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PARENTAL INVOLVEMENT AND MIDDLE-SCHOOL STUDENT EDUCATION
A MASTER'S THESIS SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY

BY

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APPROVED

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Abstract

Parental involvement in education has long been recognized as a significant factor in shaping the academic success and overall development of middle school students. This thesis seeks to provide an analysis of the impact of parental involvement on middle school students' educational experiences, academic achievements, and socioemotional growth. This thesis also explores the various components of parental involvement, ranging from communication and academic support to participation in school activities. The research examined in this literature review used both qualitative and quantitative methods to investigate the comparisons between different forms of parental involvement and students' academic outcomes. Additionally, this body of reviewed research examined the factors that influence parental engagement, such as socioeconomic status (SES), cultural backgrounds, and school-community relationships.

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CHAPTER 1: INTRODUCTION

Parental involvement with middle school students is a crucial issue in education because it impacts a child's academic success and overall well-being. Middle school is a critical period of transition, where students face different challenges, both socially and academically. Parents who are actively involved can provide support and direction during this time, ensure their children stay on track, and develop good study habits.

Additionally, parental involvement goes beyond academics; it plays an important role in shaping a child's character and values. When parents actively participate in school-related activities, communicate with teachers, and have open lines of communication with their children, they create a supportive learning environment. By engaging in their children's middle school experience, parents can better understand their needs, identify potential challenges, and provide the necessary emotional support and encouragement to help guide their children through adolescence and education successfully.

Furthermore, parental involvement in middle school education is necessary for students to succeed at that level and move forward in their academic careers. This is a time when students must think, write, complete projects, and study for exams for the first time without total involvement from their parents. Therefore, one key habit that needs to be established is good study habits in their home learning environment when engaging in their schoolwork. “Parental involvement is part of the home learning environment, covering the activities that parents undertake to be involved in the education of their children. Through parental involvement, the home learning environment and educational environment converge” (Thomas et al., 2019, p. 346).

I became a teacher to try and make a difference in students' lives, and I have now been a business and social studies teacher for 13 years at a high school in Maple Grove that serves grades 9-12. Over this time, I have been the beneficiary of numerous observations in the classroom and parent communication. I have noticed many formative assessments not turned in, or incomplete and turned in, along with summative assessments that have not been taken, that have received poor grades, or have even not been retaken when given the chance. The disappointment I have felt because of the results I have seen is great. Trying to communicate to parents of the students who are not doing well is sometimes very frustrating because I sense that the students are trying to make me the in-between person and ultimately, turning their parent(s) against me. For example, even though I have communicated with the respective parent what is going on with their child in the classroom, I either hear "my son/daughter would do nothing of the sort," or "that is not what my son/daughter said."

On the state level, parental involvement involves policies and programs aimed at encouraging and supporting parents' active participation in their children's education as well. In Minnesota, some examples of policies and programs include Minnesota PTA (which encourages parent and public involvement in the public schools), and parent advisory councils (its purpose is to advise and advocate; not to decide policy. Minnesota law states that every school district is required to have an advisory council). The educational reforms of many states (e.g., California, Illinois, Minnesota, Missouri) also include efforts aimed at heightening parents' involvement. In addition, many teachers and parents are uniting at the local level to develop programs to increase parents' involvement in their schools (Adams et al., 2004).

This topic is very important nationally. Parental involvement is a common practice in the United States (Gibbs et al., 2021). School-based parental involvement is often viewed as a lynchpin for a child's educational success (Goodall, 2018). And until recently, there has been a virtual consensus among scholars that parents with high levels of school-based involvement (i.e., parents who are involved in Parent Teacher Associations (PTAs), who communicate with their child's teacher, volunteer in the classroom, attend parent-teacher conferences) have children with higher academic achievement than their less involved counterparts (Park & Holloway, 2018).

A gap exists within the relevant literature in that "future policy should focus more on parents and their educational involvement. Schools should be aware of this and enhance the educational involvement of middle-school students' parents at home at multiple levels (e.g., clear and consistent communication)" (Thomas et al., 2019, p. 359).

This topic is important because parental involvement at home should be an important part of the student's academic progress and learning at the middle school level. This period of helpful learning should support them and ultimately guide them to self-regulated learning, which will take them to high school and beyond. Students need to "want" to learn, but that has taken a back seat in recent years (Thomas et al., 2019). There is nothing more I would rather observe in my classroom than students focusing on getting help when needed, turning in all their completed acceptable work, retaking summative assessments when available, and communicating positively with parents.

Definition of Terms

For the purposes of this thesis project, the following terms are defined in this review.

Parental Involvement

Throughout this thesis, the term parental involvement refers to a range of practices by parents toward their children that are intended to promote the children's motivation and educational achievement, such as discussing school with children and monitoring children's progress (Hill et al., 2004). The role parents play in children's learning is often considered essential.

Academic Achievement

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments (Steinmayr et al., 2015). A great deal of evidence supports that parental involvement in students' school work is beneficial for their learning and, more specifically, facilitates their school achievement (Cheung & Pomerantz, 2012).

Communication

Communication is often the first step in parent involvement, although the purpose of that communication might be different, depending on stakeholder perceptions. Teachers tend to contact parents when there are problems. Yet, parents contact teachers when things are going well (Minke et al., 2014).

Self-Regulated Learning

Self-regulated learning refers to "learners who are autonomous, reflective and efficient and have the (meta)-cognitive abilities, as well as the motivational beliefs and attitudes, to understand, monitor and direct their own learning" (Wolters 2003, p. 189). The research shows that self-regulated learning acts as a mediator between parental involvement and academic

performance. Some of the skills needed for self-regulation include goal setting, time management, and an awareness and understanding of one's own thought processes (Thomas et al., 2018).

Statement of Research Question

The purpose and primary question of this thesis project is: How does parental involvement with middle school students affect the student learner?

CHAPTER 2: LITERATURE REVIEW

The literature included in this review examined the importance of parental involvement with middle school students, obstacles that affect their academic achievement, and how schools can help parents and students overcome these obstacles. The research I utilized for the articles in the literature review were from Bethel University's online library catalog: EBSCOhost PsychARTICLES, Google Scholar, ProQuest, SAGE Complete, ERIC, and ScienceDirect. The phrases and keywords I used to find my articles included: parental involvement, parental engagement, middle school, academic achievement, demographics, principals, community, help, junior high, 6th grade, 7th grade, and 8th grade. For this review, only peer-reviewed articles were utilized that were published between 2004-2023. The information regarding parental involvement in middle school in the older studies is still relevant today, as they provide important historical context. Also, some older articles contain important work that have shaped the field (Pomerantz et al., 2007; Hill & Tyson, 2009; Wang et al., 2012)

All the articles relate in some way to parental involvement in middle school and academic achievement. After I reviewed the articles, I wrote brief summaries of each article. Then I looked for commonalities across the studies, something in common that answered the guiding questions. This led me to organize the article summaries into sections based on these commonalities. In sum, three articles focused on mental health, how mental health can affect student learning, and ways to help. Another three articles related to motivation and its connection to parental involvement and academic achievement. Parental involvement increases the likelihood that students will graduate, improve their grades, have better attendance, and go to college. Five articles explored how parents and teachers perceive school engagement and

home and school involvement is necessary. Parents generally value their child's school engagement and view it as an indication of their child's interest, motivation, and commitment to learning. Teachers are familiar with their students' levels of engagement in the classroom. They observe how students participate, respond to questions, and interact with the learning material. The remaining 19 articles examined many different types of parental involvement methods used to enhance academic achievement and to increase engagement during the middle school learning process. Some of these methods include: establishing open lines of communication, scheduling meetings between parents and teachers, encouraging parents to take an active role in their child's homework, volunteering and parent participation.

After evaluating the articles and sorting them into content-based categories for Chapter II, I identified the primary focus and key themes discussed within the articles. Based on these themes, I sorted the articles into these four main sections: 1) Mental Health and Student Learning, 2) Motivation and Academic Achievement, 3) Parent-Teacher-School Involvement in Student Learning, and 4) Methods of Parental Involvement.

Mental Health and Student Learning

Wang et al.'s (2018) study suggested that the lack of perceived parental involvement relates to more mental health difficulties (MHDs) and suicidal thoughts and behaviors (STBs) among middle school students. According to the authors, middle school is a risky time for most students because of peer pressure and peer harassment, which can lead to thoughts of suicide. This is also a time when middle school students start to experience mental disorders. With this increase in risk at the middle school level, parents do play a critical role in their well-being and

success in their academic achievement (Wang et al., 2018). The study was quantitative and contained four research questions and their respective hypotheses:

1. What are the relationships among perceived parental involvement, peer victimization, and adolescents' mental health outcomes?
 - Hypothesis 1A: Student- and school-level perceived parental involvement would predict fewer adolescents' MHDs and STBs.
 - Hypothesis 1B: Student- and school-level traditional and cyber victimization would predict more MHDs and STBs.
2. Does the relationship between perceived parental involvement and students' mental health outcomes vary across four demographic variables?
 - Hypothesis 2: Students' race/ethnicity, gender, grade level, and then' school SES levels would moderate the relationship between student- and school-level perceived parental involvement and adolescents' MHDs and STBs.
3. Do school-level demographics relate to students' mental health outcomes?
 - Hypothesis 3: School size, student-teacher ratio, school SES, and school's ethnic composition may relate to students' MHDs and STBs and students' MHD's and STB's. Does perceived parental involvement interact with peer victimization to influence students' mental health outcomes?
 - Hypothesis 4: Student- and school-level perceived parental involvement would buffer the negative relationship between traditional and cyber victimization.

The total number of participants was 393,074; the sample size consisted of 301,628 middle school students (50.7% female) from 615 middle schools and 187 school districts in

Georgia. All of the public schools were required to participate. The study utilized the 2013-14 Georgia Student Health Survey 2.0 (Georgia Department of Education, 2017). Middle school students grades 6-8 completed the online survey November through February. The survey collected only demographic information related to the students' grade levels, gender, and race/ethnicity. In the beginning of the school year, parents were notified about the survey. At that point, if they didn't want their student to do the survey, they were given an opt-out form, which they could sign and return. Students could opt-out as well, before or during the survey.

In all, 58.3% of the students reported at least one mental health difficulty (MHD) in a 30-day period, and 15.3% reported having any suicidal thoughts or behaviors (STBs). The results showed significant racial/ethnic differences in the different levels of parental involvement. For example, students who self-identified as White reported more perceived parental involvement than students who self-identified as Asian and students who self-identified as Black. According to Wang et al. (2018), it is important for schools to recognize and promote a culture where parental involvement is valued, encouraged, and visible to students, considering that perceived parental involvement at both the individual and school levels are protective for student's mental health.

Cai et al. (2021) investigated the potential association between youths' academic worries about the upcoming transition to middle school during their last year of elementary school (5th grade; Time 1 or T1) and their academic adjustment in middle school (6th grade; Time 2 or T2) using a multi-informant approach (i.e., adolescents, mothers, teachers). Cai et al. (2021) undertook a study in the Midwestern United States that involved two separate groups spaced one year apart (2017-2018). During the spring of 5th grade, participants included 100

adolescents (53% boys), their mothers (96% biological), and 78 teachers. During the fall of 6th grade, participants included 89 out of 100 youth, their mothers (95.6% biological), and 76 teachers. The youth in the sample included 57% White/European Americans, 14% Hispanic/Latino/a, 11% Black/African Americans, 11% multiracial, 6% Asian/Asian American, and 1% other. About 76% of mothers had a bachelor's degree or higher.

To gather data for the study, (Cai et al. (2021) had adolescents and their mothers participate in a laboratory session during which they completed surveys in separate rooms. Teachers were contacted to complete online surveys about youths' performance and behavior in school. Youth were asked a question to assess their academic worries which was worded as, "What are your top three concerns or worries about going to middle school?" The total number of academic worries reported by youth and mothers ranged from 1 to 4. Their responses to the open-ended question were then coded by two independent research assistants for worries about academic expectations (e.g., amount of schoolwork, grades, strict teachers, time management, not doing well in classes), school environment (e.g., navigating classes, changing bell schedule, unstructured time), peers (e.g., peer pressure, bullying), and friendships (e.g., friends not in the same schools). For parent-teacher relationship quality, mothers were asked to rate statements such as, "You feel comfortable talking with your child's teacher about your child;" and "You think your child's teacher is interested in getting to know you." These were rated on a 5-point scale (0 = not at all, to 4 = a great deal). Youths' engagement statements included behavioral, emotional, and general school engagement such as "This student tries hard to do well in school;" "In class, this student works as hard as he/she can" (behavioral engagement); "When we work on something in class, this student seems interested;" "This

student enjoys learning new things in class” (emotional engagement); “This student does more than required;” and “In my class, this student seems tuned in” (general engagement). These items were rated on a 4-point Likert-like scale (1 = not at all true, 4 = very true).

Regarding outcomes of the study, T1 youth- and mother-reported academic worries were positively correlated, as were youth and mother reports of indices of parental involvement. T1 mother-reported academic worries were positively correlated with T2 teacher-reported academic performance. T1 mother reports of relationship quality with teachers, academic socialization, and schoolwork assistance were positively associated with one another. Teacher-reported engagement and academic performance were positively correlated with each other across T1 and T2.

CBC (Conjoint Behavioral Consultation is a family–school partnership indirect service delivery model developed to meet children’s needs across both home and school environments and to strengthen relationships between parents and teachers) for addressing disruptive behavior at school for middle school students with externalizing behavior problems. Garbacz et al. (2020) conducted a study to explore the efficacy of CBC for addressing disruptive behavior at school for middle school students with externalizing behavior problems. Specific research questions include: One, what is the efficacy of CBC on disruptive behavior in the classroom for middle school students with externalizing behavior problems? Two, to what extent do parents and teachers report changes in the parent–teacher relationship through participating in CBC for middle school students with disruptive behavior? Three, to what extent do parents and teachers report changes in their competence in problem-solving through participating in CBC for middle school students with disruptive behavior?

Participants in this study were parents and teachers of four middle school students (6th - 8th grade) with behavior problems. Middle schools were in a mid-size suburban school district in the Northwest region of the United States. Dependent variables included student disruptive classroom behavior, the parent-teacher relationship, and parent and teacher competence in problem solving.

The results (Garbacz et al., 2020) revealed that disruptive classroom behavior was examined in concurrent multiple models across participants' design. Promising patterns were observed when comparing intervention phase data and baseline data. However, the lack of intervention phase data and inconsistent findings do not support drawing conclusions about the efficacy of CBC on disruptive classroom behavior of middle school students with externalizing behavior problems. In addition to students' disruptive classroom behavior, parent and teacher outcomes were examined. CBC suggests that improvements in student social behavior occur through improvements in the parent-teacher relationships (Sheridan et al., 2012). Students with externalizing behavior problems in middle school often have a history of behavior concerns throughout elementary school, which can lead to negative communications between parents and teachers, and in turn degrade the parent-teacher relationship over time (Sheridan et al., 2012). Therefore, examining the parent-teacher relationship and parent and teacher competence in problem-solving is relevant to the CBC model and socially important. Parents and teachers perceive a family-school partnership model as an acceptable way to address middle school students' disruptive behavior.

Motivation and Academic Achievement

One of the most studied ways parents can help develop child autonomous self-regulation, motivation, and positive affect is scaffolding, which refers to temporary adult support designed to help students to display their potential within the proximal zone of development (Moe et al., 2018). This support aims to favor autonomous work (Leith et al., 2017).

The two mixed-methods studies aimed to assess the role played by perceived parental autonomy-supportive scaffolding on child homework autonomous motivation, self-efficacy, affect, and engagement. Study 1 assessed whether children's perception of their parents mediates the relations between parental and child motivation. Study 2 tested the effectiveness of a training program aimed to enhance parental involvement, or autonomy-supportive scaffolding, during homework. This study focused on parental scaffolding of children's motivation and affect during homework activity.

All the parents received a flyer which asked them to participate. In Study 1, 131 parents and their children agreed to do the study, but nine failed to return the questionnaire; therefore, 122 parents and their children were included in the sample size. In Study 2, there were 75 parents and children included from Study 1. In Study 1, the parents included 98 mothers, 22 fathers, and two who did not state their gender preference. The children included 46 girls, 65 boys, and 11 who did not state their gender preference. The data collected using scales developed by Katz et al. (2011) measured autonomous motivation and perceived autonomy-supportive scaffolding. Overall, the study measured parental autonomous motivation for involvement in homework, perceived autonomy-supportive scaffolding in homework, child autonomous motivation for homework, child self-efficacy, and child engagement.

Prior to the start of the study, approval was obtained from the school heads and the local ethics committee. Parents were then contacted through flyers announcing the research project and invited to meet the researchers to obtain information about the project. Those who agreed were asked to sign an informed consent form. Parents then received the child questionnaire, which they were asked to complete and return within a week. Children were asked to tell their parents that this was part of a study they were involved in, requiring them to fill out the questionnaires (Moe et al., 2018). Results of Study 1 revealed that parental autonomous motivation was associated with perceived autonomy-supportive scaffolding in homework, which related to child autonomous motivation, self-efficacy, and engagement.

In Study 2, the parents included 16 fathers and 59 mothers and their respective children which included 28 girls and 45 boys. In addition to the measures taken from Study 1, the effect was also assessed as previous research (Dix et al., 2004) had shown that supportive parenting was high among mothers who experienced high joy and low anger, sadness, and guilt (Moe et al., 2018). Study 2 focused on Parental Positive and Negative Affect, and Child Positive and Negative Affect.

Study 2's procedure involved parents assigned to trained-group sessions. They were involved in discussions about how to provide their children with motivational scaffolding characterized by unconditional support and patience. They were encouraged to provide rationale for doing their homework, to accept and not judge expressions of negative affect, to offer alternatives, and encourage choice (Moe et al., 2018). Results from Study 2 for parental positive and negative affect indicated a significant interaction only for negative affect; whereas,

autonomous motivation and positive affect indicated a significant main effect of time (Moe et al., 2018).

There is much evidence to support the idea that parents' involvement in children's learning (e.g., discussing children's schoolwork with them and attending parent-teacher conferences) facilitates children's learning and ultimately their achievement (Grolnick et al., 2009; Pomerantz & Moorman, 2010). Cheung and Pomerantz (2012) examined the idea that parent-oriented motivation plays a big role in the connection of parental involvement and academic achievement in school. Children's motivation in school is parent oriented when it is driven by a concern with meeting parents' expectations in the academic arena so as to gain their approval. From the perspective of self-determination theory (e.g., Ryan & Deci, 2000), children's parent-oriented motivation is experienced by children as more controlled than autonomous. Parent-oriented motivation is likely to develop from external sources. A major reason that parents' involvement has been considered beneficial for children's achievement is that it emphasizes the value of school to children (Hill & Taylor, 2004). For example, when parents assist with homework or volunteer in the classroom, they are likely to convey to children that they believe school is important. In addition, as parents become involved, they may provide support for children in their academic endeavors (Grolnick & Slowiaczek, 1994). In the study by Cheung and Pomerantz (2012) found that the more motivated children were in school for parent-oriented reasons as they began middle school in seventh grade and the more they sustained such motivation over the seventh and eighth grades, the more engaged they were in school at the end of eighth grade, taking into account their earlier engagement; children's parent-oriented motivation appeared to enhance their grades as well.

For the participants, an opt-in consent procedure was used in which parents gave permission for their children to participate. In the United States, 64% of parents allowed their children to participate, and in China, 59% of parents did so. There were 374 American children (187 boys, 187 girls; average age of 12.78 years-old, going into 7th grade) and 451 Chinese children (240 boys, 211 girls; average age of 12.69 years-old, going into 7th grade). In each country, children went to average-achieving or above average-achieving public schools in working-class or middle-class areas. The children completed a set of questionnaires during two 45-minute sessions four times, six months apart. Parents' involvement in children's learning was assessed with 10 items (e.g., "My parents help me with my homework when I ask," and "My parents try to get to know the teachers at my school") adapted from prior research (Chao, 2000). To assess children's parent-oriented motivation in school, there were six items created for the questionnaire (e.g., "I try to do well because I want my parents' approval," and "I try to do well to show my parents that I am being responsible").

Results from the study uncovered a connection between parental involvement and children's academic success with a positive impact showing how engaged parents can have a greater effect on their child's accomplishments. It also discovered that parents who showed a high level of motivation plus a real interest in their child's education significantly contributed to their child's academic success.

Weshspann et al. (2016) examined the gaps in literature and enhanced the understanding of the nature of the associations among home-based involvement, academic socialization, intrinsic motivation, and extrinsic motivation during early adolescence. Based on research regarding parental engagement and its impact on academic performance, the

relationship between involvement and motivation is not linear, meaning that the connection between home-based involvement and intrinsic motivation is expected to decrease as involvement reaches higher levels.

Weshspann et al. (2016) utilized adolescent race, parent education level, and observed academic competence as control variables. Participants were adolescents (n=150, 56% female) from a public Title I (72% of students qualified for free lunch), Midwestern, urban middle school. Fifty-three adolescents were in sixth grade (35%), 62 were in seventh grade (41%), and 35 were in eighth grade (24%); 57% of participants were Black or African American, 19% were multiracial, 18% were White/Caucasian, 5% were Hispanic or Latino, and 1% was Asian. One-third of the parents who participated stated that their education level was a college degree or higher, 43% had some college, and 25% reported a high school diploma or less.

Data was gathered from students who took a survey in school during a free period. The students completed a 17-item intrinsic motivation scale, and they responded using a 5-point Likert scale (1 = never, 5 = always) to items such as “I like hard work because it’s a challenge,” and “I ask questions in class because I want to learn new things.” For extrinsic motivation, students completed a 6-item scale that stressed their preference for easy work. Adolescents responded using a 5-point scale (1 = never, 5 = always) to items such as “I like to stick to the assignments which are pretty easy to do,” and “I learn only what I have to pass my classes in school.” Home-based involvement was measured with six items where students reported on parents’ use of home-based involvement strategies on a 3-point scale (1 = never, 3 = always); a sample item was “Helps me with my schoolwork.” Using the same 3-point scale, parents reported home-based involvement using a single item from a shortened version, for example: “I

help with homework.” For academic socialization, a 5-point scale was used (1 = strongly disagree, 5 = strongly agree), students responded to eight items such as “My parents tell me that many of the things I learn in school will be useful in the future.” Parents responded to the same 8-item, 5-point scale survey that was reworded to reflect the parent perspective, for example: “I tell my child that many of the things he/she learns in school will be useful in the future.”

The outcomes revealed several ways in which home-based involvement and academic socialization are related to intrinsic and extrinsic motivation. Perceived academic competence was the only control variable that was associated with a 0.08-unit increase in intrinsic motivation (on a scale from 1 to 5). The linear association between adolescent reports of home-based involvement and intrinsic motivation was not significant. Perceived academic competence was negatively associated with extrinsic motivation with a 0.04-unit decrease in extrinsic motivation. The linear association between home-based involvement and extrinsic motivation was not significant. Perceived academic competence was the only control variable significantly associated with intrinsic motivation associated with a 0.08-unit increase in intrinsic motivation. The linear association between academic socialization and intrinsic motivation was not significant. Perceived academic competence was negatively associated with extrinsic motivation and was associated with a 0.04-unit decrease in extrinsic motivation. The linear association between academic socialization and extrinsic motivation was not significant.

Parent-Teacher-School Involvement in Student Learning

Wang et al. (2012) examined the relative influence of adolescents’ supportive relationships with teachers, peers, and parents on trajectories of different dimensions of school

engagement from middle to high school and how these associations differed by gender and race or ethnicity. The sample consisted of 1,479 students (52% female, 56% African American).

According to Van Acker and Wheby (2000), active school engagement is necessary to a student's educational success and development as a competent member of society. In addition, social support from teachers, peers, and parents can promote positive academic outcomes and prevent negative psychological outcomes (Garnefski, & Diekstra, 1996; Malecki & Demaray, 2007, Wang et al., 2010).

Fredericks et al. (2004) examined the approach using four indicators of school engagement: 1) school compliance (behavioral engagement, 2) participation in extracurricular activities, 3) school identification, and 4) subjective valuing of learning at school from 7th through 11th grades and investigate whether social support from teachers, peers, and parents contributes to changes in school engagement over time.

Methods used in support of this study included: 1) using a sample of students to examine the influence of social contexts on adolescent development and 2) measures in regard to school management, which include: school compliance, participation in extracurricular activities, subjective value of learning, teacher social support, peer social support, parent social support, and demographic variables.

To investigate how adolescents' school engagement changed from grades 7 to 11, and how this change differed depending on adolescents' gender, race, or ethnicity, and social support, the multilevel growth modeling data analysis was utilized.

As for the study outcomes, teacher social support, peer social support, and parent social support were positively correlated with each other. Additionally, all of them were positively

correlated with school compliance, participation, and school identification. The result of the unconditional growth model suggested a decline of school compliance over time; there was a decline of participation of extracurricular activities from 7th to 11th grade; and it also shows that adolescents experienced a decrease in school identification from 7th to 11th grades as well. Most empirical studies have measured school engagement as either a unidimensional construct of these various indicators or at most two of the three types of school engagement (Perry, Liu, & Pabian, 2010).

Home-school dissonance (HSD), or differing values, beliefs, and behavioral expectations between home and school may contribute to variations in parental involvement (Arunkumar et al., 1999). There are many ways that parents can get involved with their child's school to improve their academic outcomes. It often includes both home-based (e.g., homework assistance, high academic expectations) and school-based activities (e.g., volunteering at the school, attending other events), as well as academic socialization, or the direct and indirect messages that parents communicate to their children regarding educational expectations (Benner et al., 2016). This is particularly important during middle school, where parental involvement tends to decrease and/or become more complex. School culture and values are factors that contribute to home-school dissonance, further limiting parental involvement in middle school. Schools in the U.S. have operated with the values of Western culture by placing an emphasis on independence, which is in direct contrast with the interdependent culture of many minority groups, including African Americans and Latinos (Markus, 2008). The need to fit in could provide additional school stress for students who are trying to "belong" to their own cultural group while also adapting to the culture of the school (Carter, 2005).

Henderson et al. (2020) asked the following research questions to understand the common experiences of HSD between the participants: 1) How do middle school teachers discuss and conceptualize differences and similarities between home and school for students? 2) How do the parents of middle school students discuss and conceptualize differences and similarities between home and school for their students? 3) How do differences and similarities between home and school impact parental involvement for parents of middle school students?

The participants were five white teachers who were given semi-structured interviews about their observations and perceptions of HSD. Written consent was obtained from all participants. This study used all parent and teacher interview data from a larger mixed-methods exploration of middle school student, parent, and teacher perspectives on HSD that took place during 2016–2017 at a school referred to as Silver Canyon Middle School located in Central Virginia (SCMS). A small sample of SCMS students (n=5), parents (n=6), and teachers (n=5) completed interviews, while 182 students from SCMS and two other middle schools completed surveys all focused on experiences of HSD. At the time of the study, about 700 students attended SCMS, and approximately 25% were Black, 65% White, and 10% Latinx. The town was about 80% White, 10% Black, and 7% Latinx.

Henderson et al. (2020) used thematic analysis to analyze the qualitative data, and then shared themes related to parental involvement and communication. For the teacher-interview data, there were three themes: One, high-HSD families are not involved. According to one teacher, high-HSD parents were characterized as being unaware of what was happening at school and showed little effort in reaching out to teachers. They seemed preoccupied with their work or other commitments, leading to a substantial disconnect. Two, parents from high-HSD

families didn't have the "right" kind of involvement. Teachers described parents attending conferences, but then disagreed with the teacher on topics such as discipline. Three, there were barriers to communication. For example, there were related challenges when the parents spoke English but they could not read documents that were sent home from school in English. For the parent interview data, parents fell into two groups: those who were satisfied with the school and those who were not. Both groups of parents had similar to or higher academic and behavioral expectations for their children than teachers. However, both satisfied and dissatisfied parents referenced parental involvement and communication with school differently and reported different levels of HSD.

Luo et al. (2020) investigated the effect of perceived teacher-student relationships and parental emotional warmth on academic stress among middle schoolers. The school environment has an important influence on academic stress among middle school students and teachers are important mediators of the classroom environment. The teacher-student relationship can positively influence creative thinking, creative self-efficacy, and social skill in middle school (Cornelius-White, 2007). Whereas different parenting styles have lasting effects on students as shown by negative associations with high parental involvement in middle school. Emotional warmth has been positively related to middle school students' psychological well being. In addition, emotional warmth also plays a significant part in children's mastery and ego motivations (Cheng et al., 2008).

Participants in the study (Luo et al., 2020) were from Xi'an, China. The sample consisted of 7th, 8th, and 9th-grade students totaling 1,214 middle school students (581 girls; mean age = 13.5 years of age). Data was gathered from questionnaires for each of the variables. The

academic stress questionnaire was made up of 16 questions that focused on three areas: academic pressure (e.g., “I think I need to master too much”), expectation pressure (e.g., “The teacher thinks that only students who learn well are good students”), and self-pressure (e.g., “I always feel that I have not mastered enough knowledge points”). The teacher–student relationship questionnaire had 18 questions in regard to teacher–student relationship, accessibility of teachers, and status difference between teachers and students. There were six questions in each area, and each item in the questionnaire was scored (1 = yes, 2 = no). The dimension of teacher–student relationship is the relationship between teachers and students and their attitude toward each other. This study selected the total score of the “teacher–student relationship.” The parental warmth questionnaire had 58 items for fathers and 57 items for mothers. The study selected two measurements of father’s and mother’s emotional warmth, such as “I think father/mother makes my life as meaningful and colorful as possible.” The response options were scored on a 4-point Likert-type scale (1 = never, 2 = occasionally, 3 = often, 4 = always).

All variables were significantly correlated with each other, and father’s emotional warmth positively correlated with mother’s emotional warmth ($p < .01$). Both parental warmth variables positively correlated with teacher–student relationship ($p < .01$). Academic stress is negatively correlated with teacher–student relationship ($p < .01$) and with both parents’ emotional warmth (father = $p < .01$, mother = $p < .05$). Overall, Luo et al. (2020) found that academic stress among middle school students was significantly correlated with students’ perceptions of the teacher–student relationship, father’s emotional warmth, and mother’s emotional warmth.

Smith et al. (2021) examined family engagement in elementary and middle schools and how principals play a vital role in fostering family engagement, as they serve as the key leaders responsible for setting the tone and culture within the school community. The researchers aimed to answer the following questions: One, what is the association between family engagement and (a) overall principal collegial leadership and (b) specific collegial (academic) leadership practices/characteristics? Two, when controlling for developmental context and student-level characteristics, what is the association between family engagement and principal collegial leadership? Three, when controlling for baseline levels of family engagement, developmental context, intervention status, and student-level characteristics does principal collegial leadership at baseline predict family engagement at the end of year?

Smith et al. (2021) gathered data from two large-scale randomized trials: The Incredible Years Teacher Classroom Management and (IY-TCM), and CHAMPS (Conversation, Help, Activity, Movement, Participation, Success). The sample included an urban school district with 3,206 students and 207 teachers from 18 elementary and middle schools in the Midwest United States.

Data was collected by the handling of nested data using hierarchical linear modeling (HLM) that addresses all the research questions. Results from the study revealed the role that principals play in leadership is supporting family engagement while also adding to family engagement using teacher perspectives. The research concerning family engagement relies on parents' self-reports of their involvement, which can lead to overestimation and demonstrate weak connections to student achievement. The effects of collegial leadership on parent engagement were vital over time. As well, higher levels of collegial leadership at the start of the

school year predicted increases in family engagement by the end of the year across developmental contexts. Results from the developmental context and student-level characteristics association between family engagement and principal collegial leadership revealed that a significant positive relationship remained between family engagement and principal collegial leadership. Lastly, baseline principal collegial leadership was a significant predictor of family engagement at the end of the year. These findings provide further evidence for the important role of principal leadership in supporting family engagement while also adding to family engagement using teacher perceptions.

Parent perceptions of parent involvement can differ based on individual experiences, beliefs, and demographics. Likewise, parents and teachers may not view parent involvement in the same way as teachers due to differences in culture (Calzada et al., 2015).

In order to determine and compare teacher and parent perceptions of parent involvement, VanValkenburgh et al. (2021) focused on perceptions of both teachers and parents concerning parent involvement in middle schools. The context for the study included three middle schools across two school districts. School A was located in a suburban area with a population of about 1,000 students where the student-teacher ratio was 20:1, and 25% of the students received free/reduced lunch. School B was a rural school with only 400 students, at which there was a 23:1 student-teacher ratio, and 51% of students received free/reduced lunch. School C was an urban school with 550 students, at which there was a 20:1 student-teacher ratio, and 80% of students received free/reduced lunch (only school that qualified as a Title I school). VanValkenburgh et al. (2021) used a qualitative survey that contained seven open-ended items using Epstein's (1995) six typologies, which are types of

parent involvement that include: parenting, communicating, volunteering, learning at home, decision-making and collaborating with community. The survey aligned with the six typologies for a more reliable analysis. Teacher surveys were sent to the teacher's school email from the principal; parent surveys were sent to parents through an automated phone/email system.

There were a total of 44 participants (18 = teachers, 26 = parents). Overall, parents and teachers expressed similar opinions pertaining to the typologies of parenting, communication, and volunteering, but revealed differences related to the other typologies. Of the 26 parents, 13 (50%) stated that the school did not help them learn about parenting, while eight of the 18 teachers (44%) indicated the same response. As for communication, both parents and teachers agreed that digital communication is the best way to communicate between home and school. However, not all teachers and parents believe communication is two-way. In fact, 79% of parents believed communication between the school and home is two-way, while 91% of teachers believed this to be true. For volunteering, 36% of parents and teachers stated that involvement in the PTO is the best way parents can volunteer; this was followed by parents going on field trips, and then proctoring tests. Parents and teachers differed on decision-making. Fifty-four percent of parents felt that the school did not include them in decision-making, while 94% of teachers indicated a way for parents to be involved in decision-making. When asked about learning at home, 94% of the teachers believed they offered advice to parents for parental involvement at home; however, only 73% agreed with this idea. Lastly, as it pertained to collaborating with the community, 31% of parents and 17% of teachers stated that the school does not collaborate with the community. However, both

teachers and parents agreed that donations to the school is a way the school and community collaborate.

Garbacz et al. (2021) examined parent–teacher congruent perceptions of middle school structures to support parent monitoring of children's behavior. Specifically, they examined two predictors of parent–teacher congruence: report of family educational involvement, and a school's communication and support to families about student behavior. There were three research questions that guided the study. One, to what extent does parent-teacher reported family educational involvement predict parent-teacher congruent perceptions of middle school structures to support parent monitoring of their children's behavior? Two, to what extent does teacher-reported school use of communication and support to families about student behavior predict parent–teacher congruent perceptions of middle school structures to support parent monitoring of their children's behavior? Three, to what extent do parent–teacher congruent perceptions of middle school structures to support parent monitoring of their children's behavior predict teacher-report of children following school rules and expectations?

The participants for this study included 415 teachers (242 sixth grade; 96 seventh grade; and 77 eighth grade) and 5,003 parents from 40 public middle schools in the northwest region of the United States. The percentage of students who received Free and Reduced Lunch (FRL) ranged from 26% to 94% (median = 58%). The percentage of English Language Learners (ELL) students ranged from 0% to 37% (median = 3%). The percentage of minority students ranged from 5% to 82% (median = 28%). On average, students were 11.8 years old (SD = 0.70), about half were female (49%), and most were Caucasian (74%).

The study addressed the two research questions using mixed-effects regression analysis. This technique is appropriate when a nested structure is used (the data structure for the current study is teachers nested within the schools). The outcome revealed higher levels of teacher-reported family educational involvement were significantly associated with greater parent–teacher congruence. In addition, the association between family involvement and congruence did not significantly vary by school. Also, school communication and support as a predictor of parent–teacher congruence revealed higher levels of teacher-reported school communication and support about student behavior were significantly associated with greater parent–teacher congruence, and the association did not significantly vary by school. Additionally, parent–teacher congruence as a predictor of children's school behavior revealed that building a shared understanding among parents and teachers about middle school supports for parents may be a useful pathway through which to support student school behavior.

Gale et al. (2022) stated that parents' beliefs about their children's schools are important influences on their parenting and on their children's outcomes. Because of Black parents' concerns that their children may encounter racial discrimination in their schools, they may be particularly wary of that environment. Parents' beliefs are influenced by their personal experiences, beliefs of the role that parents should take in their children's lives, and characteristics of their children (Mowder, 2005). Gale (2021) revealed that parents' school climate perceptions can be either about parents' beliefs about how the school treats their children or about parents' beliefs about how the school treats parents. Gale et al. (2022)

hypothesized that school climate perceptions for children would be more strongly related to parents' attainment expectations than their school climate perceptions for parents.

Participants for the study were from Prince George's County, a suburb of Maryland. The sample included 586 Black parents (92% female, 8% male). Parents answered the question, "How far do you think your child will actually go in school?" to find out more about the parents' attainment expectations in eighth grade. Parents responded on a 9-point scale from 1 (eighth grade) to 9 (MD, JD, or Ph.D.). To measure parents' school climate perceptions, data was retrieved using a scale developed for the Maryland Adolescence in Context Study (MADICS). The scale had two subscales: the first assessed parents' school climate perception for parents, while the second subscale assessed parents' school climate perception for children. The parents' school climate perceptions for parent's subscale included four prompts evaluating parents' perceptions of their children's schools. Items used for the first subscale included: "Teachers understand the parents' points of view," and "It is easy to make appointments with teachers and the principal" (Gale et al., 2022, p. 64). Parents responded using a 5-point scale (1 = strongly disagree, 5 = strongly agree). Higher scores on each subscale indicated more positive perceptions of the school climate. The parents' school climate perceptions for the children's subscale included four prompts evaluating parents' perceptions of their children's school experiences that included the following items: "teachers and staff are sensitive to the special needs of junior high school children" and "the staff care about students as individuals" (Gale et al., 2022, p. 64).

The results indicated parents' school climate perceptions for both parents and children were above the midpoint of each scale. While parents' school climate perceptions for parents

were positively correlated with parents' attainment expectations; parents' school climate perceptions for children were unrelated with expectations. Also, parents' school climate perceptions for parents were positively associated with parents' academic attainment expectations. Further, parents who viewed their children's schools as attentive and welcoming to parents' needs, had higher attainment expectations for their children because of the important role that schools play. Similarly, more negative school climate perceptions for parents were related to lower attainment expectations.

Parents and other primary caregivers are expected to play an increasing role in their children's education and teachers are implored to develop partnerships with families and to increase families' involvement in education (Mapp & Kuttner, 2013). Maintaining productive partnerships is made more complex when youth enter middle school and adolescence—a time when youth are pulling away from parents and developing their own identities (Laursen & Collins, 2009). The reason for doing this research is to determine if there is a connection between parent involvement with schoolwork and future success.

The participants in the study (Hill et al., 2018) included parents of seventh-grade students, their seventh-grade children, and teachers of core courses and guidance counselors who work in two economically and ethnically diverse schools. The seventh-grade was selected because many curricular decisions made at this time have long-term implications. The groups consisted of 64 seventh-grade students (32% White; 40% Black, and 28% Latino) and 65 parents of the seventh-grade students (34% White, 35% Black, and 29%, Latino). From the same two middle schools, there were 21 teachers of core courses and guidance counselors. Teachers and counselors had 0–35 years of experience. A closed-ended, quantitative assessment was used to

establish a baseline of Parental Involvement in Education levels, parents completed 17 items from the Parental Involvement in School scale (Kohl, Lengua, McMahon, & Conduct Problems Prevention Research Group, 2000). The quantitative survey data was used to characterize the experiences of families, youth, and teachers to provide a context for understanding the strategies of involvement that were identified (Hill et al., 2018).

The study used grounded-theory analysis of 20 focus groups, with ethnically diverse parents, youth, and teachers (N=150), along with quantitative indicators of involvement and interactions with schools. Scaffolding independence, linking education to future success, and communication emerged as the most consistent strategies for promoting achievement.

Methods of Parental Involvement

The purpose of Szabo's (2019) study was to examine the views of Grade 7 students regarding parental involvement and to determine how their attitudes were expressed in their actions toward their parents. Parents at an early age begin the process of learning by having a loving, warm, and nurturing environment in which the child can feel safe to explore his or her surroundings (Amundson, 1988; Buchen, 2004). In addition, family involvement is crucial at the beginning of academic learning.

The study gathered quantitative data and focused on three research questions: 1) Do Grade 7 students have a positive attitude toward parental involvement?, 2) Do Grade 7 students actively seek parental involvement?, and 3) Do Grade 7 females and Grade 7 males differ in their attitudes and actions toward parental involvement?

All participants were Grade 7 students. At the outset, 469 students were to take part in the study; however, only 155 (33%) returned the parental permission form. The study was

conducted in a school district in northern Oklahoma with approximately 5,000 students who attended 10 different schools. The study was conducted specifically at the middle school because it captured the first time students had moved away from their neighborhood elementary schools. The instrumentation used for the study was a two-part, 20-question, Likert-scale survey. Part 1 asked demographic information about the students, and Part 2 contained 20 statements with regard to parental involvement.

The results were based on the three research questions from above. Question 1 showed that overall, the students showed a positive attitude toward parental involvement. Question 2 showed that the students had a more neutral response when engaging in activities that called for parental involvement. Basically, these students cared very much what their parents thought and valued their involvement in their schoolwork (Szabo, 2019). Question 3 showed no significant differences between male and female students with respect to any of the attitudinal or action statements in the survey.

According to Lessard and Juvonen (2019), strong academic achievement differs based on socio-economic status (SES), including parental occupation, annual income, and education. On average, students from lower-SES backgrounds perform more poorly than their higher SES peers on standardized tests and typically also receive lower grades (Reardon, 2013). Although all indicators of socioeconomic status (e.g., parental occupation, annual income, education) are related to children's achievement, parental education level is the most consistent predictor of academic performance. These effects are robust over and above ethnic differences (Cherng et al., 2013). For example, only 13% of students with high school educated parents will obtain a

bachelor's degree, far less than students whose parents have a bachelor's degree (49%), a master's degree (65%), or a doctorate (73%) (Carnevale & Strohl, 2013).

Lessard and Juvenen (2019) considered how adolescents' close-friendships may help reduce achievement differences related to parental education; the researchers applied both quantitative and qualitative methods, which included surveys, interviews, and observations, and relied on data from a large group of students from 26 ethnically diverse middle schools in California. The main assessment examined whether cross-class friendship during the first year of middle school (sixth grade) moderated the association between parental education and academic achievement. This approach worked well because it allowed for a better understanding of the subject matter. Relying on the sample of 4,288 sixth graders, the make-up of participants was 30% Latino, 21% White, 15% Biracial, 16% Asian, 11% African American, 3% Pacific Islander, 2% Middle Eastern, and 2% from other ethnic groups. Different methods were used to measure the outcome of the study. These measures included: 1) parent education level, 2) Cross-class friendship, 3) academic achievement outcomes (i.e., GPA, achievement test scores, academic engagement), and 4) covariates.

The outcomes were divided into two categories: 1) descriptive findings about cross-class friendship in middle school and 2) the effects of cross-class friendship on the association between parental education and each achievement indicator. Overall, the results identified the potential benefits of cross-class friendships; schools can promote inclusive environments, facilitate social interaction, and promote empathy and understanding among students from different socio-economic backgrounds.

Bridging the gap between home and school is a major objective of much educational policy at the federal, state, and local levels. Critical to fulfilling this aim is parents' involvement in children's academic lives. The educational reforms of many states (e.g., California, Illinois, Minnesota, Missouri) also include efforts aimed at heightening parents' involvement. In addition, according to Adams et al. (2004) Teachers and parents were uniting at the local level to develop programs to increase parents' involvement in their schools. One of the most credible parts of this study (Pomerantz & Moorman 2007) was the view of parental involvement. By stressing the quality of engagement rather than the quantity, the authors (Pomerantz & Moorman 2007) rejected the view that more involvement leads to better learned outcomes. The quality of parental involvement, such as suggesting guidance, promoting a supportive environment, and encouraging independence plays a crucial role in promoting children's academic success. This is a valuable reminder to parents and educators that it is the quality of involvement that really matters. The case is made that consideration of the how, whom, and why of parents' involvement in children's academic lives is critical to maximizing its benefits. The examination of the "how" stresses on the quality of engagement rather than the quantity because it shows that more involvement doesn't necessarily lead to better academic success. The "whom" is another element of parental involvement. Contrary to what is assumed, more involvement from parents may or may not be better for children when doing their homework. The importance of individual needs and characteristics of each child and suggested that the level of parental involvement can vary depending on the child's age, personality, and academic strength; it is not a one-size-fits-all approach. The "why" is a crucial viewpoint for parental involvement as well. It shows the importance of intrinsic motivation and self-regulation,

suggesting that too much parental involvement could hurt a child's development; thus, helping a child find their internal drive and independence is key to developing lifelong learning habits.

Parental involvement is an important determinant of youth's educational success and is linked to higher academic performance and motivation across grade levels and racial-ethnic groups (Wang & Sheikh- Khalil 2014). When students leave elementary school and move to middle school and then high school, parents may alter the way that they are involved in the adolescents' education. In a background study, it is said that middle schools provide fewer opportunities for autonomy than elementary schools, which causes a mismatch between their developmental needs and the new school setting. During middle school, parents are likely to engage in direct forms of home-based involvement such as providing structure at home and supervising adolescents' homework (Hill & Tyson, 2009). Another effect on parental home-based involvement in middle school is the parent's social position (e.g., race, SES, gender). Parents from different racial and SES backgrounds may use different parental involvement strategies. For example, a background study revealed that African American parents, as compared to European American parents, tend to be less involved at school and more involved at home (Wang & Sheikh-Khalil, 2014) because of prior negative school and discrimination experiences (Cross, 2003).

The neighborhood in which families live can also have a huge impact on parental involvement. Neighborhood socioeconomic status, community resources, and the presence of social support networks can play key roles. Families may face barriers to parental involvement, such as limited access to educational resources, unsatisfactory school facilities, and increased safety concerns. On the other hand, neighborhoods with higher socioeconomic status tend to

offer more resources and opportunities for parental involvement, leading to greater engagement. Along with social position variables (e.g., race, gender, SES), parental educational involvement strategies may be shaped by parents' neighborhoods. The neighborhood context can act as either an inhibitor to (e.g., risk) or promoter of (e.g., asset) academic success, and is often characterized by its structural characteristics (e.g., neighborhood disadvantage, institutional resources) and social dynamics (e.g., presence of positive relationships) (Byrnes & Miller 2012).

In this study (Gale et al. 2022) 1482 diverse African American and European American families came from Prince George's county in Maryland. Of the 1377 parents, 93% were females; 87% were mostly mothers; 6% fathers; and 7 % were other family members. Around 66% of the parents were African American and 67% of the adolescents were African American. Parents' income ranged from less than \$10,000 to more than \$70,000. These estimates demonstrate the racial and socioeconomic categorization in the United States, but also show the relative wealth of residents in Prince George's county.

The data collected from face-to-face interviews, phone interviews, and self-administered questionnaires measured family demographic variables, parental involvement variables, school involvement, neighborhood variables, and parental efficacy. Through multi-level modeling (MLM) analyses the outcome revealed that African American adolescents reported a higher level of home-based parental involvement than European American adolescents, and boys received more parental involvement than girls. Also, adolescents living in more disadvantaged neighborhoods reported higher levels of parental involvement. Academic socialization also increased with African American as well. School-based involvement showed that African

American parents engaged in more school-based communication, and parents of boys engaged in more school-based communication as well. Parents from different racial and socioeconomic backgrounds engage in different parental-involvement practices that support their children's education from middle to high school.

In this study, (Bhargava & Witherspoon, 2015) organized by the Maryland Adolescent Development in Context Study (MADICS) a total of 1482 diverse African American and European American families came from Prince George's county in Maryland. Of the 1377 parents, 93% were females; 87% were mostly mothers; 6% fathers; and 7 % were other family members. Around 66% of the parents were African American and 67% of the adolescents were African American. Parents' income ranged from less than \$10,000 to more than \$70,000. These estimates demonstrate the racial and socioeconomic categorization in the United States, but also show the relative wealth of residents in Prince George's county.

Academic achievement among middle school students is affected by various factors, and two key factors are parental involvement and support. According to Hill & Taylor (2004), parents who actively participate in their children's education, attend school events, and participate in parent-teacher conferences tend to have children with higher academic performance. Involvement can take various forms, including monitoring homework, assisting with assignments, and supporting extracurricular activities. The most important type of parental school involvement is academic socialization. Academic socialization includes the following activities for parents: to communicate to children the importance of receiving an education, to set clear educational expectations, to link school work with current events, to foster children's educational aspirations, to discuss strategies for learning with children, and to make plans for

their children's future (Hill & Tyson, 2009). Children who feel that their parents are approachable and supportive tend to be more engaged in their schoolwork, leading to improved academic achievement. One key component of parental influence on academic achievement is effective communication between parents and children. It is important for parents to actively listen to their children, show interest in their educational progress, and provide helpful feedback to improve academic performance.

Lam et al. (2012) attempted to answer the following questions: 1) What are the perceived levels of parental influence among parents of middle school students? 2) Is there a relationship between parental influence and children's academic performance? 3) What is the impact of parents' education on perceived levels of parental involvement?

Descriptive-exploratory research was used for the study which was designed to describe the relationship between two or more variables. In this case, the dependent variable was academic achievement, and the independent variable was parental influence. The sample size was 32 parents of middle school students at a school in Los Angeles County, and the school was selected because of its large size, the location in the Los Angeles area, and diversity. Parents took a quantitative survey divided up into three categories: 1) levels of parental pressure and support; 26 questions on a five-point Likert-type scale ranging from strongly disagree to strongly agree, 2) frequency of parental help and monitoring; 13 questions on a five-point Likert-type scale ranging from never to always, and 3) frequency of communication; 12 questions on a five-point Likert-type scale (1 = never, 5 = always). About two-thirds of the respondents' children were male (65.6%), and almost all the respondents were Latino/Hispanic with only one Caucasian/White respondent and only one Native American respondent.

The outcomes were divided into three categories 1) levels of parental pressure and support. Means could range from 1 (strongly disagree) to 5 (strongly agree). The highest mean was for “I am proud of my child” (M=4.81); the lowest mean was for “I am only pleased when my child gets a 100% on a test” (M=2.59). 2) frequency of parental help and monitoring. Means could range from 1 (never) to 5 (always), The highest mean was for “I insist that homework be completed each day” (M=4.91); the lowest mean was for “I help my child select books to read” (M=3.44). 3) frequency of communication. Means could range from 1 (never) to 5 (always). The highest mean was for “Before leaving for school I ask if my child has everything needed (homework, books, reports)” (M=4.88); the lowest mean was for “When my child is absent, I tell him/her to contact a friend to get your homework” (M=3.31). Parents who actively engaged in their children’s education, promoted a supportive learning environment, and were good communicators contributed to improved academic outcomes for their children.

Parental involvement is a significant factor in determining children’s academic achievement. The relationship between parental involvement and academic outcomes has gathered considerable attention, particularly in elementary and middle school education. Otani (2020) intended to examine students in elementary and middle school separately using the same measurement of home-based involvement. Middle school students preparing for high school entrance exams and elementary school students learning basics are likely to experience different types of parental involvement. Compared to elementary school students, middle school students are more developed cognitively and have a higher sense of efficacy; hence, their need for direct parental involvement may be lower (Hill & Tyson, 2009). Otani (2020) used two measures for parental involvement: communication with children about schoolwork

(communicating) and monitoring their homework (monitoring). Data for these two measures were taken from questionnaires that asked children about the frequency with which they experienced these types of involvement. Otani (2020) organized the research around three questions. One, do students' attitudes and aspirations mediate the associations between home-based parental involvement and academic achievement? Two, how do the associations vary between elementary and middle school? Three, are the associations between parental involvement and achievement different for males and females? The following school-level variables were addressed: academic achievement, attitudes toward math and science, educational aspirations, and home-based parental involvement; the control variable was the measure of socioeconomic status (SES). Participants included a sample of 1,884 female fourth-grade students from 140 schools, 1,849 male fourth-grade students from 139 schools, 1,812 female eighth-grade students from 133 schools and 1,789 male eighth-grade students from 131 schools.

The data for this study in Japan was taken from student and school questionnaires that assessed student achievement in mathematics and science in fourth and eighth grades which collected data from students, teachers, and school principals. The results were not noticeably different when comparing genders and subject areas. Also, parental communication involvement was positively associated with attitudes (including aspirations for eighth grade students); the more parents asked their children about what they learned in school and talked about their schoolwork, the more positive attitudes the children expressed toward the subjects. For school-level variables, in eighth grade, attending private or national school was positively associated with aspiration. A higher income level of the school area was positively associated

with fourth-graders' achievement and was also positively associated with eighth-grade female students' aspirations. Parental involvement and academic achievement among elementary and middle school students involvement was associated with students' educational outcomes in both the fourth and eighth grades regardless of gender and subject.

For first-generation students who are the first in their families to pursue higher education, parental involvement during their middle school years plays a crucial role in predicting their college attendance. Bui et al. (2016) examined the relationship between parental involvement and academic achievement for first-generation students; they compared first-generation students to their non-first-generation peers. The study categorized the students into three groups according to the highest level of education attained by either parent: 1) students whose parents have no college education (first-generation students), 2) students whose parents have some college education but no bachelor's degree, and 3) students whose parents have a bachelor's degree or higher. Bui et al. (2016) attempted to answer three questions. One, what are the underlying dimensions of parental involvement, based on students' data versus parents' data? Two, do the dimensions of parental involvement differentially predict college attendance for first-generation students versus non-first-generation students? Three, do the dimensions of parental involvement still predict college attendance once analyses control for sociodemographic variables and prior academic achievement? Control variables included: sex, race, yearly family income (which pertained to sociodemographic characteristics), grades, and standardized tests (which measured prior academic achievement).

To gather data, students completed a questionnaire that gathered information about basic background variables, schoolwork, educational and occupational aspirations, and social

relationships. In addition, one parent for each student completed a survey intended to measure family characteristics relevant to achievement. Bui et al. (2019) selected only those who had complete data for the variables under investigation, The sample included 5,283 eighth graders from 1,052 middle schools in the United States; 25.7% had parents with no college education, 40.3% had parents with some college education but no bachelor's degree, and 34.0% had parents with a bachelor's degree or higher. The control variables revealed that there was no significant difference in the distribution of sex based on parents' level of education. However, there was a noticeable difference in the distribution of race, indicating a higher percentage of racial minorities among first-generation students compared to their non-first-generation counterparts. Parents' level of education had an effect on all parts of parental involvement, except for parents' report of home supervision. In general, parents of first-generation students had lower involvement in their children's education than did parents of non-first-generation students. Additionally, as parents' level of education increased, the mean scores for family income, students' GPA, and students' scores on standardized tests also showed an upward trend.

Porter-Deal et al. (2020) examined how Army parents face unique challenges due to the demands and nature of their military service. Frequent deployments, relocations, and prolonged separations can disrupt family routines and impact the educational continuity of their children. The stressors associated with military life can also affect parents' ability to engage effectively in their children's education.

Porter-Deal et al. (2020) structured a study to explore and describe active duty Army parents' experiences with barriers and challenges with parental involvement programs in

middle schools in North Carolina. The following research questions guided the case study: 1) How do Army parents actively engage in school activities? 1a) What opportunities and support are helpful for Army parents in being actively involved in their child's education? And 1b) What challenges and barriers prevent Army parents from having active involvement in their child's education? Before gathering data from the participants, the information contained in the data collection instruments included the eligibility criteria worksheet, the interview protocol, survey, and think-aloud (which did not require the thinker to use complete sentences). After determining which potential participants met the eligibility criteria, scheduling interviews began using dates, times, and locations for each participant. All participants gave their consent. Participants also completed a survey to describe their perceptions of parental involvement and responded to the interview protocol questions. The target population for the study was 29,183 active duty Army parents residing in North Carolina with students who attended middle school, but the sample used was seven participants (one officer and six enlisted soldiers whose children attended middle school outside of a military base).

All participants became actively involved in their child's school activities related to effective communication, such as email, parent-teacher conferences, and the parent-teacher association meetings. Four participants (57%) conveyed that notes and phone calls were helpful, three participants (43%) chose web applications, and two participants (29%) preferred text messaging. All participants (100%) believed being involved provided parents with a sense of efficacy for their children to succeed in school. All participants agreed that parental involvement is a contributing factor to student achievement; all participants agreed that parents can offer their skills to assist their children in their education. Six out of seven participants (86%)

conveyed their intent to be active, and six out of seven participants (86%) indicated that they play a role in their child's education or school. As for employment demands, all participants agreed that employment demands presented barriers and challenges often competing with the duties of being an active-duty Army parent.

Huguley et al. (2020) examined educational involvement approaches African American families use in under-resourced urban schools. The majority of these schools were African American (64%) and economically disadvantaged (78%), with high proportions of students eligible for special education (22%). Principals at participating schools helped to purposefully recruit parents based on a combination of both visible school-based engagements (e.g., attending school events, communication with school personnel) and/or staffs' knowledge of parental involvement at home.

To gather data, (Huguley et al., 2020) parents and their children were recruited from six Title 1 public middle schools serving Grades 6 through 8 in a mid-sized urban district in the northeastern United States. The sample included 28 parents and 26 middle school students. Youth participants were recruited from enrolled parents. Parents were mostly women with a wide range of educational levels. Data was collected using focus groups. The semi-structured interview protocols were designed to capture participants' experiences with parenting around issues of race and involvement with their children's education. Protocols were sequenced to ask first about the less sensitive topics of general parenting styles and parent-child shared activities. Parent focus groups and interviews lasted between 48 minutes and 2 hours. Youth focus groups were slightly shorter; from 27 minutes to 1 hour because they tended to be more brief in their responses than their parents.

Participants in the study shared specific approaches to engaging their children's education in under-resourced urban contexts. Results for school-based involvement indicated African American parents in these under-resourced urban schools utilized navigational and supportive approaches that provided them with both monitoring access and opportunities to engage in school- or district-wide improvement. African American parents also wanted to maximize their children's limited opportunities not in competition with other families but in ways that often involved advocating for systemic change that would benefit their broader community. Parents benefited from being in schools and a district that, despite being under-resourced, provided opportunities for both local school involvement to support their own children, and system-level involvement to promote equity across all students. Home-based involvement outcomes revealed many African American parents found motivational support to be essential to ensuring an adequate education for their children. Outcomes related to academic socialization added much needed nuance to conceptualizations of these activities across contexts. While families here endorsed traditional academic socialization goals (e.g., high aspirations, academic confidence), they infused their activities with racialized content to increase aspirations and confidence outright and to build resilience in the face of behavioral and intellectual biases. Families expressed support for typical academic socialization goals, such as having high aspirations and promoting academic confidence.

Guo et al. (2023) conducted a study with two essential aspects of students' development and success: physical exercise and academic achievement. Researchers identified two main mechanisms by which family structure influences adolescent development: family socioeconomic status (FSES) and parental input (PI) (McLanahan & Sandefur, 1994). Family

structure appears linked to middle-school students' involvement in PE (physical exercise) and AA (academic achievement), with FSES and PI explaining these relationships.

To investigate further, Guo et al. (2023) developed three research questions and five hypotheses. RQ1, Do middle-school students in intact families outperform those in non-intact families? H1. In China, middle-school students in intact families (consisting solely of a mother, a father, and their children) have significantly higher levels of PE and AA than those in non-intact families (consisting of one parent or none, plus children). RQ2, Could FSES and PI explain the relationship between family structure and the comprehensive and healthy development of middle-school students in China? H2, After controlling for PI, there is no statistically significant difference in middle-school students' involvement in PE between single-father families and intact families. H3, After controlling for FSES, there is no statistically significant difference in middle-school students' AA between single-mother families and intact families. RQ3, Do the modes of the effects of the two mechanisms differ between different types of single-parent families in China? H4, After controlling for all other factors, the involvement in PE of middle-school students who live in absent-father families (consisting of a mother and her children or children only) is significantly lower than that of those who live with a father. H5, After controlling for all other factors, the AA of middle-school students who live in absent-mother families (consisting of a father and his children or children only) is significantly lower than that of those who live with a mother.

Data was gathered from the China Education Panel Survey (CEPS) using stratified multistage sampling. The sample consisted of 8,459 middle school students from 438 classrooms from 112 schools in 28 county-level units in mainland China. The data received

resulted from questions that explored demographic characteristics of students and parents, PE, AA, family structure, FSES, PI, and parent-child interaction. The dependent variables were middle school students' involvement in PE, and AA, and their scores in Chinese, math, and English. Independent variables were family structure, parenting styles, and living arrangements. Control variables included household registration type, only child, residence, number of siblings, and self-related health issues.

Guo et al. (2023) confirmed the five hypotheses the three research questions were answered as described here. One, In China, middle-school students in intact families outperformed those in non-intact families. Two, FSES and PI explained how family structure is linked to the development of middle-school students. Three, FSES and PI affected different types of single-parent families in different ways. First, family structure was closely associated with middle-school students' involvement in PE and their AA. Second, family structure affected the comprehensive and healthy development of middle-school students through FSES and PI. The results confirmed that FSES is positively linked to students' AA. Third, fathers and mothers played different roles in the comprehensive and healthy development of middle-school students. Of note, fathers' absence negatively impacted students' involvement in PE which underlines fathers' importance in this area. Similarly, the absence of a mother damaged children's levels of AA.

Smith et al. (2019) examined family-school engagement (a.k.a. parental involvement) in elementary and middle schools and why it is an important component of youth development. According to Sheridan et al. (2016), parental participation has led to increases in academic achievement and performance, improved study habits, greater tendency to complete secondary

school, better homework habits and work orientation, more positive attitudes toward school, and higher educational aspirations. Smith et al. (2019) compared elementary- and middle-school students across two large-scale trials using the same family–school engagement and behavioral outcomes. Data was drawn from the following research questions. One, how do (a) overall family–school engagement and (b) specific family–school engagement practices/characteristics differ based on elementary- or middle-school context? Two, to what degree are student-level characteristics associated with family–school engagement? Three, to what degree do student-level characteristics moderate the relations between developmental context and family–school engagement? Four, when controlling for baseline levels of student behavior, developmental context, and intervention status, do the effects of family–school engagement on end-of-year student outcomes differ on the basis of developmental context?

Participants for the study included 3,174 students and 207 teachers across 21 elementary and middle schools in the Midwest. The study conducted a series of two-level hierarchical linear models to address all questions. Regarding outcomes of the study, the data Smith et al. (2019) collected revealed that family–school engagement was significantly higher in elementary versus middle school. Student-level characteristics were also associated with higher levels of family–school engagement. Additionally, student-level characteristics moderated the relations between family–school engagement and developmental context. Finally, regardless of developmental context, parent engagement predicted important student outcomes, suggesting that family–school engagement is comparably important in middle and elementary school. Teachers in this study reported less family–school engagement among families with middle-school rather than elementary-school students. In other words, elementary teachers

rated both the quantity and quality of family–school engagement higher than middle-school teachers. Also noted in the results were disruptive student behaviors which were associated with lower levels of parent engagement across developmental contexts. Although family–school engagement was low for families of students with disruptive behaviors across developmental contexts, relations were most pronounced in middle school. The final analyses examined the link between family–school engagement and youth end-of-year outcomes. Regardless of developmental context, family–school engagement at the beginning of the year predicted increases in positive social skills and decreases in youth concentration problems, and disruptive behaviors by the end of the school year.

Sahin (2019) investigated ways to identify parental involvement types and determine the type of parental involvement parents of middle school children prefer. Furthermore, this study aimed to examine the parental involvement types about the parents' gender, their educational background, and the socio-economic status of the school. The following research questions were used in the study: One, what types of involvement do parents prefer in their children's education? Two, do the involvement types preferred by the parents change according to a) the parent's gender, b) the school their children attend, c) their educational background?

Sahin (2019) conducted a survey to determine the level of parental involvement of the parents of 6th graders in middle school and the types of participation they prefer. The data was collected using the Parental Involvement Scale developed by Saban (2011) which consists of two parts: Demographic Information and Parental Involvement Scale. Part One contained demographic information including gender and the educational background from the parents in the study. Part Two was evaluated based on parenting, communicating, volunteering, learning

at home, making decisions, and collaborating with the community. The survey consisted of 48 items and six dimensions with 10 questions related to parenting, 11 items for communication, five items for volunteering, nine items for learning at home, nine items for making decision making, and four items for collaborating with the community with the reliability coefficient to be $\alpha = 0.90$.

The sample consisted of 243 sixth-grade parents in three different middle schools in the Denizli province of Turkey. The results conveyed that parental involvement types and the type of participation the parents prefer differed according to gender and educational background of the parents; the lowest score of the parents was 58, and the highest score was 145. The observation showed that parents primarily engaged in parental involvement activities such as learning at home, parenting, and decision-making; they preferred collaborating with the community the least. In the section where involvement types preferred by parents according to gender, there was no significant differences ($p > .05$) in the types of parental involvement types according to gender variables. Results related to parental involvement types varied significantly depending on the type of school the children attended. The difference was found to be ($p < .05$) in favor of the schools with lower social status as compared to the schools with medium and high level of social status. The findings showed a significant difference according to the educational background variable ($p < .005$).

Early adolescence and entry into middle school reflect change on multiple levels. The middle school years coincide with key changes in adolescent development, including biological and cognitive growth, social development, and renegotiations of family relationships, especially the parent-adolescent relationship (Grolnick et al., 2007). The amount of research on parental

involvement in education, especially for middle school, has increased exponentially, but it has produced often competing findings. For example, some research has demonstrated that parental involvement in education is positively associated with adolescents' academic outcomes throughout middle and high school (Hill et al., 2004). By using a meta-analytic approach, Hill & Tyson (2009) sought to determine which types of parental involvement were related to achievement, and reveal effective strategies utilized by parents in promoting academic success. In this meta-analysis, the researchers examined the association between three types of parental involvement in education and achievement: 1) home-based involvement, 2) school-based involvement, and 3) academic socialization.

Hill & Tyson (2009) expected that the involvement described as academic socialization would have the strongest positive relation with achievement outcomes because it allows adolescents to act semi-autonomously and understand the consequences and purposes of their actions; home-based and school-based involvement will have smaller relations. They used the meta-analytic technique to calculate the relations between parental involvement and achievement. A random effects model was used, which allowed for a comprehensive examination of a sizable body of research and more accurate conclusions between parent involvement and achievement. Regarding the 50 correlational studies, the authors discovered a positive relation between parental involvement and achievement in middle school. As for parental involvement, activities related to homework assistance and supervision did not consistently impact achievement. However, school-based involvement, such as visiting the school, volunteering, and attending events, showed a positive association with achievement. The most significant type of parental involvement was one that directly relates to achievement,

encourages socialization around educational goals, and gives students important strategies for making independent decisions.

CHAPTER III: DISCUSSION AND CONCLUSION

This thesis explored the impact of parental involvement with middle school learners and how it affects their academic performance. This thesis provided a review of 30 parental involvement qualitative and quantitative studies that focused on middle school education. This review analyzed parental involvement strategies, motivation and student academic achievement, parent-teacher-school involvement, self regulated learning, and mental health in student learning by uncovering methods to support students who need help to increase academic involvement in student learning.

All 30 studies examined the subject of parental involvement in middle school 13 included the impact of different methods of parental involvement (Bhargava, S., & Witherspoon, D. P., 2015; Bui, K., & Rush, R. A. 2016; Guo et al., 2023; Hill et al., 2018; Hill, N. E. & Tyson, D. F. 2009; Huguley et al., 2020; Lam, B. T., & Ducreux, E., 2013; Lessard, L. M., & Juvonen, J., 2019; Midori, O., 2020; Porter-Deal et al., 2020; Sahin, U., 2019; Smith et al., 2019). Three studies analyzed the topic of motivation and student academic achievement (Cheung, C. S.-S., & Pomerantz, E. M., 2012; Szabo, S., 2019; Wehrspann, E. et al., 2016). Eight studies addressed parent-teacher-school involvement in the student learning process (Gale et al., 2022; Garbacz et al., 2021; Henderson et al., 2020; Luo et al., 2020; Midori, 2020; Smith et al., 2021; VanValkenburgh et al., 2021; Wang, M., & Eccles, J. S., 2012). Three studies examined how students develop self-regulated learning (Moe et al., 2018; Pomerantz et al., 2007, Thomas et al., 2021). Finally, three studies analyzed mental health and student learning (Cai, T., & Tu, K. M., 2021; Garbacz et al., 2020; Wang et al., 2018).

Parental Involvement Methods

The review included 13 studies that relate to different strategies of parental involvement and also different effects that affect student learning outcomes. Sheridan et al., (2016) found that parental participation has led to increases in academic achievement and performance, improved study habits, greater tendency to complete secondary school, better homework habits and work orientation, more positive attitudes toward school, and higher educational aspirations. Another critical factor is academic socialization (which includes communication); children need to feel their parents are approachable and supportive. Two effects on students' academic achievement are family socioeconomic status (FSES) and parent education level. According to this body of research, higher FSES families often have greater access to resources such as quality educational materials, books, computers, and educational tools. Additionally, parents with higher education levels tend to be more actively involved in their child's education; this includes the likelihood of engaging in educational activities at home. As well, family structure is linked to middle school students' academic success (Guo et al., 2023). Finally, students need to have high aspirations to promote academic confidence in order to have academic achievement because high aspirations, high expectations, and high achievement are the most important predictors for future educational behavior among students (Khattab, 2015).

Motivation and Academic Achievement

Weshspann et al. (2016) examined the associations among home-based involvement, intrinsic motivation, and extrinsic motivation during early adolescence and noted the relationship between parental involvement and motivation is not linear; it is expected to decrease as involvement reaches higher levels. The linear association between adolescent reports of home-based involvement and intrinsic motivation was not significant. Perceived

academic competence was negatively associated with extrinsic motivation with a 0.04-unit decrease in extrinsic motivation. Perceived academic competence was significantly associated with intrinsic motivation with a 0.08-unit increase in intrinsic motivation. Evidently, motivation, be it intrinsic or extrinsic, proves to be a key for students who want a reason to do their homework and to excel at a higher level of learning.

Parent-Teacher-School Involvement

Garbacz et al. (2021) examined two predictors of parent–teacher unity: report of family educational involvement and a school's communication and support to families about student behavior. Unity among parents-teachers and school communication is an essential pathway when supporting student school behavior; thus, the goal should be aimed at being totally involved in the student learning process. Home and school are two different environments, each with its own nested set of systems, settings, and structures. Ecological systems theory suggests that influences on child development extend beyond the home and school setting and include home–school connections and consistencies in parent and educator beliefs and practices (Rimm-Kaufman & Pianta, 2000). Parents are the first line of communication when it comes to their children, teachers, and the school itself. Support has to come from all sides to have their children succeed academically.

Self-Regulated Learning

Thomas et al. (2019) discussed the relationship between parental involvement, self-regulated learning (SRL) and school achievement among students in middle school. Self-regulated learning acts as a mediator between parental involvement and academic performance. Some of the skills needed for self-regulation include goal setting, time

management, and an awareness and understanding of one's own thought processes. Moe et al. (2018) stated that one of the ways parents can help develop child autonomous self-regulation, motivation, and positive affect is scaffolding, which refers to temporary adult support designed to help students to display their potential within the Zone of Proximal Development (ZPD) (Vygotsky, 1978). Self-regulated learning (SRL) acts as a mediator between parental involvement and academic performance. Thomas et al. (2021) mainly focused on how parents foster students' SRL. In their study, parents and students indicated that the parent tried to stimulate their student's efforts and persistence by encouraging them. The respondents (both parents and students) identified parents as a positive resource for help with planning, organization of learning, and time management.

Mental Health and Student Learning

Cai et al. (2021) discussed how academic worries play a big role when moving from elementary school to middle school. Students have many concerns about this transferring process, which include academic expectations (e.g., amount of schoolwork, grades, strict teachers, time management), school environment (e.g., classroom location, bell schedule, unstructured time), peer pressure and bullying, and friends who don't attend their middle school. Wang et al.'s (2018) study suggested that the lack of perceived parental involvement relates to more mental health difficulties (MHDs) and suicidal thoughts and behaviors (STBs) among middle school students. Overall, middle school is a risky time for most students because of peer pressure and peer harassment; this is also a time when middle school students start to experience mental disorders. Wang et al.'s (2018) study revealed that 58.3% of the students reported at least one mental health difficulty (MHD) in a 30-day period, and 15.3% reported

having any suicidal thoughts or behaviors (STBs). With this increase in risk at the middle school level, parents play a critical role in their children's well-being and academic achievement.

Professional Application

Based on the overall results, parents, students, teachers, and schools in the United States and globally need to understand the critical nature of parental involvement in middle school. These various parental involvement studies showcased the different factors that affect parents in the role as a helper for their children to academically succeed. Globally, in China for example, parents are involved differently in children's learning in their students' education than in America. For one, Chinese parents are more involved with their child's education during these formative years when they are starting to learn on their own (Ng et al., 2007). In Japan, due to competitive high-school entrance examinations, information about educational progress became imperative to parents of middle school children (Midori, 2020). Parents of middle school students in the United States share similar standards and desire a common outcome, which is academic success for their child. Involvement of parents can be parental educational beliefs and school achievement expectations which parents apply to promote their children's achievement at home and in school (Hill et al. 2004).

For schools in Minnesota, family engagement is a process and a practice which creates opportunities for families and schools. Nurturing students' academic and social success at the middle school level is significant for parents, students, and teachers. For parents and students in P-12 schools, the same critical components (e.g., homework support, communication, attending school events, volunteering) of parental involvement apply because they want to see their children succeed with their academic achievement. Parents want their children to feel

motivated, self-regulated, mentally capable, part of a loving, warm environment, and in a positive relationship with their parents so their children can be involved during the middle school student learning process.

Limitations of the Research

One limitation of this research was the findings that collected only data from participants that self-reported when doing their surveys as these were non-observable. For one, self-reporting can be influenced by personal biases which can lead participants to answer questions they think are expected rather than according to their true feelings. This can lead to the compilation and analysis of inaccurate data. Another limitation was the participant sample size. Szabo (2019) states in one example that the sampling was only received from students who filled out a written permission form to participate and did their best to fill out the survey. Only 155 out of 469 students were used, and these students were given permission from their parents to participate. Another limitation was the number of items used in the surveys for data analysis. In the study by Wang et al., (2018), a parental involvement scale used only four items and didn't capture other aspects of parental involvement, such as school-based involvement. In this case, there were no additional items that measured other aspects of parental engagement. Another limitation was student excitement and motivation to participate. Szabo (2019) shared that students were not overly enthusiastic about seeking parental involvement in their schoolwork. They believed that their parents were sufficiently supportive. The students may have wanted their parents to know that they wanted parental involvement but that they also wanted to become more independent and believed they were old enough to be responsible for their own learning. For example, the students' responses suggested they thought their parents

should help them with their homework only when asked to because the students did want to succeed and would ask for help with homework when needed.

Implications for Future Research

Based on the information I have collected from research on parental involvement, more research is needed to explore the impact of parental influence on the academic achievement of middle school students. Research should also use larger samples that include diverse ethnic groups from a variety of geographic areas. There could also be a long-term research study where levels of parental influences are measured during elementary school, middle school, and high school for the same students and then compared with academic achievement. Future research should also focus on the most effective ways schools could increase parental participation. Another implication would be how the effectiveness of parental involvement would depend on the type of school their child attends (e.g., public vs. private, urban vs. rural). For this measure, different family structures can relate to this, such as income levels (which can be noteworthy), the type of community, parental education level, and communication access with teachers and schools.

Further, future studies should also examine developmental changes in parental involvement among immigrant families. It is important to understand how cultural behaviors and values influence parenting practices over time, such as different support systems and resources because of the role of community support and available resources to help parental involvement. This knowledge can inform schools regarding how to better support and engage with immigrant families in ways that respect their different cultural backgrounds.

One other thing I want to know more about is parental involvement and time management for parents and their children. For children, time management can be difficult, and it starts in middle school where they start to learn more on their own. That can be difficult with school, activities, and friends. Students at this age and stage have to start learning how to manage their time for everything. And for parents, balancing work and family responsibilities can be an immense challenge, particularly for those living in one or two-person households with multiple children. These demands often require both parents to work outside the home, which can leave little time for engaging in parental involvement related to school.

Conclusion

This review investigated ways in which parental involvement in student learning during middle school has proven to be a crucial factor in fostering academic success, personal development, and overall well-being. Through active participation in their child's education, parents can create a supportive and loving environment that greatly impacts their child's academic achievements. The research reviewed in this thesis shows that students whose parents are engaged in their learning process tend to have better grades, better attendance, improved behavior, and increased motivation toward academic success. By involving themselves in their child's education, parents can better understand their academic strengths and weaknesses, identify areas for improvement, and be active in their support.

Parental engagement increases the overall educational experience for the adolescent in ways such as helping with homework, providing additional learning resources, or participating in school activities. Additionally, parental involvement plays a pivotal role in promoting communication between parents, teachers, and students which enables teachers and parents to

work together and to be attentive to challenges that may occur during middle school. Thus it remains important that experts continue to look into specific parental involvement strategies that go hand-in-hand with adolescents' developmental needs.

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