

**A Parent's / Guardian's Involvement in Educational and Extra-curricular Activities
Leads to Improved Student Academic Success**

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Abstract

The purpose of this study was to examine the correlation between a parent/guardian's involvement in educational and/or extra-curricular activities and their child's academic achievement. The population for this study was a second grade classroom in a rural East Tennessee elementary school. The school has an average enrollment of 344 students and 78% of students enrolled have a family income that falls below national poverty guidelines, which indicates a higher level of poverty than the state average of 61%.

Family engagement was measured with a blind survey that families completed asking questions relating to the amount of time that they volunteer at their child's school, time spent helping their child with homework, the amount of contact they had with their child's teacher and time spent with their child engaged in extra-curricular activities, as well as the guardian's age, level of education and gender. The teacher provided the researcher with the student's averages in mathematics, reading and writing. Independent-samples t-tests and Spearman RHO coefficient tests were conducted to measure the correlation between the data collected.

The results showed no significant difference in academic related interaction between male and female guardians and no significant school or extra-curricular involvement between guardians of various ages. However, there was a trend toward differences in academic performance in mathematics for students whose guardian had a higher level of education. Guardians with higher levels of education also showed a slight difference in the amount of time they spent engaging with their child in extra-curricular activities.



Institutional Review Board Decision Tree

Based on your responses, you do not need approval from the IRB.

It looks like your study is exempt because your participants will be adults taking conventional tests or surveys under anonymous conditions and that there is no risk to them even if their responses were to become known.



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CHAPTER ONE

Introduction

“Parent involvement in education is widely regarded as a way to help students succeed in school. It is defined by researchers as including both home- and school-based activities, such as talking with their children, setting boundaries, helping with homework, communicating with teachers, volunteering in classrooms, and attending school-sponsored events” (Ouimette, 2006). Students who have parents and other family members who take a strong interest in both their academic and extracurricular activities, have a much higher rate of success in each of these areas. “Overwhelmingly, the evidence indicates that strong communities with stable families are the environments in which children are most likely to succeed” (Underwood, 2012).

In this study, the question proposed is: Do children whose parents / guardians take an active role in either educational or extra-curricular activities show a higher rate of academic achievement? The goal of this study is to prove that parent/family engagement in a child’s educational or extra-curricular activities leads to greater academic achievement for that student.

Families from one grade level in a selected elementary school were asked to participate in the study. The superintendent of the district was contacted and permission for the study was obtained. Once permission is granted, the teacher was contacted. Informational letters and surveys were sent to 45 families asking them to voluntarily participate in the study. The families were given one week to complete the survey and return the paper copy to the teacher or email their survey answers directly to the researcher. 10 surveys were returned to the researcher.

Statement of the Problem

When looking at the varying rates of student achievement in today's educational systems, understanding the reasons behind why some students succeed and others fail becomes more and more meaningful. I believe the problem to be lower academic success when parents / guardians are uninvolved in their child's education.

Purpose of the Study

This purpose of this study is to show a connection / correlation between student's academic success and their parent's / guardian's involvement in either educational or extra-curricular activities.

Significance of the Study

In a 2018 article in the *Journal of Educational Research and Policy Studies*, C. A. Crowe stated that "children at risk for underachievement have the most to gain from having their parents involved in their education" (Crowe, 2013), while research done by R. McNeal found that "some forms of parent involvement are likely to more greatly affect student attitudes and behaviors, while other forms more greatly affect achievement" (McNeal, 2014). With research, such as this in mind, this study will provide important information on the significance of a parent's / guardian's engagement in their student's academic and extra-curricular activities and the positive affect it has on student performance. The information will allow families to see that they have

the ability to improve their student's academic performance by making participation in both school related and extra-curricular activities a priority in their home.

Limitations of this Study

During this study, the following are limitations were encountered:

1. The sample used for this study was from one school in East Tennessee which was predetermined by the researcher and were not randomly selected.
2. The methods for collecting the data from the families and teachers were designed by the researcher and were not tested for reliability and validity.
3. The study was completed by families whose children were enrolled in one particular grade level.

Definition of Terms

The following was a list of important terms and their definitions used within this study:

Engagement: The act of actively participating.

Socio-Economic Standing: The combined total measure of a person's work experience and of an individual's or family's **economic** and social position in relation to others, based on income, education, and occupation.

Guardian: A person who looks after and is legally responsible for someone who is unable to manage their own affairs, especially an incompetent or disabled person or a child whose parents have died.

Overview

The purpose of the study was to find if there is a correlation between student academic achievement and a guardian's involvement in either educational or extra-curricular activities. Chapter one includes the introduction, statement of problem, purpose of study, significance of study, limitations of study, definition of terms and overview. Chapter two is made up of the review of literature that is applicable to the study. Chapter three is comprised of the research questions and details of methods used while conducting the study. Chapter four contains information on the findings of the study. Chapter five is a summary of the findings, conclusions made and recommendations for future research.

CHAPTER TWO

Literature Review

Does Family Engagement Influence Student Academic Success?

“Parent involvement in education is widely regarded as a way to help students succeed in school. It is defined by researchers as including both home- and school-based activities, such as talking with their children, setting boundaries, helping with homework, communicating with teachers, volunteering in classrooms, and attending school-sponsored events” (Ouimette, 2006). Students who have parents and other family members who take a strong interest in both their academic and extracurricular activities, have a much higher rate of success in each of these areas. “Overwhelmingly, the evidence indicates that strong communities with stable families are the environments in which children are most likely to succeed” (Underwood, 2012).

Students work harder when family members are involved in their education.

We know that other than the student him/herself, parents are some of the “schools’ most important stakeholders” (Fengon, 2017). With this idea in mind, the importance of engaging these stakeholders in their child’s education is paramount. “Parent engagement is a complex, multifaceted construct that encompasses the ways in which parents support their child’s education at home and at school. Parent engagement has been linked with positive student outcomes across the age range from elementary to high school” (Kraft, 2014). Family engagement in their child’s education leads to positive growth in a variety of areas across all age groups. As an article in the 2013 issue of the *Journal of Educational Research & Policy Studies* explained, research “supports arguments that children at risk for underachievement have the most to gain from having their parents involved in their education” (Crowe, 2013).

“Over time, the more involved parents [are] in children’s learning, the more motivated children [are] to do well in school . . . , which contribute[s] to children’s enhanced self-regulated learning and thereby grades” (Cheung, 2012). In the November 2015 issue of the *Journal of Educational Psychology*, researchers won Kim and Hill found that there was a “positive relation between fathers’ direct involvement and their children’s cognitive outcome” in students ages 3 to 8 years of age and “a positive relation between parental involvement in education and achievement for both fathers and mothers” (won Kim, 2015). Studies of family engagement, during middle school years, found that achievement was higher in students whose parents were engaged, however they also found that students were more likely to work toward these higher grades based on meeting their parent’s expectation rather than working for their own achievement (Cheung, 2012). Evidence also shows that although parents attending meetings, such as parent-teacher conferences, had no direct effect on student academic achievement in high

school, the family's engagement on this level does have a positive effect on adolescent mental health (Wang, 2014).

In Ralph McNeal, Jr.'s research, he toiled to find a connection between parent involvement and student achievement, as well as student behavior and attitude. He "contends that parent involvement encompasses three broad domains, parent-child relations, parent-school relations, and parent-parent relations" (McNeal, 2014). McNeal found that parent involvement on any of these domains leads to positive student growth in attitude, student behavior and/or academic achievement.

A guardian's engagement in school and extracurricular activities leads to increased student success.

As we look at student achievement at any age, the role of the family and the community must be examined. In today's world, most students are not going home, immediately after school, to June Clever dressed in her pearls, high heels and an apron, anxiously awaiting the return of her children and husband, after she has spent her day doing housework and running errands. Instead, a large number of students move on to after-school programs or other community agencies that help with homework, provide a snack or a meal, and engage students in extracurricular activities, while families complete their long work day. Even though students are away from their families for an additional amount of time while enrolled in these programs, if parents make time to be engaged in these areas, it is "...likely to more greatly affect student attitudes and behaviors" (McNeal, 2014).

In a study conducted by Esther Malm, Schell Hufsteler, Stephanie Dietz, Mariya Malikina, and Christopher Henrich in 2015, the researchers found there was a high correlation

with the quality of a program, the number of years that a teacher had taught and the amount of family engagement and/or participation that was seen. It was also discovered that "...older parents were more likely to be engaged, while parents with two or more children enrolled in an extracurricular program were more likely to participate in after-school activities" (Malm, 2017). With this in mind, we conclude that teachers or after-school personnel who are new in the field, may need additional mentoring in the area of positive parent engagement. We also see that it may be necessary to use multiple means of communication with younger parents who may not feel comfortable or whose schedules may not readily enable their participation during operational hours at the school or after-school setting. These minor changes may make an enormous difference in the amount of parent/family engagement a teacher sees and in turn result in a very positive outcome for the students involved.

Several factors effect a family's ability to be directly involved in their child's education.

"A major reason that parents' involvement has been considered beneficial for children's achievement is that it emphasizes the value of school to children" (Cheung, 2012). However, there are many factors that impact a family member's ability to be directly involved in their child's education. It is imperative that teachers realize the importance of family interaction in regard to their child's educational success. In the article The Specifics of Parent-Teacher Interaction in Early Childhood Education, research shows that "[p]arents' tight schedules become an impediment for [the] building of partner relationship with their children's teachers and eventually prevent collaborative interaction between the two sides" (Antonova, 2018). Keeping this study in mind, we see the importance of educators working with families' schedules to create times where they can participate in school activities. Educators should also make

efforts to provide families with information on why their engagement is important and differing ways that interaction may be achieved.

Low family engagement may also be due to external factors. A 2018 study looked at the differences among families' education level, income, marital status, and age and what, if any, significance these factors played in the families' ability to be directly engaged in their children's education. "Findings indicated that family income had a statistically significant impact on combined factors of parent involvement", while "[n]o significant differences were found in parent involvement among parents who are from different education levels, marital status, and age groups" (Erdener, 2018). However, parents who participated in a welfare to work program showed a significant increase in positive parent engagement. Parents involved in GED classes found a new sense of academic connection to their child and increased their ability to assist their student with homework, as well as finding a new "joint enthusiasm for education and its role in achieving long-term goals" (Shiffman, 2011).

Student's academic achievement has also been linked to the child's home environment and the parent-child interactions that take place there. A study conducted in 2016 showed a direct correlation between negative parent-child reciprocity and low academic performance stating, "[P]arental behaviors associated with extended negative reciprocities are partly responsible for the associations we observed with children's school success" (Moed, 2016). Because of evidence such as this, we see that it is imperative that educators strive to build relationships with families and provide them with information about positive interactions at home and the influence it has on student achievement.

“Research also shows that the advantages of parental involvement benefit all students, including minority and immigrant students” (Georgis, 2014). Immigrant families have very specific needs to overcome that families who have always lived in the United States do not have or may not understand. The expectations for their child’s education that these families have may also be different. Because of factors such as these, family engagement for these student groups is extremely important, although the families may need clarification on what engagement looks like in this country. The research of Georgis, Gokiert, Ford and Ali concluded that regardless of a student’s background, positive family engagement led to positive student outcomes (Georgis, 2014).

Teachers and other school personnel have a direct effect on family engagement.

Because “[p]arents’ motivation to become involved in education is captured by two variables: parental role construction and parental self-efficacy” (Jensen, 2017), educators must help families define these roles and help them to see that their shared responsibility with those actively involved in their child’s education is indispensable. “It is plausible that parents who are actively involved in their children’s school activities convey the message that they place greater importance and value on their children’s school progress and overall well-being” (Wang, 2014). Keeping in mind that “parents are shown to trust teachers and recognize the teachers’ professionalism” (Antonova, 2018), as mentioned above, teachers have an enormous responsibility when it comes to helping families feel comfortable and welcome in their child’s school.

Positive relationships between teachers and families have been found to create a “protective factor” (Perez White, 2017) which in turn has a positive outcome for the student.

Acceptance of all types of family structures is also an essential element when building relationships with families (Jones, 2016). All families must feel valued and know that they are welcome and that their beliefs will be respected.

Regardless of the student's age, we see that "parental involvement, including positive interactions with school and supportive parent-adolescent communication at home, have been linked with student's improved self-esteem, emotional self-regulation skills, and self-perceptions of academic competence, which could protect adolescents against depressive symptoms" (Wang, 2014). Through the research presented, we can conclude that family engagement for students of any age plays a critical part in student achievement. "[E]fforts to engage parents – is particularly important, in that unlike variables such as school socioeconomic status and school size, it is malleable and can be improved" (Rodriguez, 2014). Whether the family contributes by volunteering in the classroom, helping the student with homework or attending extracurricular activities, positive family engagement and encouragement leads to positive outcomes for students. In the words of Janis Keyser, "It's all about relationships!" (Keyser, 2006).

CHAPTER THREE

Population

The study was conducted in a pre-selected rural elementary school in Northeast Tennessee.

Sample

A second grade class was selected by the school principal. Families who had a child in the grade, as well as the teacher, supplied data in the study. No genders, races or abilities were exempt from the investigation.

Data Collection Instruments

The data collection instruments for this study were a survey created by the researcher and student grade reports provided by the classroom teacher.

The first instrument, the family survey, was used to measure the family's interaction in their student's educational and extra-curricular activities, as well as ascertain the guardian's age, level of education and gender.

The second instrument, the student grade report, was used to assess student academic achievement during their second grade school year.

Procedure

Before the study began, the researcher sought permission from Milligan IRB. Once permission was given, the researcher visited the school board office and left a letter seeking permission for the study with the superintendent of school's secretary, in his absence. The secretary later contacted the researcher to let her know that permission had been granted by the superintendent of schools. The researcher visited the school and spoke with the principal who gave her permission for the study, as well. A grade level / teacher was selected to participate and was given information about the study. The teacher was provided with letters of explanation about the study and surveys to send home to the families. All families were invited to participate and informed that participation was voluntary and anonymous.

The teacher provided a blind list of students' current grades, identifying the surveys and the grades with matching numbers to maintain student and family confidentiality. Completed surveys and copies of grades were collected from the teacher a week later.

The researcher compared the results of the surveys and their relationship to their student's average grades. The data was analyzed using IBM SPSS Statistics 25 to run independent t-tests for each set of variables to determine the significance of any differences between them.

Research Questions and Hypotheses

RQ1: Are guardians over the age of 35 more likely to report volunteering at their child's school than guardians who are 35 years old or younger?

Running header: A PARENT'S / GUARDIAN'S INVOLVEMENT IN EDUCATIONAL AND EXTRA-CURRICULAR ACTIVITIES LEADS TO IMPROVED STUDENT ACADEMIC SUCCESS.

H1: Guardians over the age of 35 are more likely to report volunteering at their child's school than younger guardians.

H0: There is no difference in the likelihood of guardians over the age 35 reporting volunteering at their child's school than younger guardians.

RQ2: Are guardians over the age of 35 more likely to report helping their child with homework than guardians who are 35 years old or younger?

H1: Guardians over the age of 35 are more likely to report helping their child with homework than younger guardians.

H0: There is no difference in the likelihood of guardians over the age 35 reporting helping their child with homework than younger guardians.

RQ3: Are guardians over the age of 35 more likely to report being involved in their child's extracurricular activities than guardians who are 35 years old or younger?

H1: Guardians over the age of 35 are more likely to report being involved in their child's extracurricular activities than younger guardians.

H0: There is no difference in the likelihood of guardians over the age 35 reporting involvement in their child's extracurricular activities than younger guardians.

Running header: A PARENT'S / GUARDIAN'S INVOLVEMENT IN EDUCATIONAL AND EXTRA-CURRICULAR ACTIVITIES LEADS TO IMPROVED STUDENT ACADEMIC SUCCESS.

RQ4: Are guardians over the age of 35 more likely to report being in regular contact with their child's teacher than guardians who are 35 years old or younger?

H1: Guardians over the age of 35 are more likely to report being in regular contact with their child's teacher younger guardians.

H0: There is no difference in the likelihood of guardians over the age 35 reporting being in regular contact with their child's teacher than younger guardians.

RQ5: Is there a relationship between a guardian's highest level of education and the likelihood that they report helping their child with homework?

H1: Guardians with a higher level of education are more likely to report helping their child with homework than guardians with a high school diploma or guardians that did not compete high school.

H0: There is no difference in the likelihood of a guardian reporting helping their child with homework regardless of level of education.

RQ6: Is there a relationship between a guardian's level of education and their likelihood to report being involved in their child's extracurricular activities?

H1: Guardians with a higher level of education are more likely to report being involved in their child's extracurricular activities than guardians with a high school diploma or guardians that did not compete high school.

Running header: A PARENT'S / GUARDIAN'S INVOLVEMENT IN EDUCATIONAL AND EXTRA-CURRICULAR ACTIVITIES LEADS TO IMPROVED STUDENT ACADEMIC SUCCESS.

H0: There is no difference in the likelihood of a guardian reporting being involved in their child's extracurricular activities regardless of level of education.

RQ7: Is there a relationship between a guardian's highest level of education and the likelihood that they report being in regular contact with their child's teacher?

H1: Guardians with a higher level of education are more likely to report being in regular contact with their child's teacher than guardians with a high school diploma or guardians that did not complete high school.

H0: There is no difference in the likelihood of a guardian reporting being in regular contact with their child's teacher regardless of level of education.

RQ8: Are female guardians more likely to report volunteering at their child's school than male guardians?

H1: Female guardians are more likely to report volunteering at their child's school than male guardians.

H0: There is no difference between female guardians and male guardians reporting volunteering at their child's school.

RQ9: Are female guardians more likely to report helping their child with homework than male guardians?

Running header: A PARENT'S / GUARDIAN'S INVOLVEMENT IN EDUCATIONAL AND EXTRA-CURRICULAR ACTIVITIES LEADS TO IMPROVED STUDENT ACADEMIC SUCCESS.

H1: Female guardians are more likely to report helping their child with homework than male guardians.

H0: There is no difference between female guardians and male guardians reporting helping their child with homework.

RQ10: Are female guardians more likely to report being involved in their child's extracurricular activities than male guardians?

H1: Female guardians are more likely to report being involved in their child's extracurricular activities than male guardians.

H0: There is no difference between female guardians and male guardians reporting involvement in their child's extracurricular activities.

RQ11: Are female guardians more likely to report being in regular contact with their child's teacher than male guardians?

H1: Female guardians are more likely to report being in regular contact with their child's teacher than male guardians.

H0: There is no difference between female guardians and male guardians reporting being in regular contact with their child's teacher.

RQ12: Do children whose guardian(s) volunteer at school show higher achievement in mathematics than those who do not?

Running header: A PARENT'S / GUARDIAN'S INVOLVEMENT IN EDUCATIONAL AND EXTRA-CURRICULAR ACTIVITIES LEADS TO IMPROVED STUDENT ACADEMIC SUCCESS.

H1: Students whose guardian(s) volunteer at school show higher achievement in mathematics than students whose guardian(s) do not volunteer at school.

H0: There is no difference in mathematical achievement for students whose guardian(s) volunteer at school and students whose guardian(s) do not volunteer at school.

RQ12: Do children whose parents/guardians volunteer at school show higher achievement in reading than those who do not?

H1: Students whose guardian(s) volunteer at school show higher achievement in reading than students whose guardian(s) do not volunteer at school.

H0: There is no difference in reading achievement for students whose guardian(s) volunteer at school and students whose guardian(s) do not volunteer at school.

RQ13: Do children whose parents/guardians volunteer at school show higher achievement in writing than those who do not?

H1: Students whose guardian(s) volunteer at school show higher achievement in writing than students whose guardian(s) do not volunteer at school.

H0: There is no difference in writing achievement for students whose guardian(s) volunteer at least twice per month and students whose guardian(s) do not volunteer at school at least twice per month.

Running header: A PARENT'S / GUARDIAN'S INVOLVEMENT IN EDUCATIONAL AND EXTRA-CURRICULAR ACTIVITIES LEADS TO IMPROVED STUDENT ACADEMIC SUCCESS.

RQ14: Is there a relationship between a guardian's level of education and student achievement in mathematics?

H1: Students whose guardians report having completed college or technical school show higher achievement in mathematics.

H0: There is no difference in student achievement in mathematics in relation to the educational level of the guardian(s).

RQ15: Is there a relationship between a guardian's level of education and student achievement in reading?

H1: Students whose guardians report having completed college or technical school show higher achievement in reading.

H0: There is no difference in student achievement in reading in relation to the educational level of the guardian(s).

RQ16: Is there a relationship between a guardian's level of education and student achievement in writing?

H1: Students whose guardians report having completed college or technical school show higher achievement in writing.

H): There is no difference in student achievement in writing in relation to the educational level of the guardian(s).

CHAPTER FOUR

Data Analysis

The purpose of this study is to prove that parent/family engagement in a child's educational or extra-curricular activities leads to greater academic achievement for that student, as measured by the correlation between answers to questions in a family survey and their child's average grades.

Collection of Data

The data for this research study was collected from answers to questionnaires sent home to the families of second grade students and the student's average grades in mathematics, reading and writing which were provided by their teacher. The families' responses were collected and compared with students' grades for statistical significance.

Research Questions and Related Hypotheses

Research Question 1

RQ1: Are guardians over the age of 35 more likely to report volunteering at their child's school than guardians who are 35 years old or younger?

H1: Guardians over the age of 35 are more likely to report volunteering at their child's school than younger guardians.

H0: There is no difference in the likelihood of guardians over the age 35 reporting volunteering at their child's school than younger guardians.

An independent-samples t-test was conducted to evaluate whether guardians who were over the age of 35 were more likely to report volunteering at their child's school than guardians who were 35 or younger. The average response for level of volunteering was the test variable and the grouping variable was whether the guardian was 36 and older or not. The test was not significant, $t(8)=0.00$, $p=1.00$. Therefore, the null hypothesis was not rejected. There was no significant difference in the level of volunteering between guardians at or below the age of 35 ($M=.80$, $SD=.8366$) and guardians about that age ($M=.80$, $SD=.8366$).

Research Question 2

RQ2: Are guardians over the age of 35 more likely to report helping their child with homework than guardians who are 35 years old or younger?

H1: Guardians over the age of 35 are more likely to report helping their child with homework than younger guardians.

H0: There is no difference in the likelihood of guardians over the age 35 reporting helping their child with homework than younger guardians.

An independent-samples t-test was conducted to evaluate whether guardians who were over the age of 35 were more likely to report helping children with their homework than guardians who were 35 or younger. The average response for level of homework assistance given was the test variable and the grouping variable was whether the guardian was 36 and older or not. The test was not significant, $t(8)=1.50$, $p=.208$. Therefore, the null hypothesis was not rejected. There was no significant difference in the level of homework assistance given between guardians at or below the age of 35 ($M=4.0$, $SD=.000$) and guardians about that age ($M=.3.4$, $SD=.837$).

Research Question 3

RQ3: Are guardians over the age of 35 more likely to report being involved in their child's extracurricular activities than guardians who are 35 years old or younger?

H1: Guardians over the age of 35 are more likely to report being involved in their child's extracurricular activities than younger guardians.

H0: There is no difference in the likelihood of guardians over the age 35 reporting involvement in their child's extracurricular activities than younger guardians.

An independent-samples t-test was conducted to evaluate whether guardians who were over the age of 35 were more likely to report being involved in their child's extra-curricular activities than guardians who were 35 or younger. The average response for level of involvement in extra-curricular activities was the test variable and the grouping variable was whether the guardian was 36 and older or not. The test was not significant, $t(8)=.371$, $p=.720$. Therefore, the null hypothesis was not rejected. There was no significant difference in the level of involvement

in their child's extra-curricular activities between guardians at or below the age of 35 ($M=2.6$, $SD=.1.67$) and guardians about that age ($M=.3$, $SD=1.73$).

Research Question 4

RQ4: Are guardians over the age of 35 more likely to report being in regular contact with their child's teacher than guardians who are 35 years old or younger?

H1: Guardians over the age of 35 are more likely to report being in regular contact with their child's teacher younger guardians.

H0: There is no difference in the likelihood of guardians over the age 35 reporting being in regular contact with their child's teacher than younger guardians.

An independent-samples t-test was conducted to evaluate whether guardians who were over the age of 35 were more likely to report being in regular contact with their child's teacher than guardians who were 35 or younger. The average response for level of contact with teacher was the test variable and the grouping variable was whether the guardian was 36 and older or not. The test was not significant, $t(8)=.000$, $p=1$. Therefore, the null hypothesis was not rejected. There was no significant difference in the level of contact with their child's teacher between guardians at or below the age of 35 ($M=3$ $SD=.707$) and guardians about that age ($M=3$, $SD=.707$).

Research Question 5

Running header: A PARENT'S / GUARDIAN'S INVOLVEMENT IN EDUCATIONAL AND EXTRA-CURRICULAR ACTIVITIES LEADS TO IMPROVED STUDENT ACADEMIC SUCCESS.

RQ5: Is there a relationship between a guardian's highest level of education and the likelihood that they report helping their child with homework?

H1: Guardians with a higher level of education are more likely to report helping their child with homework than guardians with a high school diploma or guardians that did not compete high school.

H0: There is no difference in the likelihood of a guardian reporting helping their child with homework regardless of level of education.

A Spearman rho coefficient was computed to test the bivariate correlation among the two variables "highest level of education" and "help with homework". The result of the analysis revealed an insignificant correlation [$r_s = -0.323$, $p = 0.362$]. As a result of the analysis, H0 is not rejected. In general, the results suggest that a guardian's level of education did not demonstrate a significant relationship with how often a guardian reports helping their child with homework.

Research Question 6

RQ6: Is there a relationship between a guardian's level of education and their likelihood to report being involved in their child's extracurricular activities?

H1: Guardians with a higher level of education are more likely to report being involved in their child's extracurricular activities than guardians with a high school diploma or guardians that did not compete high school.

H0: There is no difference in the likelihood of a guardian reporting being involved in their child's extracurricular activities regardless of level of education.

A Spearman rho coefficient was computed to test the bivariate correlation among the two variables “highest level of education” and “involvement in extra-curricular activities”. The result of the analysis revealed an insignificant correlation [$r_6 = -0.466$, $p = 0.174$]. As a result of the analysis, H_0 is not rejected. In general, the results suggest that a guardian’s level of education did not demonstrate a significant relationship with how often a guardian reports being involved in their child’s extra-curricular activities.

Research Question 7

RQ7: Is there a relationship between a guardian’s highest level of education and the likelihood that they report being in regular contact with their child’s teacher?

H1: Guardians with a higher level of education are more likely to report being in regular contact with their child’s teacher than guardians with a high school diploma or guardians that did not complete high school.

H0: There is no difference in the likelihood of a guardian reporting being in regular contact with their child’s teacher regardless of level of education.

A Spearman rho coefficient was computed to test the bivariate correlation among the two variables “highest level of education” and “contact with child’s teacher”. The result of the analysis revealed an insignificant correlation [$r_7 = -0.400$, $p = 0.252$]. As a result of the analysis, H_0 is not rejected. In general, the results suggest that a guardian’s level of education did not demonstrate a significant relationship with how often a guardian reports being in contact with their child’s teacher.

Research Question 8

RQ8: Are female guardians more likely to report volunteering at their child's school than male guardians?

H1: Female guardians are more likely to report volunteering at their child's school than male guardians.

H0: There is no difference between female guardians and male guardians reporting volunteering at their child's school.

An independent-samples t-test was conducted to evaluate whether female guardians more likely to report volunteering at their child's school than male guardians. The average response for females was the test variable and the grouping variable was the average response for males. The test was not significant, $t(1.128) = .243$, $p = .845$. Therefore, the null hypothesis was not rejected. There was no significant difference in the level of female guardians reporting volunteering at their child's school than male guardians ($M = .75$, $SD = 0.707$) and males reporting volunteering at their child's school ($M = 1$, $SD = 1.414$).

Research Question 9

RQ9: Are female guardians more likely to report helping their child with homework than male guardians?

H1: Female guardians are more likely to report helping their child with homework than male guardians.

H0: There is no difference between female guardians and male guardians reporting helping their child with homework.

An independent-samples t-test was conducted to evaluate whether female guardians more likely to report helping their child with homework than male guardians. The average response for females was the test variable and the grouping variable was the average response for males. The test was not significant, $t(7)=1.426$, $p=.197$. Therefore, the null hypothesis was not rejected. There was no significant difference in the level of female guardians reporting volunteering at their child's school than male guardians ($M= 3.625$, $SD=0.744$) and males reporting volunteering at their child's school ($M=4$, $SD=.000$).

Research Question 10

RQ10: Are female guardians more likely to report being involved in their child's extracurricular activities than male guardians?

H1: Female guardians are more likely to report being involved in their child's extracurricular activities than male guardians.

H0: There is no difference between female guardians and male guardians reporting involvement in their child's extracurricular activities.

An independent-samples t-test was conducted to evaluate whether female guardians more likely to report involvement in their child's extra-curricular activities than male guardians. The average response for females was the test variable and the grouping variable was the average response for males. The test was not significant, $t(1.128)=-.485$, $p=.705$. Therefore, the null

hypothesis was not rejected. There was no significant difference in the level of female guardians reporting involvement in their child's extra-curricular activities than male guardians ($M= 3$, $SD=1.414$) and males reporting involvement in their child's extra-curricular activities ($M=2$, $SD=2.828$).

Research Question 11

RQ11: Are female guardians more likely to report being in regular contact with their child's teacher than male guardians?

H1: Female guardians are more likely to report being in regular contact with their child's teacher than male guardians.

H0: There is no difference between female guardians and male guardians reporting being in regular contact with their child's teacher.

An independent-samples t-test was conducted to evaluate whether female guardians more likely to report being in regular contact with their child's teacher than male guardians. The average response for females was the test variable and the grouping variable was the average response for males. The test was not significant, $t(1.44)=-1.139$, $p=.258$. Therefore, the null hypothesis was not rejected. There was no significant difference in the level of female guardians reporting being in regular contact with their child's teacher ($M= 3.125$, $SD=.6409$) and males reporting being in contact with their child's teacher ($M=2.50$, $SD=.707$).

Research Question 12

RQ12: Do children whose guardian(s) volunteer at school show higher achievement in mathematics than those who do not?

H1: Students whose guardian(s) volunteer at school show higher achievement in mathematics than students whose guardian(s) do not volunteer at school.

H0: There is no difference in mathematical achievement for students whose guardian(s) volunteer at school and students whose guardian(s) do not volunteer at school.

An independent-samples t-test was conducted to evaluate whether students whose guardians volunteer at school show higher achievement in mathematics than students whose guardians do not volunteer at school. Whether or not the guardian volunteered at school was the test variable and the grouping variable was the child's average mathematics score. The test was not significant, $t(5.596)=1.387$, $p=.218$. Therefore, the null hypothesis was not rejected. There was no significant difference in student's mathematic achievement in those whose guardians volunteered at school ($M=3.1667$, $SD=.40825$) and those whose guardians did not volunteer at school ($M=2.75$, $SD=.500$)

Research Question 13

RQ13: Do children whose parents/guardians volunteer at school show higher achievement in reading than those who do not?

H1: Students whose guardian(s) volunteer at school show higher achievement in reading than students whose guardian(s) do not volunteer at school.

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H0: There is no difference in reading achievement for students whose guardian(s) volunteer at school and students whose guardian(s) do not volunteer at school.

An independent-samples t-test was conducted to evaluate whether students whose guardians volunteer at school show higher achievement in reading than students whose guardians do not volunteer at school. Whether or not the guardian volunteered at school was the test variable and the grouping variable was the child's average reading score. The test was not significant, $t(4.616) = .889$, $p = .418$. Therefore, the null hypothesis was not rejected. There was no significant difference in student's reading achievement in those whose guardians volunteered at school ($M = 3$, $SD = .632$) and those whose guardians did not volunteer at school ($M = 2.5$, $SD = 1.00$).

Research Question 14

RQ14: Do children whose parents/guardians volunteer at school show higher achievement in writing than those who do not?

H1: Students whose guardian(s) volunteer at school show higher achievement in writing than students whose guardian(s) do not volunteer at school.

H0: There is no difference in writing achievement for students whose guardian(s) volunteer at school and students whose guardian(s) do not volunteer at school.

An independent-samples t-test was conducted to evaluate whether students whose guardians volunteer at school show higher achievement in writing than students whose guardians do not volunteer at school. Whether or not the guardian volunteered at school was the test

variable and the grouping variable was the child's average writing score. The test was not significant, $t(7.615)=2.087$, $p=.418$. Therefore, the null hypothesis was not rejected. There was no significant difference in student's writing achievement in those whose guardians volunteered at school ($M=3$, $SD=.632$) and those whose guardians did not volunteer at school ($M=2.25$, $SD=.50$).

Research Question 15

RQ15: Is there a relationship between a guardian's level of education and student achievement in mathematics?

H1: Students whose guardians report having completed college or technical school show higher achievement in mathematics.

H0: There is no difference in student achievement in mathematics in relation to the educational level of the guardian(s).

A Spearman rho coefficient was computed to test the bivariate correlation among the two variables "highest level of education" and "student achievement in mathematics". The result of the analysis revealed an insignificant correlation [$r_{15}=.566$, $p=.088$]. As a result of the analysis, H0 is not rejected. In general, the results suggest that a guardian's level of education did not demonstrate a significant relationship with student achievement in mathematics.

Research Question 16

RQ16: Is there a relationship between a guardian's level of education and student achievement in reading?

H1: Students whose guardians report having completed college or technical school show higher achievement in reading.

H0: There is no difference in student achievement in reading in relation to the educational level of the guardian(s).

A Spearman RHO coefficient was computed to test the bivariate correlation among the two variables "highest level of education" and "student achievement in reading". The result of the analysis revealed an insignificant correlation [$r_{16}=.404$, $p=.0.247$]. As a result of the analysis, H0 is not rejected. In general, the results suggest that a guardian's level of education did not demonstrate a significant relationship with student achievement in reading.

Research Question 17

RQ17: Is there a relationship between a guardian's level of education and student achievement in writing?

H1: Students whose guardians report having completed college or technical school show higher achievement in writing.

H): There is no difference in student achievement in writing in relation to the educational level of the guardian(s).

A Spearman rho coefficient was computed to test the bivariate correlation among the two variables "highest level of education" and "student achievement in writing". The result of the

analysis revealed an insignificant correlation [$r = .470$, $p = .171$]. As a result of the analysis, H_0 is not rejected. In general, the results suggest that a guardian's level of education did not demonstrate a significant relationship with student achievement in writing.

CHAPTER FIVE

This chapter is a summary of findings, conclusion, recommendations for future research and implications of the study to find a correlation between a guardian's engagement in their child's educational and extra-curricular activities and student academic achievement.

Summary of Findings

In response to research questions 1 – 4 regarding the age of guardians, the results of the study showed no significant difference in a guardian's reporting of engaging in their child's education through volunteerism, helping with homework or making regular contact with their child's teacher based solely on the age of the guardian. This finding is comparable with Erdener's 2018 research which also showed no difference in the engagement of a guardian in their child's educational activities based on the age of the guardian.

In response to research questions 5 – 7 which looked at a guardian's level of education, this study did not show a connection between a guardian's level of education and their reporting volunteering at their child's school, helping with homework or being in contact with their child's teacher. However, there was a questionable relationship between the guardian's level of education and their participation in their child's extra-curricular activities. Due to the small

sample size for this study, a significant finding could not be established but the data did show the possibility of a trend that may lead to a more noteworthy correlation if a larger sample was available for study. This finding is also relevant to the data from the 2018 Erdener study which showed a connection between a guardian's income and their level of involvement. Keeping in mind that guardians with a higher level of education may also have a better paying job, this discovery could represent a trend and a larger sampling of data has the possibility of providing be a noteworthy finding.

Regarding questions 8 – 11 which were related to guardian's gender, the findings of this study were insignificant. The data did not show a marked difference between the guardian's gender and their volunteerism, extracurricular involvement, help with homework, nor contact with their child's teacher. The data collected showed that both male and female guardians report a relatively equal amount of time spent engaging in these activities. This data is very promising because the 2015 research done by Kim won Sung suggested that parents of both genders play equally important roles in positively influencing their child's educational achievement.

Questions 12 – 14 dealt with the guardians whether the guardians volunteered at their child's school and if their volunteerism, or lack thereof, had an effect on their child's academic achievement in mathematics, reading and writing. Unlike the 2014 McNeil study which showed a direct connection between family involvement of any kind and positive student achievement, the data for this study showed no significant correlation between a guardian's volunteerism and their child's academic success in mathematics, reading or writing.

Looking at questions 15 – 17 which collected information on the relationship between the guardian's level of education and their child's academic success in mathematics, reading and

writing, this study found that the relationship between the guardian's level of education and their child's reading or writing scores were insignificant. However, although they did not meet the p-value needed to be listed as a significant finding, the figures collected did show the possibility of a trend between the guardian's level of education and their child's mathematics score, which warrants further study. This finding is very similar the 2011 Shiffman article in *Adult Basic Education and Literacy Journal* which showed a direct correlation between a parent's academic achievement and that of their child.

Conclusions

The purpose of this study was to identify whether there was a correlation between parent/guardian engagement and student academic success. Although most of the literature reviewed did show a direct association between parent/guardian engagement and their child's success academically, the results of this study were inconclusive. The data collected did not reveal a significant correlation between a guardian's age, level of education, or gender in relation to their child's academic performance. Likewise, this study did not prove a significant relationship between a guardian's volunteerism at school, participation in extra-curricular activities, helping with student's homework, or interacting with their child's teacher and their child's academic achievement. The evaluation of data did show a possible trend in correlation between a guardian's level of education and student success in mathematics, and a guardian's level of education and their participation in their child's extracurricular activities. However, the sample size of this study was not large enough to make a definitive assessment of association between the data variables.

Recommendations

1. Future research should be done with a wider variety of student ages to compare differences in guardian engagement as students age.
2. Future research should be done in more than one school setting to assure a wider sampling of socio-economic standings among families.
3. Since a trend was identified the correlation between a guardian's level of education and their involvement in their child's extracurricular activities, additional studies should be done on a larger number of families to identify whether there is a significant finding.
4. Since a trend was identified between a guardian's level of education and their child's level of success in mathematics, additional studies should be done on a larger number of families to identify whether there is a significant finding.

Implications

1. Guardians of both genders and all ages should be encouraged to become actively engaged in their student's academic and extracurricular activities due to the equal effect that their engagement has on their child's success in school.
2. Students whose guardians have reached a higher level of education also show a slight increase achievement in mathematics. Educators should encourage family members to become lifelong learners.

3. Guardians with higher educational levels showed a slight increase in participation in their child's extracurricular activities. Educators should find ways to incorporate academia and extracurricular activities to increase overall parent engagement/participation.

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