in the Interview

Activity	Trained	Not Trained
Helping children with homework	6	6
Children need develop appreciation for education	8	7
Frequent communication with teachers	8	3
Getting information to help children	8	2
There are not barriers to get involved in the school	8	5
	N=8	N=7
Mean	7.6	4.6

Parents in both groups, “trained” and “not trained,” stressed the importance of helping children with homework. Some of their comments about the topic are stated as follows:

“Yo pienso que ponerles más atención, ayudarlos en sus tareas y pues más que nada participar más con ellos.” (I think that we need to give them

more attention, helping them with their homework, and sharing more with them).

To help children effectively with homework means “Estar en contacto con los maestros y trabajar juntos con los maestros para saber en lo que andan atrasados.” (To be in communication with the teacher and work together in order to know in what areas the children are failing)

Another way to help children with homework is “poniéndolos a que lean más, estableciendo metas y apoyándolos para que lleguen a la meta.” (Encouraging them to read more, establishing goals, and supporting them to reach those goals)

Parents in both groups encouraged their children to appreciate education. The most common comment made about this theme was that parent motivated their children to be dedicated to their study and value education in order to have a future in which they would not have to work so hard in difficult jobs. Some of the parents’ comments regarding appreciation for education are stated as follows:

“...que me vea a mi, porque yo no quiero que él esté como yo, que no me dieron la educación, que no me dieron estudio...yo quiero que él sea más.” (My son has to see me. I don’t have education because nobody helped me. I want for him something better)

“...que no sean como nosotros...que no tengan un sueldo bajo, trabajen en trabajos mal pagados.” (I want my children become different than us, the parents. They should not earn low salaries or work in jobs that are not well remunerated.)

“Yo les digo que sería bueno que fueran pensando en tener una carrera, algo como ser un doctor, un ingeniero, dependiendo de lo que a ellos les llame la atención.” (I tell them that it is good to think in having a career, something as to be a doctor, an engineer, or something they could be interested in.)

“Hablamos de la pobreza que existe a nivel mundial, de las necesidades que existen en el mundo, y de qué manera uno puede llevar un mejor estilo de vida, preparándose y educándose.” (We talk with our children about poverty in the world, needs people have in the world today, and how they, my children, can have a better living style by getting education.)

The importance of frequent and open communication with teachers was a topic addressed by all parents in the “trained” group and nearly half of the parents in the “not trained” group. Some of their comments about this topic are stated below:

“Cuando he tenido entrevistas con la maestra, no lo tomamos a groso modo, sino que tratamos de profundizar en cuáles son los puntos fuertes y débiles de mi hijo en la escuela, de qué manera tanto yo como ella podríamos aliarnos para poder mejorar en los puntos débiles.” (When I have a conference with the teacher, I take it seriously. We tried to find the

strength and weak academic points of my child and see in what way we could work together to help my child in her weak academic areas.)

“Tenemos que hablar la maestra y yo...hasta cosas de la casa para que ella tenga una base de qué es en lo que el niño está y le roba la atención.”

(The teacher and I have to talk. I talk with her even about things that are going on at home, so she could have an idea of what is the problem why my child is not focus on learning.)

Parents need to get information on how to help their children. All of the parents who were trained and less than one third of not trained parents commented about their necessity to find support to improve their involvement in their children's schooling. Some of their comments are stated as follows:

“Al entrar a PIQE me di cuenta de que hay algo aún más que puedo hacer. Siempre hacer lo mismo que estaba haciendo sólo que ahora de manera más eficiente y pues seguir educándome para poder ayudarles.”(My participation in PIQE let me see that I still can do something else to help my children. I should continue doing what I have been doing, but now with more efficiency. Also, I need to continue getting more education to help my children.)

“A mi me gustaría que siguieran con otros programas para que nos enseñen más a nosotros para poder ayudar a los niños.”(I would like the

school offered more programs for parents, so we could be better prepared to help our children)

“Quiero involucrarme más. Antes les ayuda un poco con las tareas, pero si quiero estar más con ellos, inculcarles más que deben estudiar, que estén leyendo, comprarles libros, llevarlos más a la biblioteca...” (I want to be more involved in my children’s education. In the past, I have helped them with homework, but I want to spend more time with them to motivate them to study harder and read more, to buy more books for them, and to take them more often to the library.)

All trained parents and two third of the parents who were not trained mentioned that they had not seen anything in the school of their children that constitutes a barrier for them to be involved in their children’s schooling.

Trained parents were more inclined to initiate and maintain good communication with teachers than parents who did not receive training. The Parent Institute for Quality Education program trained parents on how to inquire about their children’s academic performance when attending to parent-teacher conferences or having any other type of communication with teachers. All parents in the “trained” group commented about the importance of keeping an open communication with teachers in order to favor their children’s schooling. However, less than half of the parents in the “not trained” group made comments about the importance of opening or maintaining communication with teachers. One of the parents in the “not trained” group even mentioned that she knew

how to help her children with school matters because she had had several children already, and raising them had given her some knowledge on the field.

The biggest difference between parents in both groups was in regard to searching or looking for information to assist their children. All parents who were trained commented about their interest to get more training in strategies to help their children with school assignment or to be more involve in the school of their children. However, only 28.5% percent of parents who were not trained talked about the topic of being trained to help their children.

Table 4.4

Comparative summary of all results given as mean of totals

Instrument Used	Trained	Not Trained
Parent survey: Parents who rated high frequency of involvement	7.3	3.7
Parental involvement activity report	5.2	3.7
Interview: Parents' comments on involvement themes	7.6	4.6

Trained parents rated higher their frequency of participation in parental involvement than parents who did not attended to training.

Trained parents reported having implemented more parental involvement activities in four weeks than parents who were not trained.

More trained parents made comments about parental involvement common interview topics than not trained parents.

One common trend in parents of both groups, “trained” and “not trained,” was to emphasized more parental involvement in their children’s schooling through activities performed out of school than through activities performed in the school such as helping as volunteer, participating in activities organized by the PTA, and contacting teachers to find information about their children. The three instruments measuring the involvement of parents in their children’s schooling revealed that Latino parents believe that they help their children with homework, instruct them in valuing education, and do not report major obstacles presented by schools for their involvement in their children’s schooling.

When parents of both groups are compared in relation to reports of frequency of involvement, the activities classified as “life participation” which include all of the activities performed outside the school to help children with schooling and are not academic by nature, are the activities rated with similar trend by parents in both groups. The frequency of involvement in activities related to “school involvement” which activities require some interaction with school personnel or visit to school were rated higher by trained parents than not trained parents as it is shown in tables 4.5 and 4.6.

Table 4.5

Number of Parents Who Rated “Very Often” and “Always” in their Involvement in “Life Participation” Activities

Activity	Trained	Not Trained
I talk with my children about school	8	8
I have high expectation for my children’s education	8	9
I let my children know my expectation for their education	7	7
I help my child to attend to school regularly	10	10
I take my child to the library	6	1
I take my child to cultural and educative centers	0	0
I recognize that it is my responsibility to educate my child	10	9
I recognize my child for her effort in doing well in the school	9	10
I ensure my child rests at home, so he could do well in school	10	9
I help my child to develop good academic habits	10	9

Table 4.6

Number of parents who rated “very often” and “always” their participation in “school involvement” activities

School Involvement Activity	Trained	Not Trained
I help my children with their homework	9	5
I have several conferences with my child’s teacher	6	3
I review the report card with my child	8	8
I participate in the PTA activities	1	0
I help as volunteer in the school	0	0
I cooperate with the school discipline system	8	6
I try to find information to help my child with school work	4	2
I feel welcomed in the school	9	10
I think my child’s teacher appreciates my support	10	6
I think it is the responsibility of the school to educate my child	8	3
	N=10	N=10

CHAPTER FIVE

CONCLUSION AND SUMMARY

Discussion

The study regarding Latino parental involvement in elementary school revealed some aspects whose careful consideration could be critical in the process of capitalizing upon the efforts of parents who participate in the education of their children. All parents involved in the study had the opportunity to participate in parental involvement training conducted by the Parent Institute for Quality Education (PIQE) program. The PIQE program offered a useful and well-adjusted cultural training. The instructors were Latino professionals who possess a deep understanding of the education system of the nation, and are cognizant of common challenges presented by Latinos in education. The distributed training schedule throughout nine weeks gave the parents the opportunity to implement some of the parental involvement strategies and bring to the training session some concerns in order to get the proper feedback. Parents who attended to the training were very pleased with the instruction and reported having practiced some strategies learned in the PIQE program. Most of the parents who did not attend to the PIQE training did not reflect any disappointment for not being able to attend.

All parents were enthusiastic during the first part of the study in which they had an encounter with the principal investigator and completed the survey about parental involvement. A couple of parents who had not attended to training requested some help to complete the survey because they were not able to read correctly or were shy to write in front of the investigator. During the process of completing the survey almost all of the parents stopped in the items about helping as volunteer in the school, participating in any

PTA activity, and initiating or maintaining contact with the teacher. They tended to offer explanation of what they could respond but did not do it either for not finding the proper words or any reason to justify their responses.

Most of the parents had difficulty in maintaining on schedule the weekly activity log. However, they made an effort to report their parental involvement activities. Half of the parents in the “not trained” group did not turn in their activity reports. Parents in the “trained” group were more consistent in turning in the activity report. It is difficult to determine if they were more responsible in turning in the report activity due the influence of the training or because of their nature or inclination to appreciate some help to track their parental involvement in the schooling of their children.

The interview was a process completely new for all of the participants. They tended to offer short answers. They were more talkative when commenting about helping children at home and instilling in them appreciation for education. When parents were asked to comment about the help they provided to students by their relation with the school, almost all participants hesitated to answer the question and commented about the support they gave to the children at home. One parent mentioned that she wanted to help as a volunteer in the school, but when she heard that she had to show her driver license, she realized that she could not be a volunteer. Parents who are not legal immigrants cannot provide to school support as volunteers due to criminal background checks that require a formal identification. These parents could be willing to be involved in their children school, but their intent is blocked by the school safety regulation. The system should not be blame for ensuring safety for all students, but these illegal immigrant parents should not be labeled as people without interest to cooperate with the school.

A parent said that even when the teacher was open to communicate with her, the teacher only allowed a ten-minute conference. She had a lot of questions to ask the teacher about her child, but the conference time was too short. Another parent also commented on having better communication with some teachers than with others. She said that she was used to discuss with the previous teacher of her child several things that she could not discuss with the current teacher of her child. Parents expect some consistence from teachers when dealing with parents. The involvement of some parents in school could be conditioned by the teacher's personality, professionalism, interest to help the students or reach out the school community, and understanding of students' personal needs.

Some teachers had to think carefully when completing the survey about the school involvement of some specific parents. In some cases the teacher said plainly, "I never met this parent." In other cases the teacher said, "This parent was attended to the PIQE training." Some teachers were concerned if the parents were evaluating them as well.

The parent-investigator conferences had some effect on some parents which empowered them to change their approach with their children. A parent said to the investigator that her spouse was more involved with his children since the meeting he had had with the investigator. The investigator only asked him questions about parental involvement. Some parents could improve the frequency of their involvement in their children's schooling if they received some type of reminder about their duty. Trained parents said that the quality of their involvement had improved with training.

Findings

There are some salient key findings in the study. They are stated as follows:

1. Parents trained in parental involvement strategies are more inclined than parents who were not trained to help their children with homework, participate in parent-teacher conferences, take their children to the library, and think that school has the responsibility to educate their children.
2. Parents trained in parental involvement strategies reported more incidences in which they read with their children and encourage their children to read independently than parents who were not trained.
3. Parents who were not trained in parental involvement strategies reported having encouraged their children to be responsible with school more frequent than parents who were trained.
4. Parents trained in parental involvement strategies tend to have more frequent communication with teachers and get information to help their children with school matters than parents who were not trained.
5. Parents in both groups, trained and not trained, tend to be more participative in parental involvement activities performed at home than participating in activities that require some interaction with school personnel.
6. All parent participants reported that they feel welcomed in their children's school.

Trained parents tend to be more involved in the school of their children than parents who have not been trained. This is the case with Latinos according to this study.

The PIQE training required a commitment from parents to be in nine weekly sessions throughout the program. This study was conducted immediately at the end of the training period. It is possible that parents were under the effect of the motivational factor. It is also possible that they had internalized some principles and strategies regarding parental involvement and were implementing those strategies as an evidence of their commitment not only to the training but to the involvement of their children's schooling.

This study revealed that Latino parents are more inclined to get involved in the schooling of their children through activities performed outside the school and do not require some interaction with the school personnel. This is an aspect shared by both, trained and not trained Latino parents. Zarate (2007) found that Latino parents tend to focus more on "life participation" activities than direct "school involvement." However, in this study, the findings revealed that Latino parents trained in parental involvement strategies were more participative in direct "school involvement" activities than Latino parents who were not trained. This finding indicates that training is a crucial factor to get more Latinos involved in the schooling of their children.

Future Research

Latino parental involvement presents a vast field for research. This study focused on the impact of PIQE training on the participation of Latinos in the schooling of their children in elementary school. The study was performed immediately the training had finished and it is difficult to distinguish how the motivational factor is affecting the results more than the actual influence of content of training. Further research could focus on the internalization of parental involvement principles and strategies taught by the PIQE program by performing the study some months or a year after the training.

Parents in this study had two or three investigator-parent conferences in which they were motivated to implement the parental involvement strategies learned through the PIQE program. More studies could reveal at what extent parents were influenced by those investigator-parent conferences to implement some parental involvement activities. The same could be the case of the weekly activity log or check list parent had to maintain in this study. The activity log was encouraging in some way to follow up or practice what they had learned in the PIQE training. There was not follow up program from PIQE for the parents who participate in this study. Further studies could address the follow up factor in influencing Latino parental involvement.

One delicate topic to be researched is the type and frequency of involvement of Latino parents who are legal immigrants and those who are illegal. Some Latino parents have expressed that their condition of illegal immigrant affect their involvement in the school of their children.

The participation of parents in training could in some way be influenced by the instructor. Further studies could address the instructor factor in training Latino parents.

The impact of the involvement of trained Latino parents on student performance in elementary school is an issue that deserves further research.

Recommendations

Any study with Latinos will be more effective if a personal interaction exist. Latinos are naturally social and very family oriented. Further, these individuals will be more inclined to share their opinion and ideas in a friendly environment. Also, given that some Latino parents are interested in helping their children with school related matters, it

is important to offer some type of training. They are receptive to training; however, training without follow up procedures could have a poor effect on Latino parents.

Parental involvement studies would be more effective if teachers are involved since the beginning of the study. In this study, teachers were included in the last stage of the study.

Any parental involvement in school has the purpose of helping children to be successful in the school. Therefore, any parental involvement study should include student performance. This student performance should be read in terms of academics and character development. Latino parents emphasize their involvement in their children's schooling through family or home participation. Nonetheless, Latino parents also have to remember that they are school stakeholders and need to be involved in their children's school business.

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APPENDIX A

TABLES

Number of Parents Responding According to a Scale from 1=Never to 5=Always

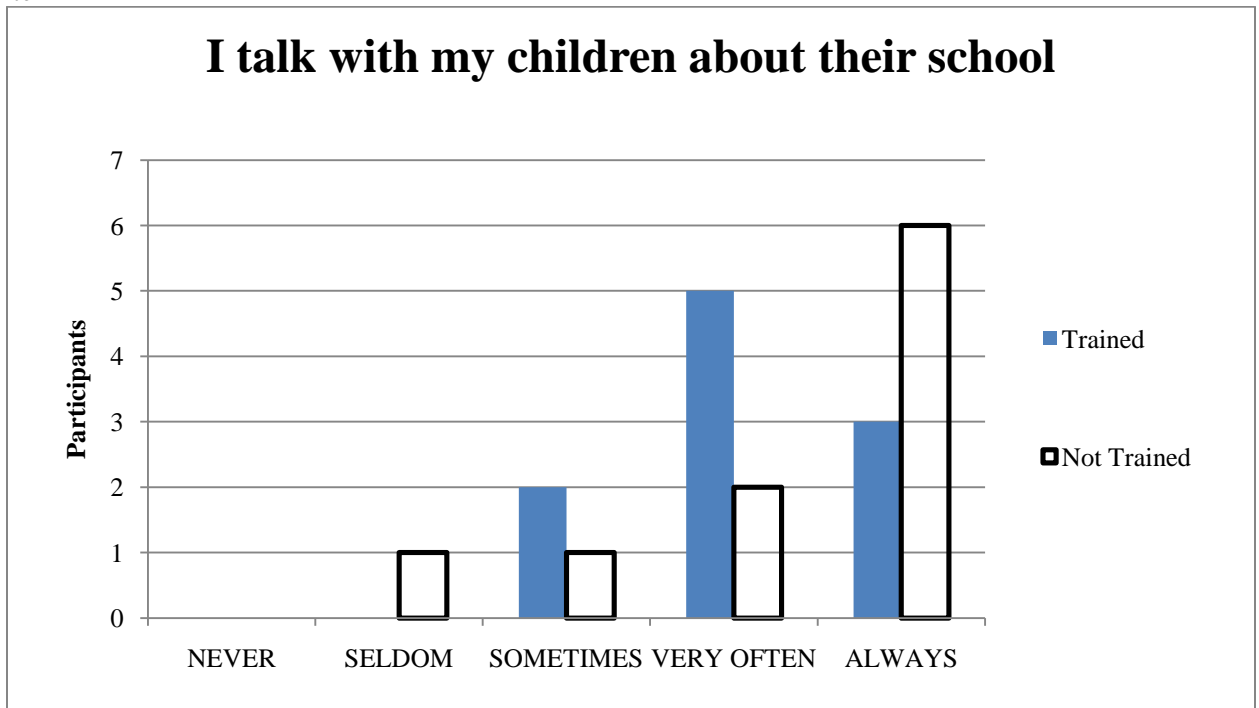
Activity	<u>NEVER</u>		<u>SELDOM</u>		<u>SOMETIMES</u>		<u>VERY OFTEN</u>		<u>ALWAYS</u>	
	1		2		3		4		5	
	T	NT	T	NT	T	NT	T	NT	T	NT
I talk with my children about their school	0	0	0	1	2	1	5	2	3	6
I help my children with their homework.	0	0	0	1	1	4	2	1	7	4
I have several conferences with my child's teacher during the school year.	0	2	0	0	4	5	2	0	4	3
I have high expectation for my children's education.	0	0	0	0	2	1	3	1	5	8
I communicate to my children my expectation about their academic performance.	0	1	1	0	2	2	4	1	3	6
I review the report card with my child.	0	0	0	1	1	1	1	0	7	8
I participate in the PTA activities.	6	3	1	1	2	6	0	0	1	0
I help as volunteer in the school.	8	8	2	1	0	1	0	0	0	0
I help my child to attend to school regularly.	0	0	0	0	0	0	0	1	10	9
I cooperate with the school discipline system.	1	2	1	0	0	1	3	0	5	6
I take my child to the library.	1	4	1	3	2	2	5	1	1	0
I take my child to cultural and educative centers such as museums.	5	5	3	4	2	1	0	0	0	0
I try to find information to help my child with school academic work.	2	3	2	1	2	4	2	1	2	1
I feel welcomed in the school.	0	0	0	0	1	0	0	1	9	9

I think my child's teacher appreciates my support.	0	1	0	0	0	3	1	0	9	6
I recognize that it is my responsibility to educate my child.	0	0	0	0	0	1	0	0	10	9
I think that it is the responsibility of the school to educate my child	0	0	0	1	2	6	4	1	4	2
I recognize my child for his/her effort in doing his/her best in the school	0	0	0	0	1	0	6	2	3	8
I ensure my child rests properly at home, so he/she could do well in the school.	0	0	0	0	0	1	4	2	6	7
I help my child to develop good academic habits.	0	0	0	1	0	0	2	2	8	7

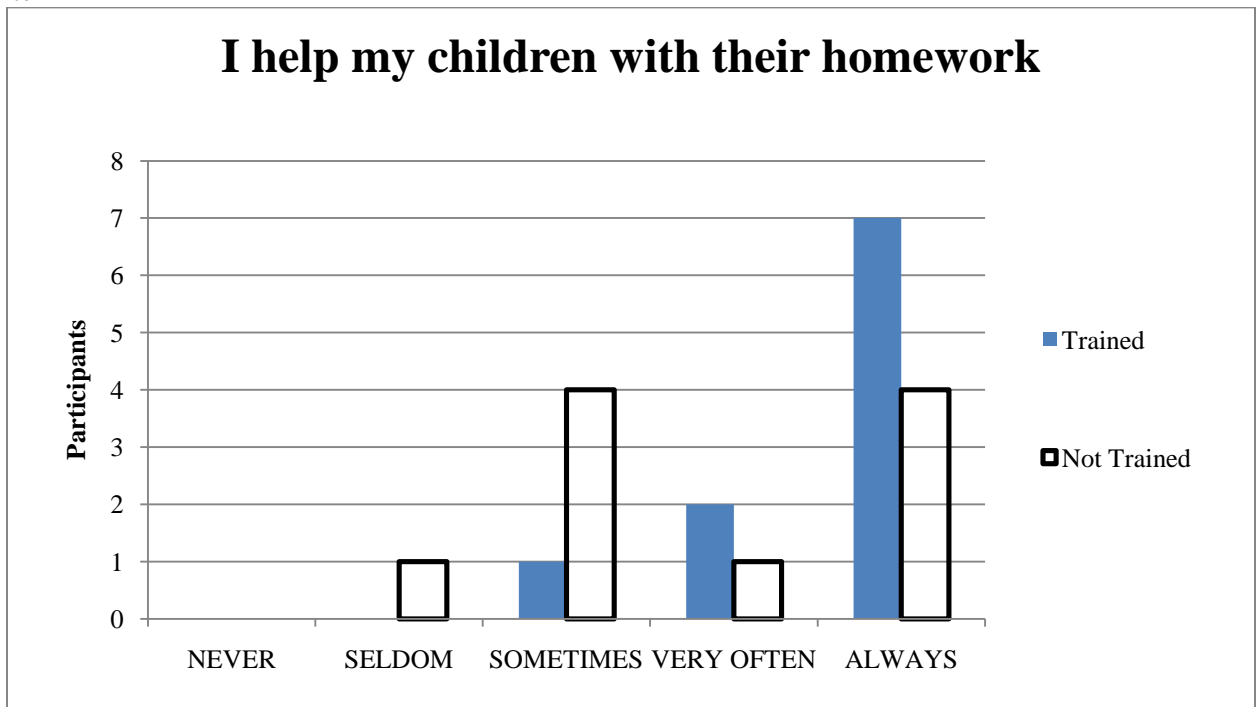
APPENDIX B

GRAPHS

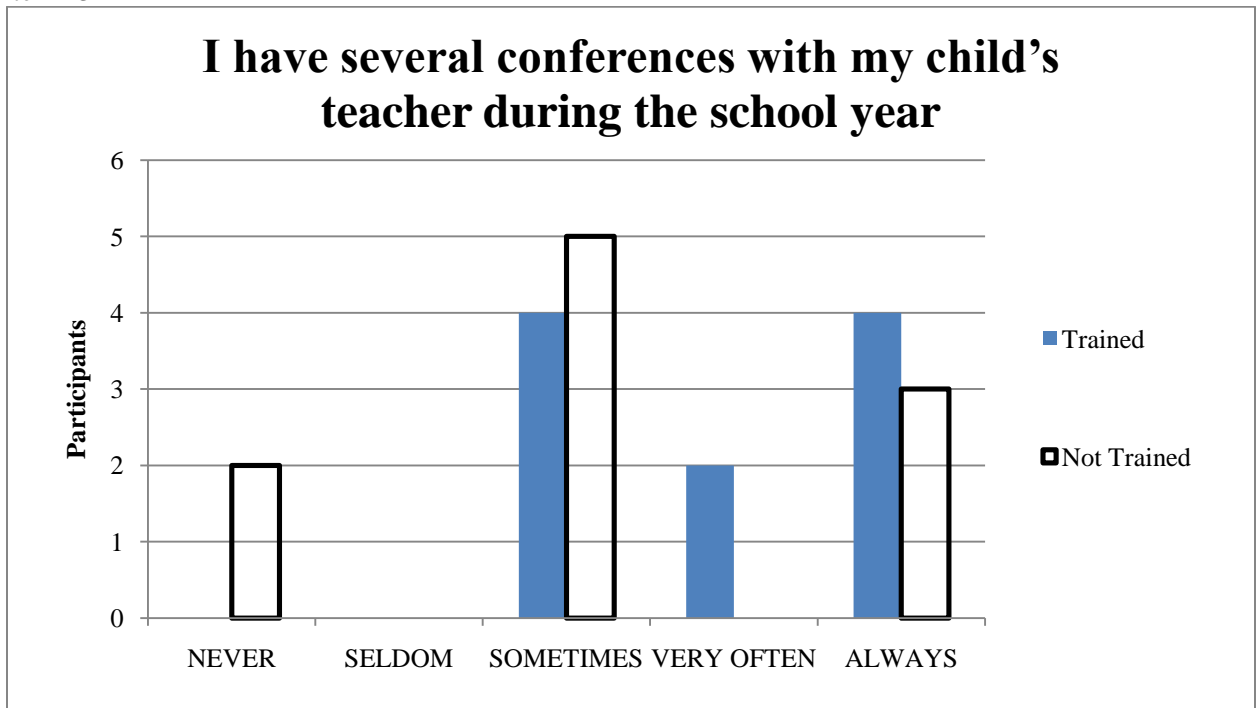
Item #1



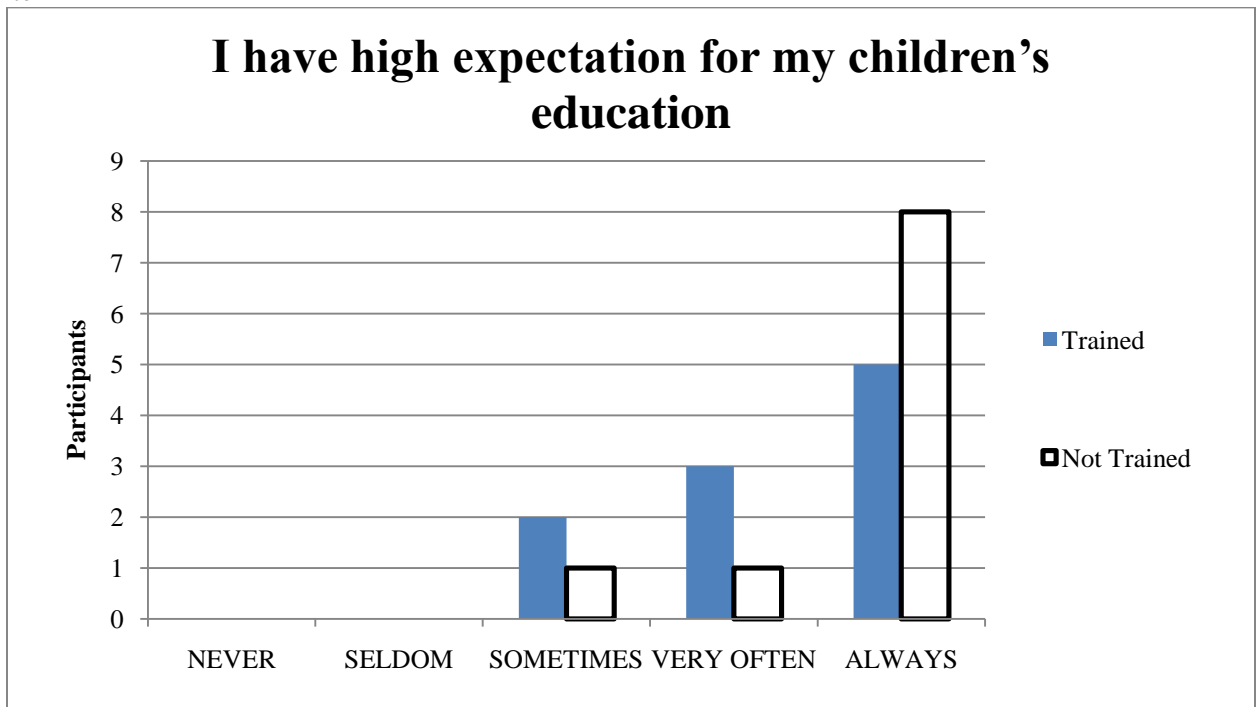
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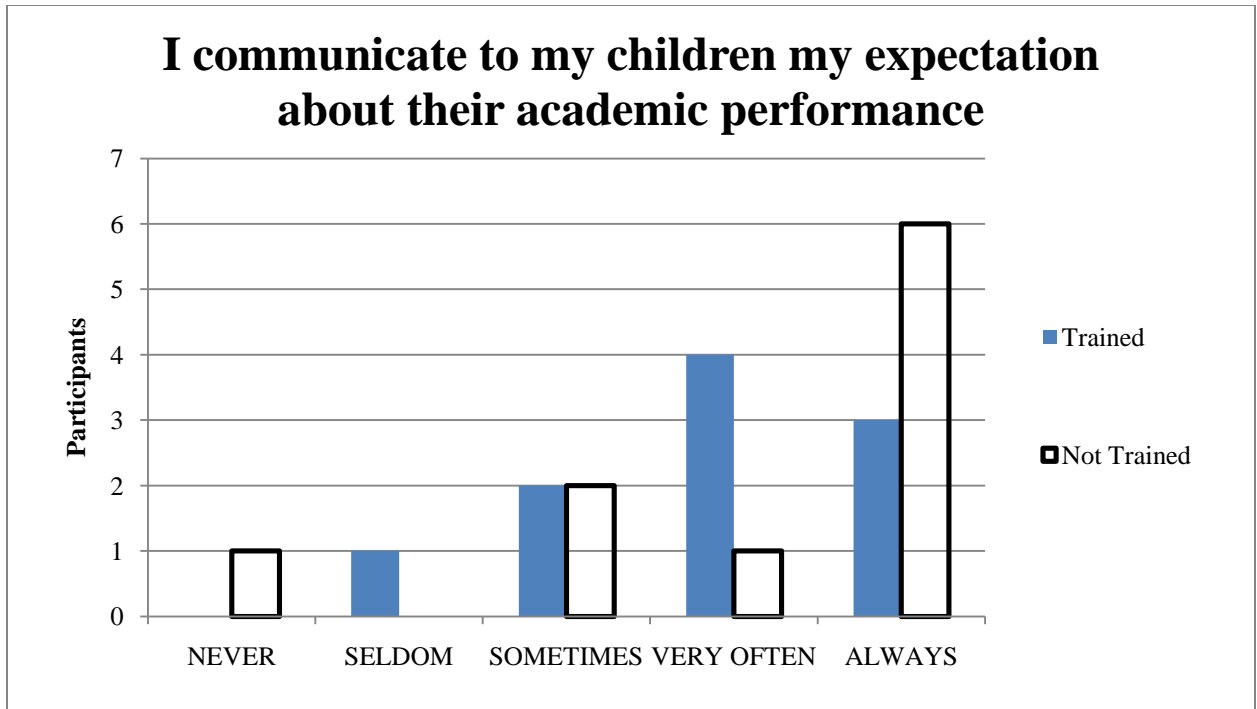
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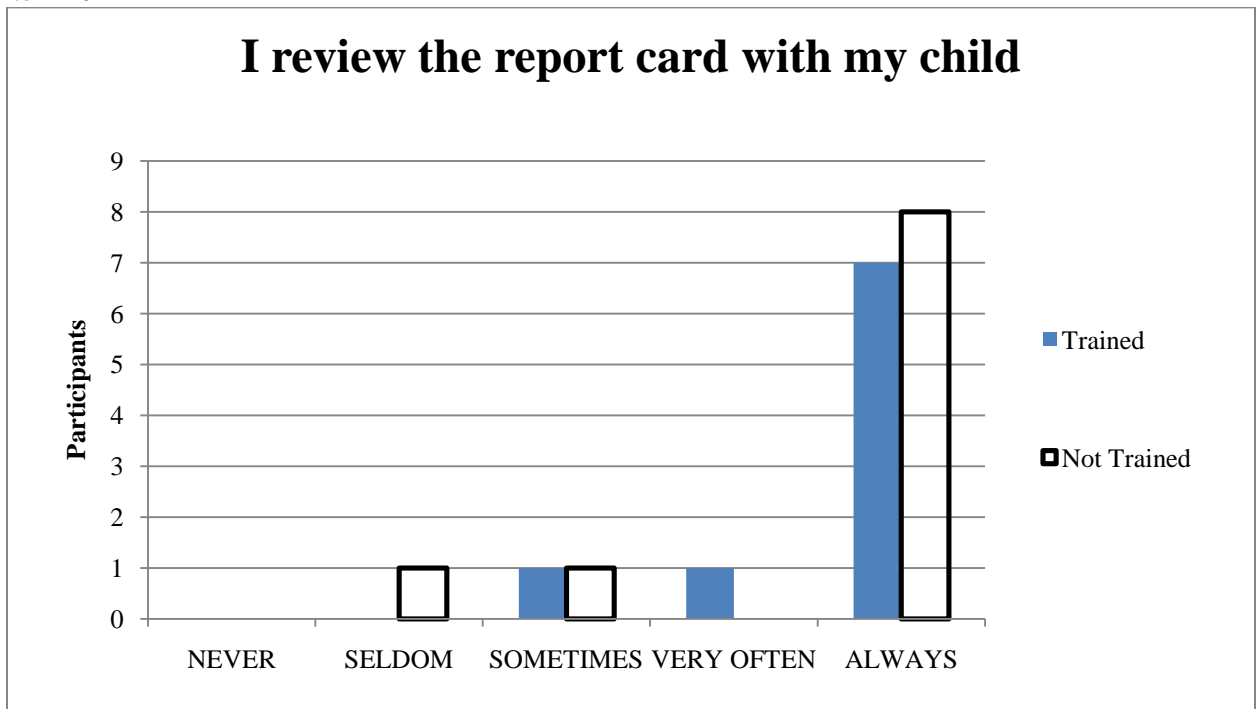
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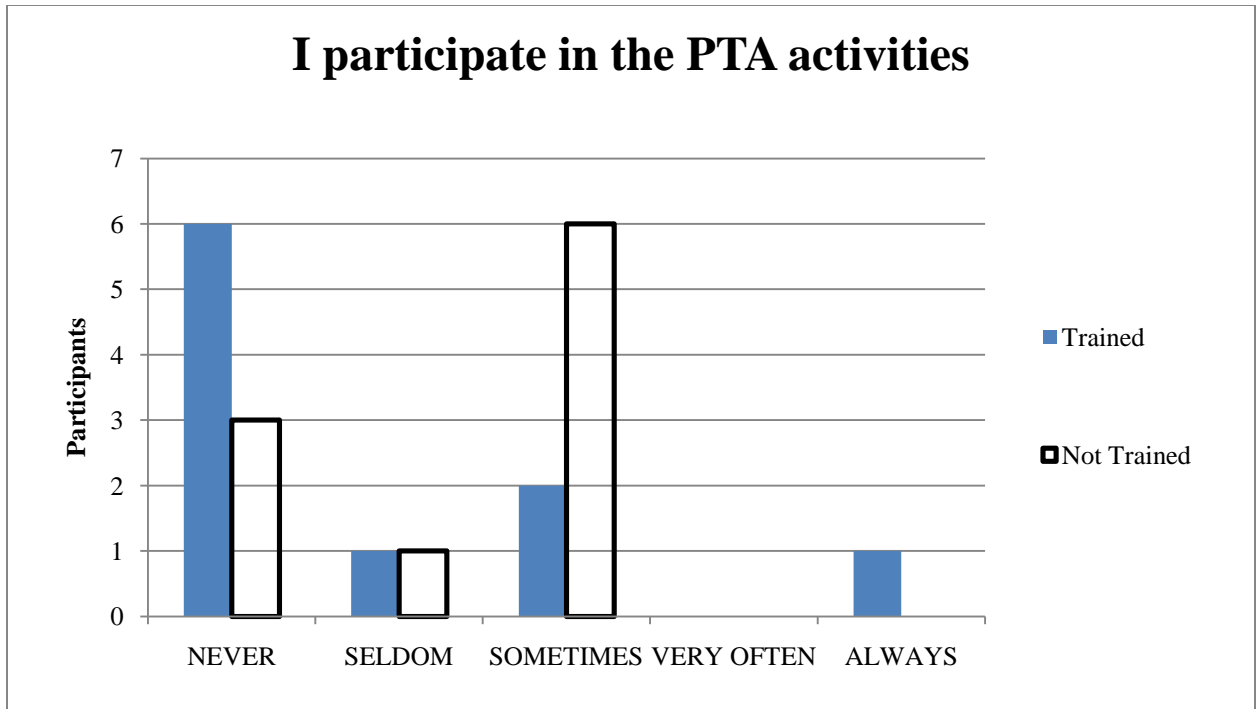
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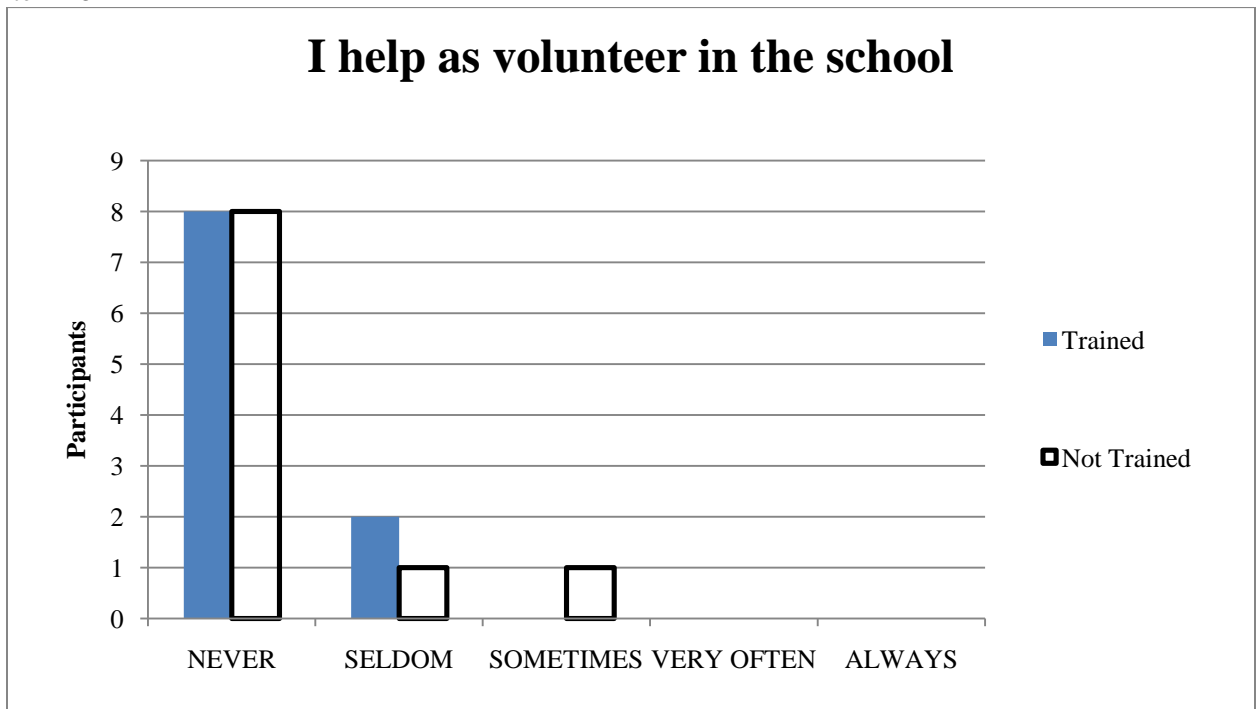
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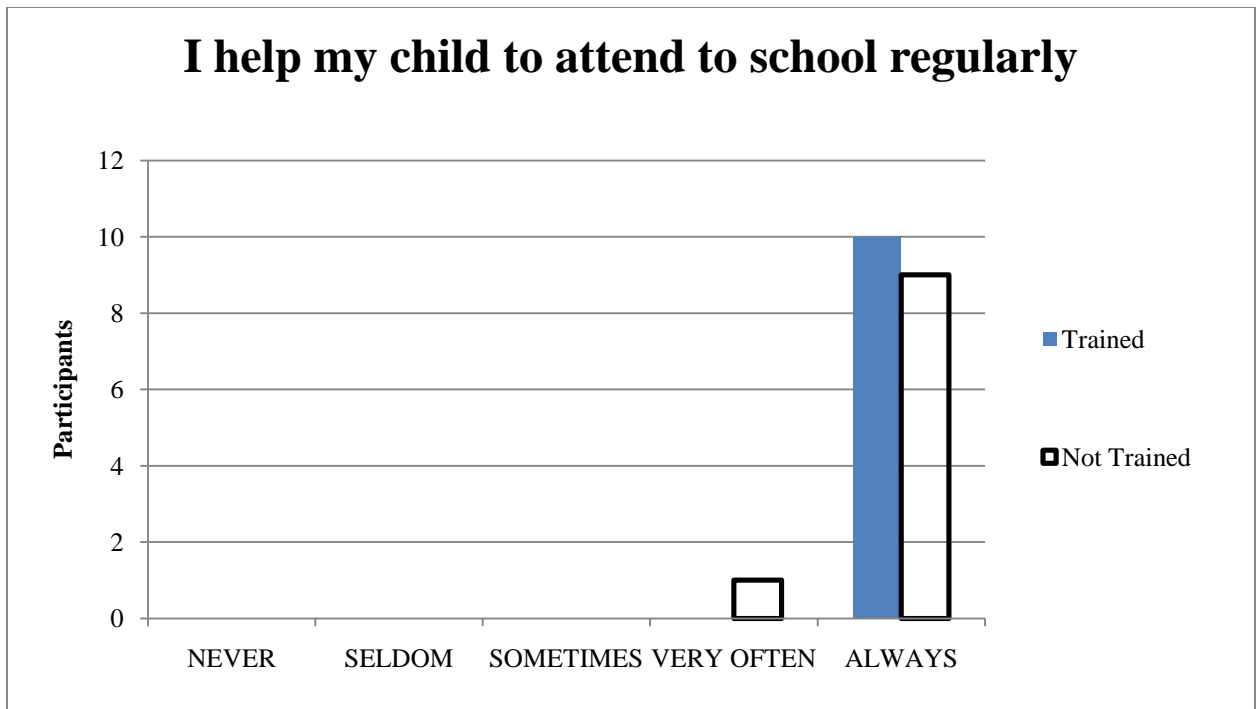
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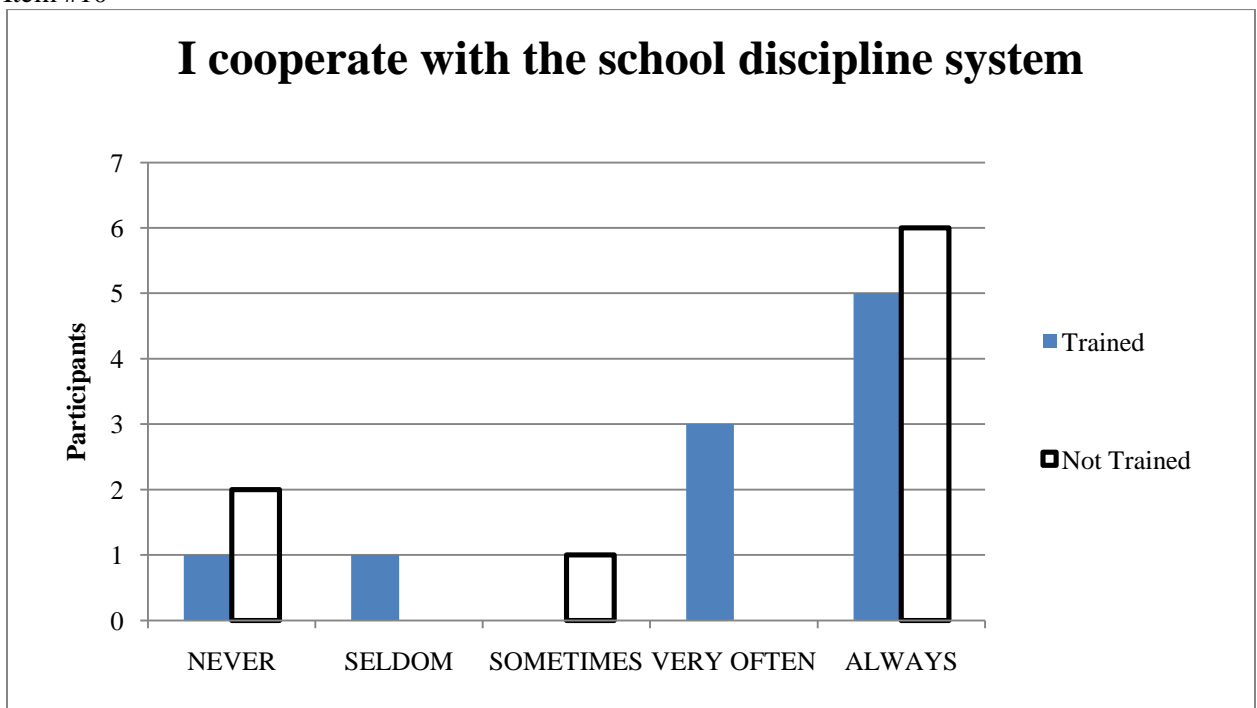
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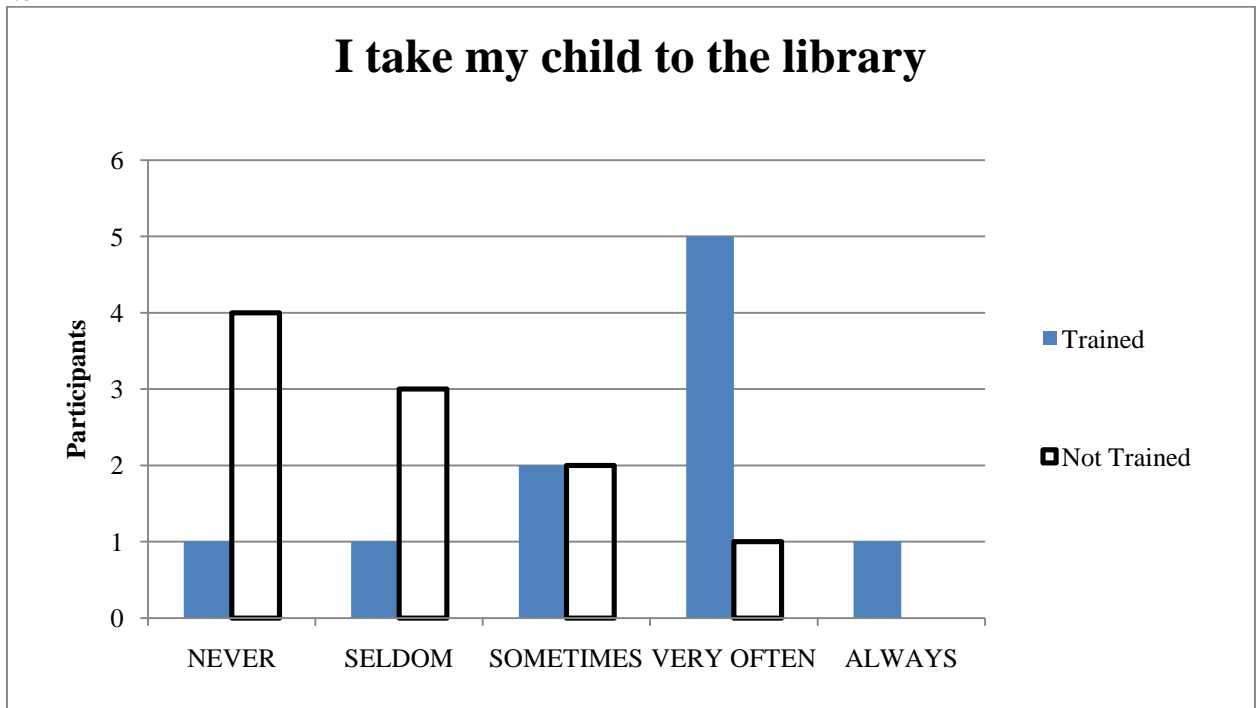
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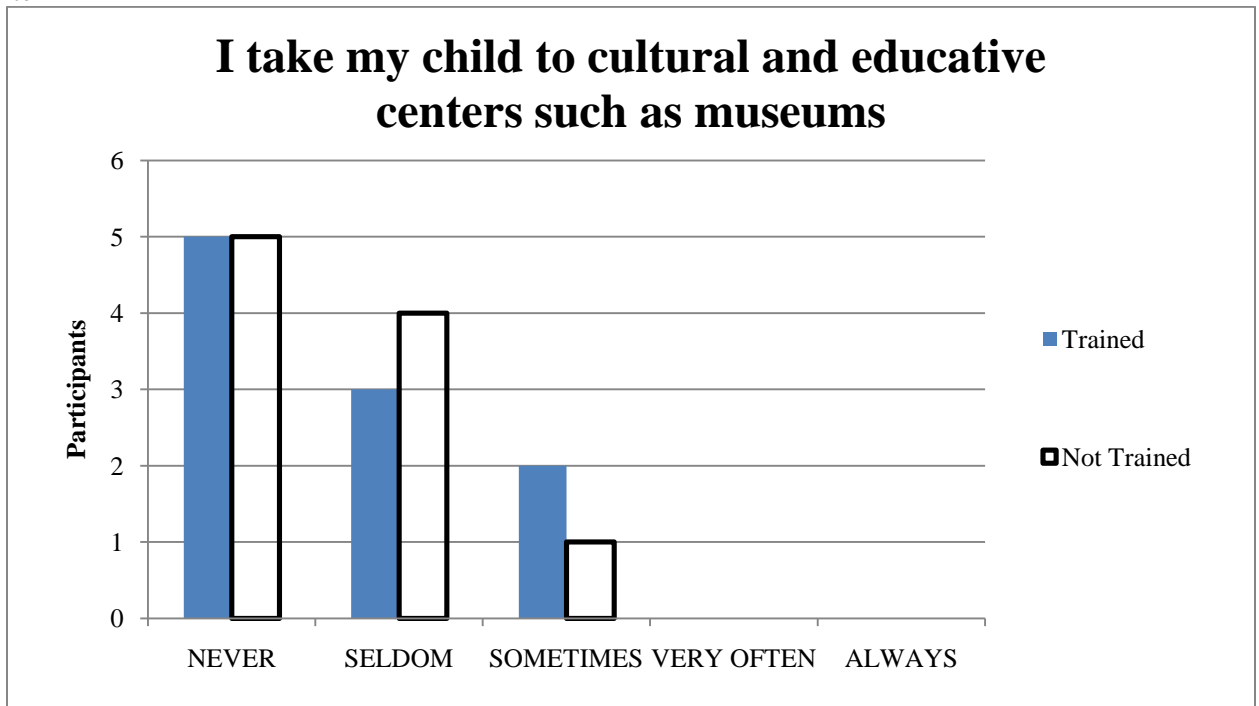
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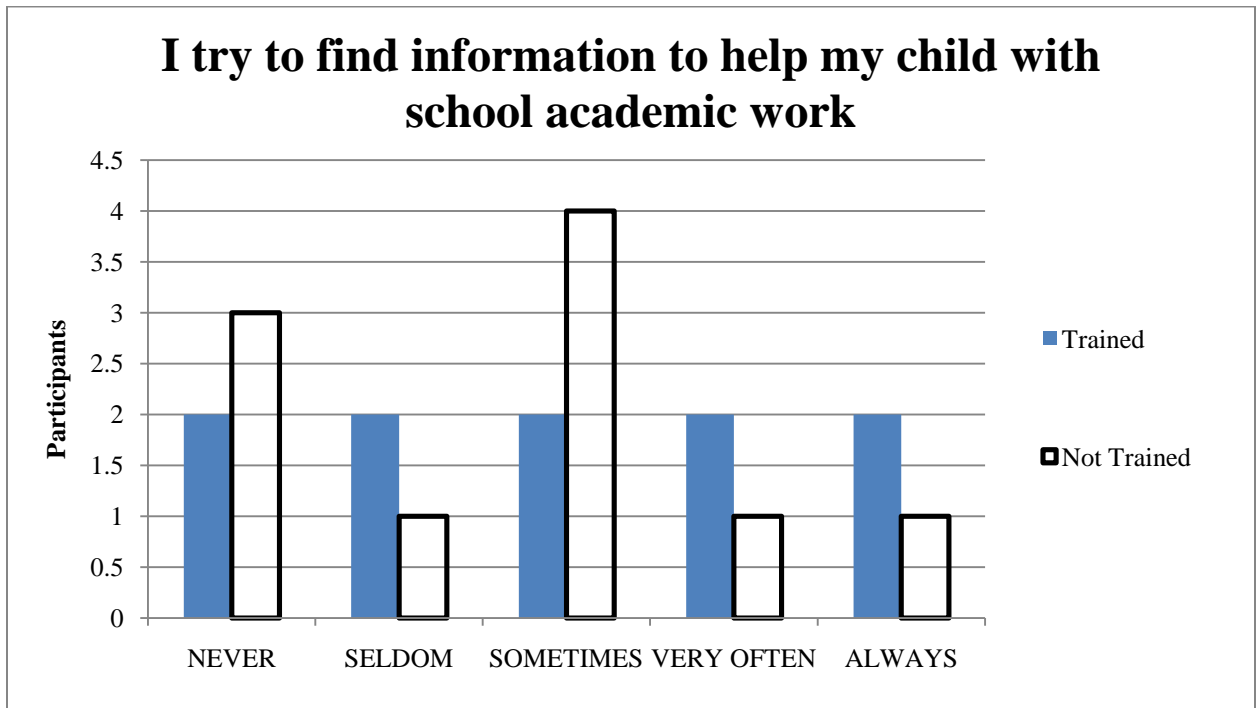
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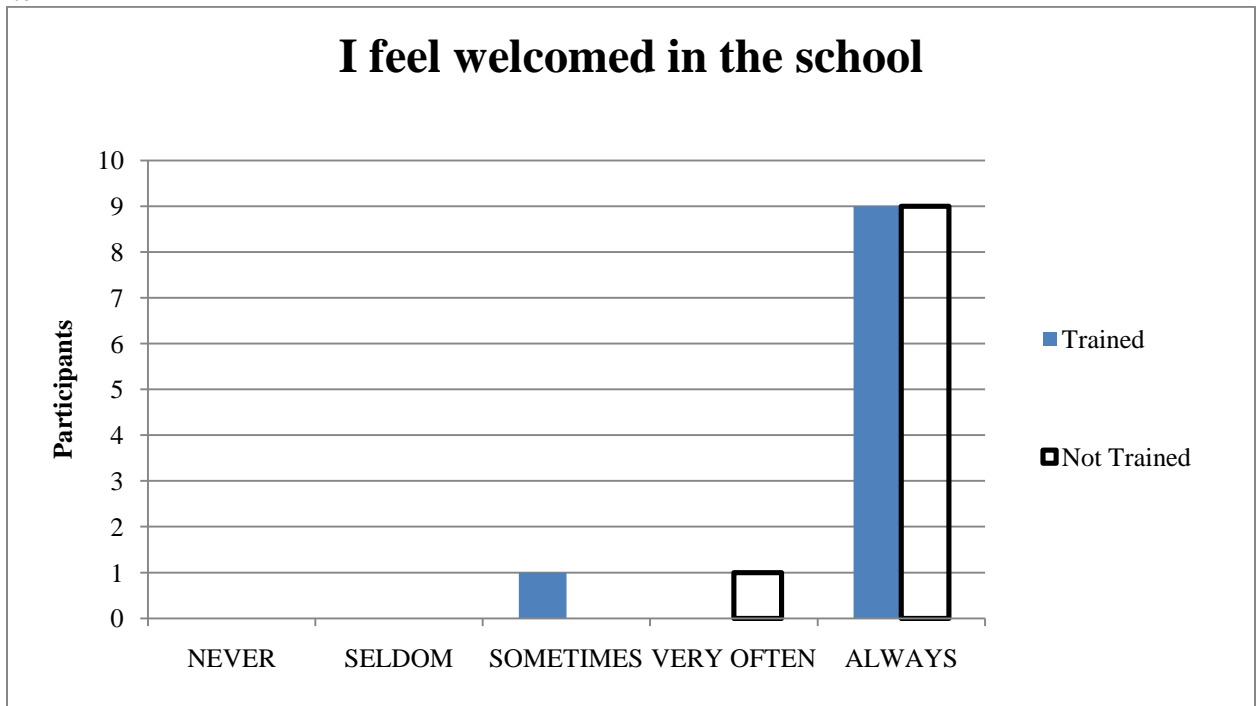
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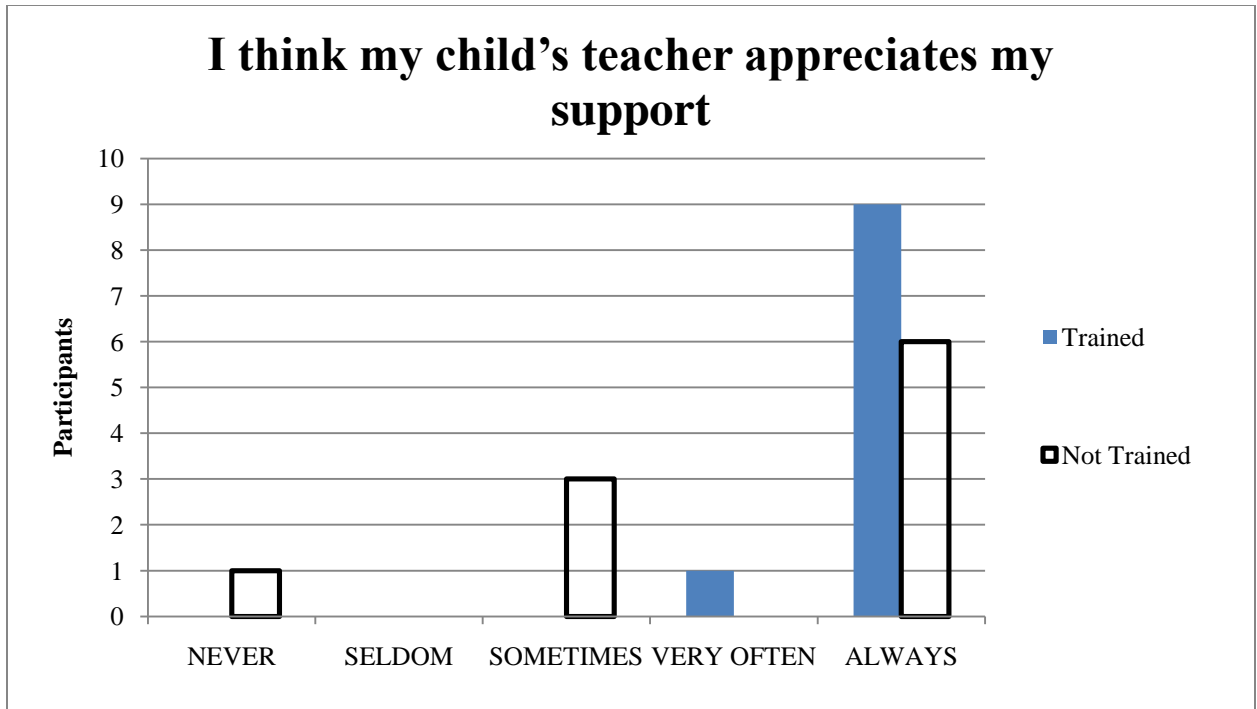
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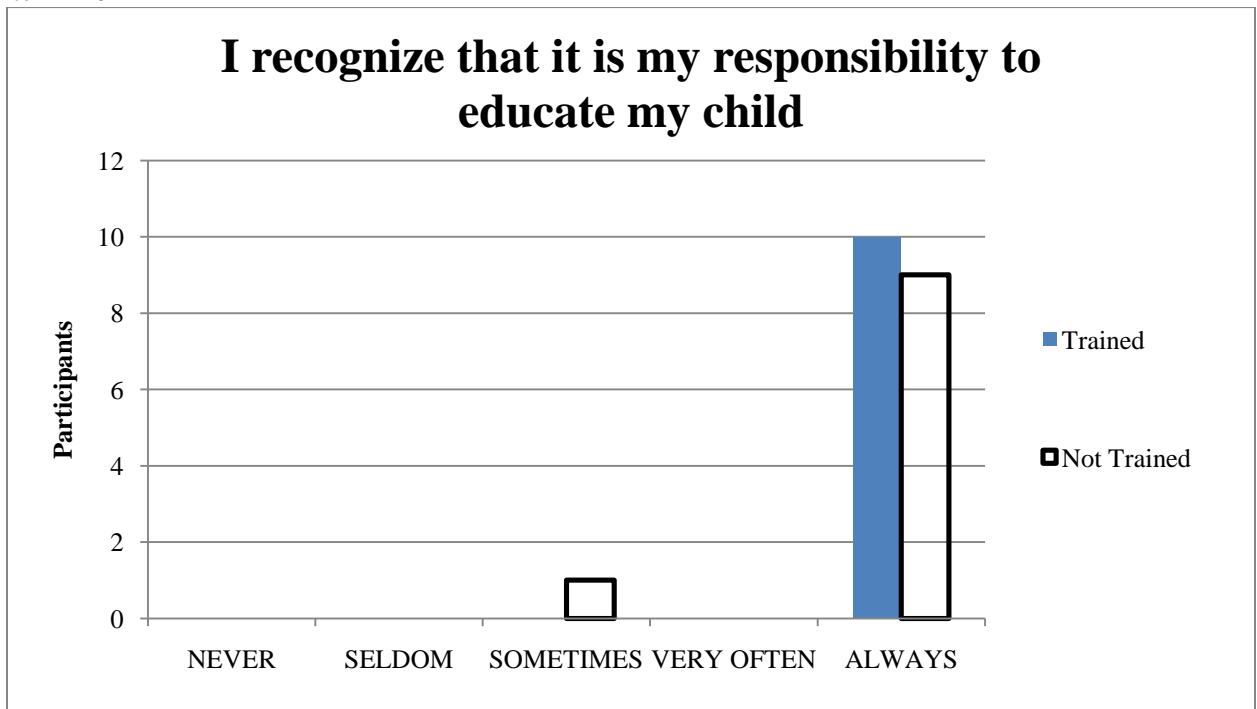
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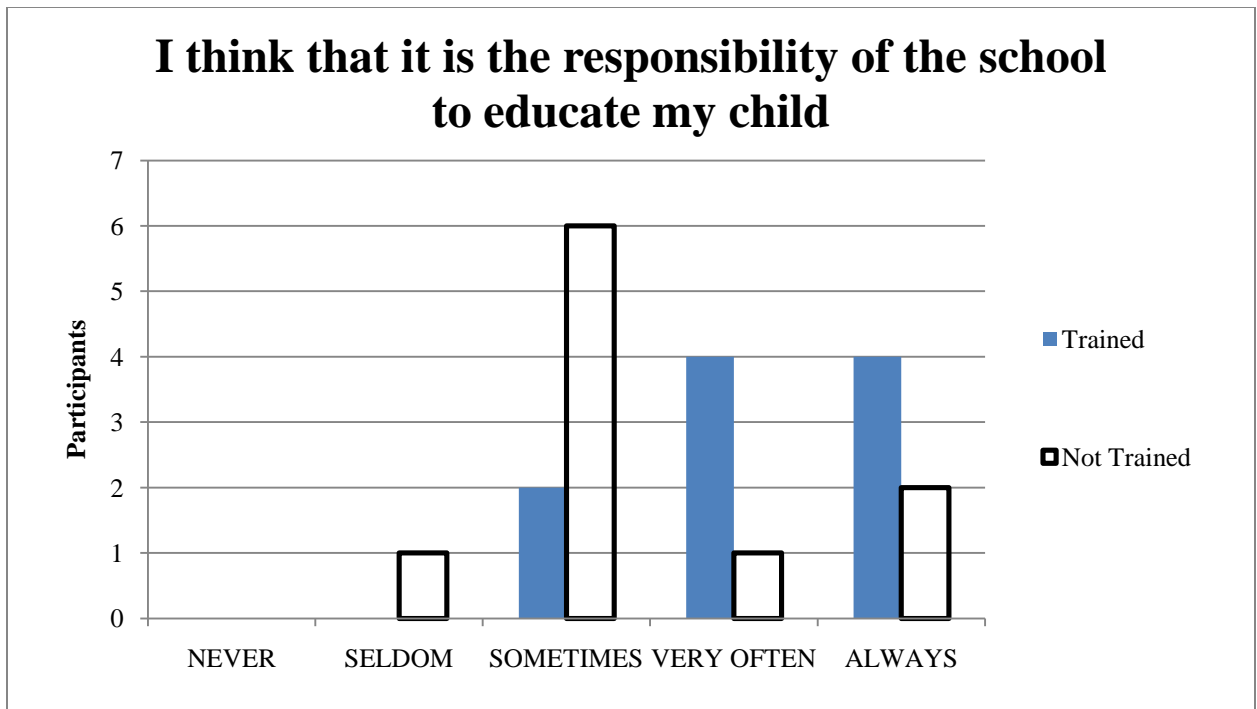
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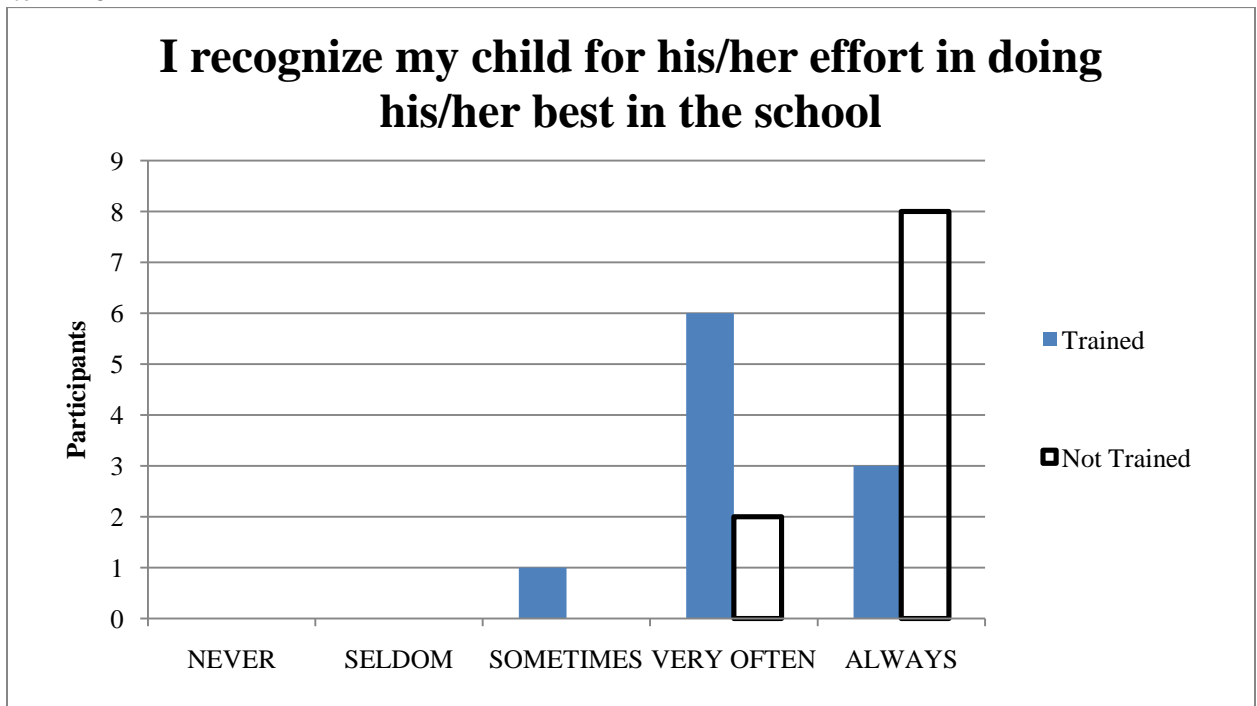
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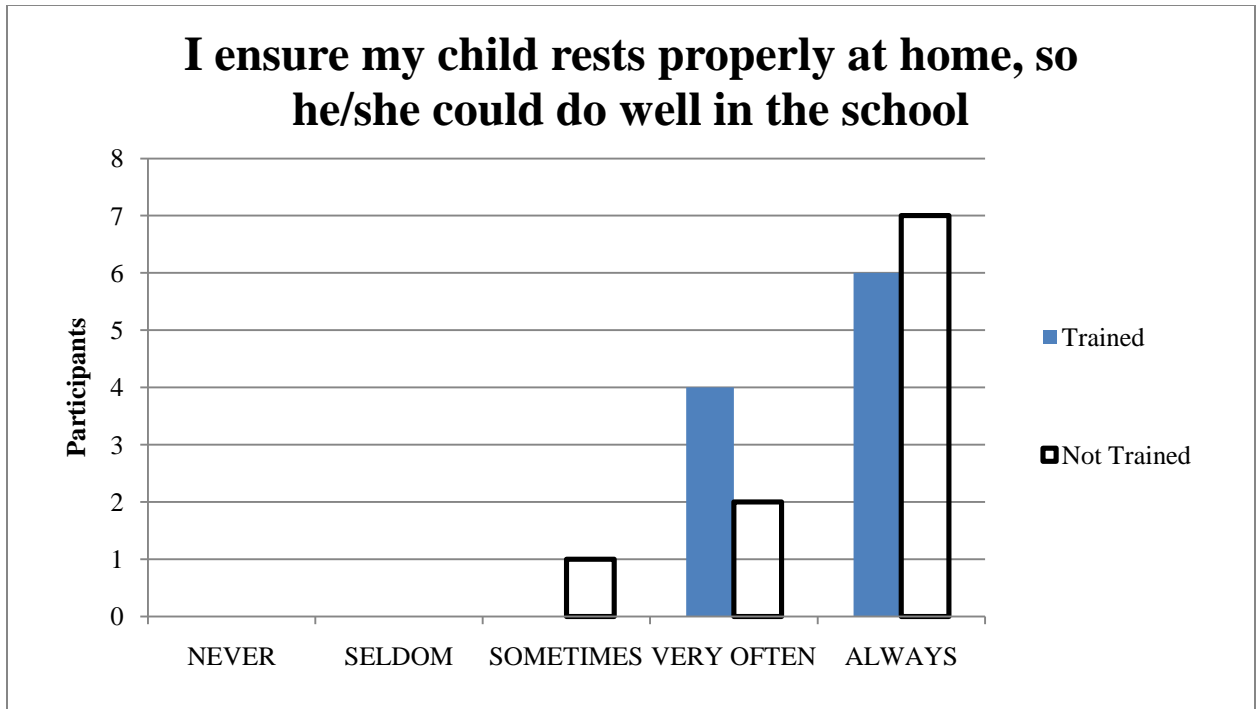
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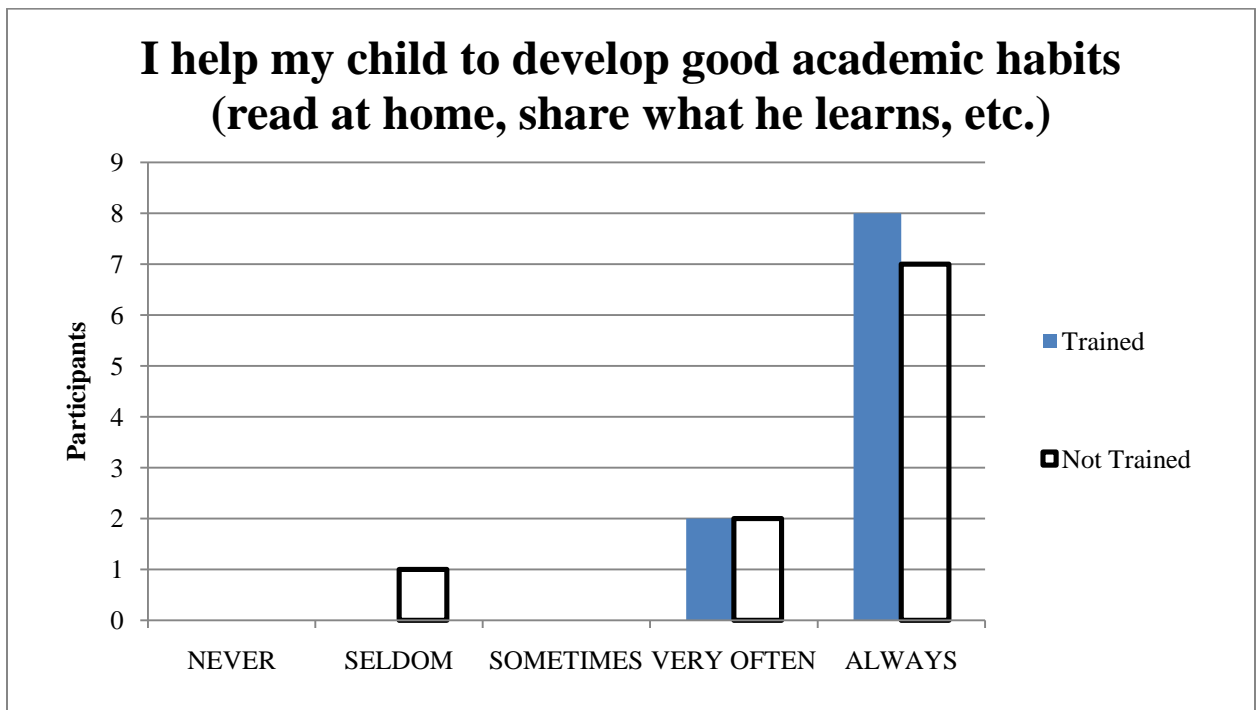
Item #18



Item #19



Item #20



APPENDIX C

HUMAN SUBJECTS APPROVAL LETTERS



UNIVERSITY of HOUSTON

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS

December 6, 2010

Mr. Raul Baldemar Benitez
c/o Dr. Steven D. Busch
Educational Leadership & Cultural Studies

Dear Mr. Benitez:

The University of Houston Committee for the Protection of Human Subjects (1) reviewed your research proposal entitled "Capitalizing Latino Parental Involvement in Elementary School" on October 15, 2010, according to institutional guidelines.

At that time, your project was granted approval contingent upon your agreement to modify your proposal protocol as stipulated by the Committee. The changes you have made adequately respond to those contingencies made by the Committee, and your project has been approved. However reapplication will be required:

1. Annually
2. Prior to any change in the approved protocol
3. Upon development of the unexpected problems or unusual complications

Thus, if you will be still collecting data under this project on **September 1, 2011** you must reapply to this Committee for approval before this date if you wish to prevent an interruption of your data collection procedures.

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

Sincerely yours,

for
Dr. Scott B. Stevenson, Chair
Committee for the Protection of Human Subjects (1)

PLEASE NOTE: (1) All subjects must receive a copy of the informed consent document. If you are using a consent document that requires subject signatures, remember that signed copies must be retained for a minimum of 3 years, or 5 years for externally supported projects. Signed consents from student projects will be retained by the faculty sponsor. Faculty are responsible for retaining signed consents for their own projects; however, if the faculty leaves the university, access must be possible for UH in the event of an agency audit. (2) Research investigators will promptly report to the IRB any injuries or other unanticipated problems involving risks to subjects and others.

Protocol Number: 11036-01

Full Review X

Expedited Review _____

UNIVERSITY OF HOUSTON
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS

REQUEST FOR REVISION

CPHS #: 11036001 (for office use only)

Principal Investigator: Raúl Baldemar Benítez

Title of Project: Improving Latino Parental Involvement in Elementary School

ORIGINAL

1. Revision Description (check all that are appropriate)

- ☒ Revision to currently approved protocol
- ☒ Revision to currently approved consent
- ☐ Other (e.g., advertisement, change to or addition of research site)

2. Check one:

- ☒ This revision does not increase risks to participants enrolled in this study. (For students, signature of faculty sponsor is required.)
- ☐ This revision does increase risks to participants enrolled in this study (Include explanation in revision description. Department chairperson signature is required. For students, signature of faculty sponsor is also required.)

3. Describe the proposed revision. If applicable, include a scientific justification for the revision (for example, changes in the study population).

The revision includes three changes: Proper label of Study Design, training for parent participants, and location where the study will be performed.

My dissertation committee corrected the study designed I proposed. A case study was proposed for my study, but a Mix-Method is more appropriate for my research. Therefore, my research will be conducted by applying a Mix-Method through Triangulation Design.

The training for parent participants will not be provided by the principal investigator. The principal investigator will pursue the participation of parents who have had the opportunity to be trained by the Parent Institute for Quality Education (PIQE) program. The conduction of this program in the school community from where the participants come from is sponsored by the Spring Branch Independent School District. The school involved in the study is part of the Spring Branch ISD.

Students' parents of the school originally selected for the conduction of the study have not had the opportunity to participate in the PIQE training. Therefore, the study will be conducted in a school whose students' parents have had the opportunity to receive the PIQE training.

4. Attach revised protocol and/or consent. Include one copy with the changes highlighted and one clean copy.

Principal Investigator: Raúl Baldemar Benítez

Date: 2-28-2011

Faculty Sponsor: Dr. Steven Busch
(required for students)

Date: 3/1/11

Department Chairperson: _____
(not required for exempt)

Date: _____

☒ Approved – This signifies notification of CPHS approval of the revisions described above. (The renewal date remains SEP 1, 2011)

☐ Contingently Approved for the following reasons:

☐ Not Approved for the following reasons:

Emigene Valdez
Chair, Committee for the Protection of Human Subjects

3/8/11
Date