

Parent Involvement, Academic Achievement, and Behavior in Second Grade Students

Abstract

This study investigates the relationship between parent involvement, academic achievement, and behavior. Participants in this action research project will be the researcher's 40 second grade students. Parental data will be captured through surveys. Student data will be captured through surveys, behavior checklists and Florida Assessment for Instruction in Reading scores.

Statement of the Problem

Academic achievement and behavior are two issues currently being addressed within the field of education. While discussion often addresses linking teacher pay to student academic achievement, it is also relevant to investigate the degree to which student achievement may be linked with their parents' involvement in their education. Parental involvement varies from household to household; some parents tend to be more active in their child's education compared to others for numerous reasons. The No Child Left Behind (NCLB) Act, defines parent involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities (U.S. Department of Education, 2004). Better understanding of the relationship between parent involvement and student academic and behavioral outcomes can help teachers to structure productive relationships with parents.

Purpose/Research Question

This action research will investigate whether there is a statistical correlation between parental involvement, behavior, and academic achievement among second grade students.

Literature Review

The idea that parental involvement has a positive influence on students' academic achievement is so intuitively appealing that society in general, and educators in particular, have considered parental involvement an important ingredient for the remedy of many problems in education (Fan & Chen, 2001). It is said that one fundamental way in which parents transmit the cultural value of education is by becoming involved in their children's schooling (Alvarez-Valdivia et al., 2013). Parent involvement in children's schooling predicts academic achievement from kindergarten through high school (Arnold, Zeljo, Doctoroff, & Ortiz, 2008). Figure 1 depicts the relationship between parental involvement and academic achievement and how social, cognitive, and behavioral variables relate the two together. This action research will investigate whether a relationship exists between parental involvement, behavior, and academic achievement. In this study, it is hypothesized that (a) parental involvement in a child's education will be associated with greater academic success; and (b) parental involvement in education will be associated with positive behaviors.

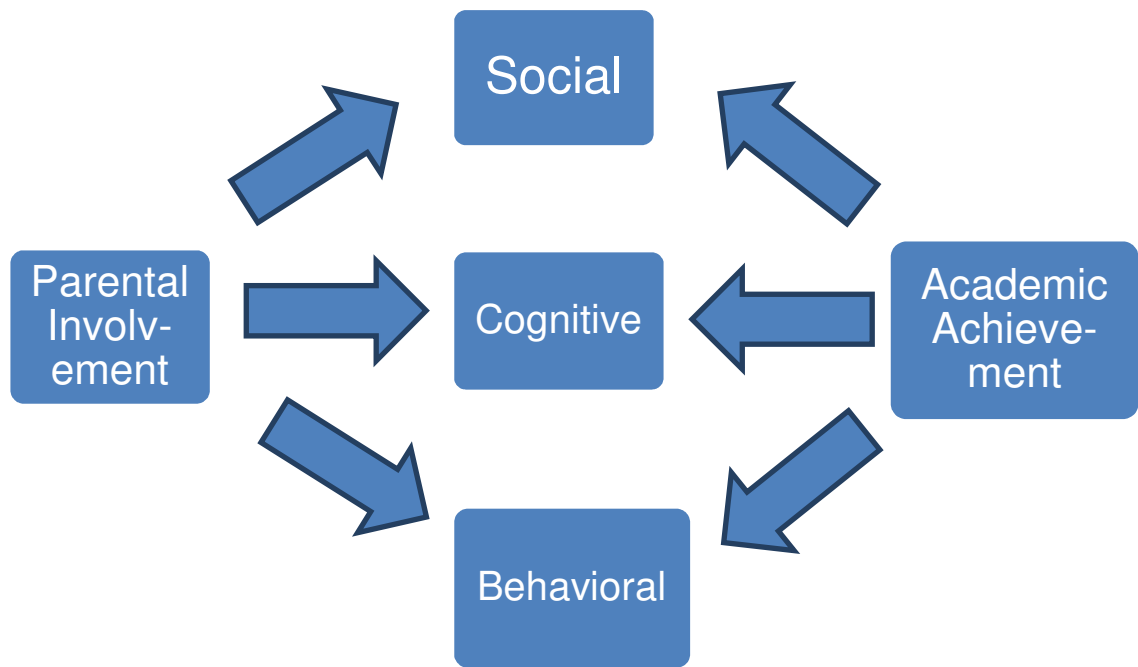


Figure 1. The relationship model between parental involvement and academic achievement.

Methodology

The action research will be conducted in the researcher's second grade classroom, which includes 40 students. The researcher will develop and administer a student survey, which will be completed in the classroom; parent surveys will be sent home. Student surveys will be distributed to, and completed by, the students prior to dismissal the Friday before behavioral observations will take place; parent surveys will be sent home the same day. On Monday, parent surveys will be collected along with the student's homework and behavioral observations will begin. During the next two weeks, student behaviors will be observed Monday through Friday for ten minutes each day, during two five minute periods. The first five minute observation will take place in the morning between 9:40 and 11:20. The second five minute observation will happen in the afternoon between 12:15 and 1:45. A behavior checklist and rubric will be used as

a guideline capturing data related to specific behaviors. The observer will document positive and negative behaviors through use of tally marks. After the two weeks of behavioral observation, academic achievement will be captured as the results of the students' Florida Assessment for Instruction in Reading (FAIR) results. Correlational analysis will be conducted.

Findings/Results

It is hypothesized that results will show a positive correlation between parental involvement, behavior, and academics. Once all of the data has been collected, the researcher will analyze the information by using a correlational statistical procedure, interpreting the data, and creating a poster presentation of the findings. The study was submitted to the IRB with a request for exemption in December 2014. Data will be captured from January through April, 2015. Analysis and interpretation of data and preparation of findings for presentation will be completed by early May.

Field Implications

Findings of this action research study can potentially shed some light on the degree to which parental involvement helps students succeed academically and behaviorally within the classroom setting. Based upon the findings of this research, teachers can implement ways to increase parental involvement within their classroom, and principals can extend it by implementing school wide resources to increase parental involvement. Principals and teachers together can establish new approaches to encourage parental joint efforts to increase student learning (Machen, Wilson, & Notar, 2005). Finding realistic and workable ways to involve parents and other community representatives in planning, establishing policy, and making

decisions regarding mainline educational issues can create a positive atmosphere and facilitate higher academic standards (Machen et al., 2005).

References

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