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Pepperdine University  
Graduate School of Education and Psychology

THE EXPLORATION OF PARENT SELF EFFICACY AND PARENT INVOLVEMENT IN  
EARLY EDUCATION

A dissertation submitted in partial satisfaction  
of the requirements for the degree of  
Doctor of Education in Educational Leadership, Administration, and Policy

by  
Brionie Dixon-Elliott

March, 2019

Maria Brahme, Ed.D. – Dissertation Chairperson

This dissertation, written by

Brionie Dixon

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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## DEDICATION

This study is dedicated to any facilitator of change, in any field. Keep working!

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## ABSTRACT

In America, children from urban communities come to kindergarten lacking the basic skills in literacy to be successful learners in life (Jumpstart, 2009). Students are unprepared and parents are becoming less knowledgeable of the requirements for early education and diminished confidence in their ability to prepare and assist their children is occurring. Therefore, there is a need to understand the underlying drivers of parents' low self-efficacy and what can be done to support them. The purpose of this case study was to develop an understanding of a means to support parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles, thereby improving parent's self-efficacy to increase parent involvement in their child's education. This study investigated the following research questions: (1) In what ways, if any, might parent self-efficacy be improved to enable parents to effectively assist their child in meeting the requirements for early education? (2) In what ways, if any, might parent involvement be encouraged to help them better assist their child with their education? A qualitative phenomenological single-case study design was used to explore the underlying drivers of parental self-efficacy and the best ways to support parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles. The population consisted of parents of children grades Tk-3rd grade enrolled in an urban learning center in the south bay area of Los Angeles. Data were collected through in-person semi structured interviews. This study found that that underlying drivers of parent's low self-efficacy are lack of time, knowledge, and resources. Parents would benefit from resources to support homework, resources to supplement their child's curriculum, and accommodations for working parents from schools.

## **Chapter 1: Introduction**

Parent involvement in a child's education is of importance throughout the education industry (Jeynes, 2011). According to Stacer and Perrucci (2013), education researchers and policy makers have been advocating the importance of parental involvement in education, indicating that parental involvement leads to higher educational outcomes for their children. Parental involvement is crucial in the early years of a child's education. Researchers agree that parental levels of self-efficacy are one factor that helps support their participation in children's academic activities (Bandura, Barbarenelli, Caprara, & Pastorelli, 1996; Hoover-Dempsey, Bassler, & Brissie, 1992; Lynch, 2002). According to Hoover-Dempsey, Bassler, and Brissie, (1987) parent self-efficacy, as it relates to parent involvement, is defined as beliefs about their ability to influence their child's educational outcomes. Parents are most likely to become involved when they believe that their involvement will make a difference. Therefore, a sense of strong self-efficacy is essential in motivating parents to become involved in their child's education (Hoover-Dempsey et al., 1992).

Chapter 1 contains an overview of how this qualitative case study of parents of students enrolled in an urban learning center was appropriate to explore parent self-efficacy and parent involvement in early education. The following section will include the background, importance, and the objective of this study. Also provided are the research questions that drive this research study, a brief introduction to the theoretical framework of this study, limitations and delimitations, and assumptions. For the reader's convenience, a list of related key term will also be defined.

## **Background**

Parents are considered to be the most important figure in their children's lives. Ensuring their children's academic achievement and overall success in school is generally a goal of parents (Tekin, 2011). However, due to the early education requirements under the common core state standards, some parents are unable to assist their children academically. Students are now expected to exhibit 1st grade literacy skills in kindergarten and simple math is currently being taught in more complex ways to encourage strategic thinking. Many parents are unaware of all the changes under the common core initiative and students and parents are facing many problems. Students are struggling and falling behind before getting the opportunity to really start their educational journey and parents are uncertain as to the best ways to assist their child. This will likely cause a decrease in parent involvement in early education if parental self-efficacy and the best ways to support them is not addressed.

There are programs and accommodations that motivate and assist students academically should they fall off track; however, there are not many initiatives in place to support parents. Therefore, there is a need to understand why some parents feel like they cannot assist their children and the best ways to support them. This support will hopefully, lead to an increase in parent involvement, both at home and in school, for students in early education.

A positive sense of perceived self-efficacy can possibly help parents proceed in the hub of challenges. A strong sense of self efficacy can help a parent find ways to work with their children beyond the involvement opportunities provided by the school. Research suggests that when a parent has a positive sense of self efficacy, the child may also develop a positivity sense of self efficacy. According to Hoover-Dempsey and Sandler (1995), the child will observe what a parent does and associate those behaviors with that of strong self-efficacy. Given the positive

effect that a strong sense of self efficacy evokes, an increase in parent involvement is sure to follow.

Parents may be active participants in their children's learning for many different reasons. According to Turner, Chandler, and Heffer (2009), some parents assist in their children's learning because they understand that it is their responsibility to help their children succeed in schools while other parents may rely on the school because they assume it is the responsibility of the school to ensure academic achievement. There are also parents who believe in actively engaging in their children's learning at home and actively engaging with their children's teachers and schools. There is consistent evidence that suggests that parents who take an active role in their child's academic success have children that are more likely to perform well in school (Moore, Whitney, & Kinukawa, 2009).

Moore et al. (2009) added that home-school collaboration is significant in promoting student achievement. Parent involvement correlates to better grades, homework completion rates, and test results (Jeynes, 2011). Parents may not always understand the developmental needs of their children at each grade level but they do understand their child and appreciate learning how best to assist them. The absence of parent involvement can result in a lack of communication between school and home, lack of parental presence at school, and limited academic successes (Warren, Nofle, Ganley, & Quintanar, 2011).

### **Problem Statement**

An increase in enrollment among early education students at XYZ learning center has led to some concerns regarding parental self-efficacy and why parents are choosing to seek outside support for their children's educations. There are concerns that the implementation of the common core standards may cause families to delay enrolling their child into kindergarten

(*redshirting*) or will cause these families to have the child repeat kindergarten (*retention*).

Research shows that children who do not live in poverty are usually the students that are redshirted, which allows them more time for academic preparation at home (Dougan & Pijanowski, 2011; Range, Dougan, & Pijanowski, 2011). Winsler et al. (2012) found that families that were encouraged to retain their children due to low scores were more likely to be Black or Hispanic.

For students lacking school readiness skills, school progress is challenging because they have to work harder than prepared students. These students are faced with having to learn what they should have learned prior to kindergarten as well as the kindergarten curriculum. Delayed literacy among young children may lead to difficulties later on in school and life (Costa & Kallick, 2000; Gardner, 1999; Slavin, 1988). According to the American Federation of Teachers (2007), the odds are against children from poverty who are trying to reach their full potential. Understanding the causes of the gaps between students who are prepared for kindergarten and those who are not can be very beneficial because efforts to close this gap haven't been successful (Miller, Duffy, Rohr, Gasparello, & Mercier, 2005).

Swick (1988) studied the relationship between parental self-efficacy and parent involvement and defined parent self-efficacy using two dimensions: attributes and attitudes. The attributes that contribute to parent involvement include:

- An internal lack of control
- Knowledge of self, children, and the environment
- Balanced family relationships.

The attitudes that influenced parents and their children include:

- Opinions of one's self



- Attitudes toward others
- Beliefs about their role in life
- Views of parenting and child development
- Perceived images of the future.

Swick asserted that both attitudes and attributes can strengthen parental efficacy, which affects their level of parent involvement. Parents with low parental self-efficacy were consistent in their lack of confidence in assisting their child in their education. Similarly, White (1988) found that certain parental attributes are linked to productive parent involvement patterns. Swick (1987) and Hoover-Dempsey et al. (1987) also found correlations between parental efficacy and quality of parent involvement.

According to Myrberg and Rosen (2009), the most important factors that determine a child's academic success are the parents' education and socioeconomic status. If parents lack the knowledge needed to engage their children in developmentally appropriate activities, their children will start school behind their same age peers whose parents had that knowledge. The lack of early exposure to academics may lead to developmental delays as early as preschool. Low income families' participation in early education activities has been associated with children's positive literacy levels and lower retention rates (Morrison, Storey, & Zhang, 2011). If parents are provided with the appropriate resources and opportunities, they may be inclined to become more involved in their child's education.

According to Gordon and Louis (2009), the lack of parent involvement in children's education has been of national concern on all education levels. American children from urban communities come to kindergarten lacking the basic skills in literacy to be successful learners in life (Jumpstart, 2009). Students are unprepared and parents are becoming less knowledgeable of

the requirements for early education and have diminished confidence in their ability to prepare and assist their children. Therefore, there is a need to understand the underlying drivers of parent's low self-efficacy and what can be done to support them.

### **Purpose Statement**

The purpose of this case study is to develop an understanding of a means to support parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles, thereby improving parent's self-efficacy to increase parent involvement in their child's education.

### **Importance of Study**

Substantial research indicates that parent involvement is effective and valuable for all children (Hornby & Lafaele, 2011). In fact, several researchers pinpoint a positive correlation between family involvement in their children's education and children's achievement (Morrison et al., 2011). According to Son (2007), parental educational practices and home environments is a key factor in the development of preschool children's language, cognitive, and academic skills. Positive levels of parental involvement also increase school readiness skills, student achievement, and overall attitude towards school (Shumow & Miller, 2001). Research denotes that parents who are involved in their child's education tend to demonstrate positive behaviors such as better attendance and higher graduation rates (Catsambis, 2001; Henderson & Mapp, 2002). McIntyre, Eckert, Fiese, Digennaro, and Wildenger (2007) point out that promoting family involvement in education may improve student outcomes, both in early education and higher education. Research also suggests that students who have involved parents are likely to overcome challenges such as poverty and limited resources (Jeynes, 2010; Seegan, Welsh,

Plunkett, Merten, & Sands, 2012). According to Ladd and Dinella (2009), when families share an interest in their child's education, academic achievement improves as well as teacher morale.

Understanding how parents perceive and develop their self-efficacy at the early education level may be vital to developing positive partnerships between parents and the school. This partnership can have a direct positive effect on student achievement. The information gained from this study will encourage or prompt educators and schools to design parent involvement policies in order to improve parental engagement with student learning. According to Lewis, Kim, and Bey (2011), student achievement increases and parent involvement is successful when elementary schools and parents share a common purpose to help the children retain and benefit from what was learned at school. This study is important to the education field because many schools staff and faculty lack the knowledge and resources to encourage parent involvement at the early education level.

This study may provide information that can potentially help parents increase confidence to assist their children with homework and projects and help educators and schools better support parents of students who are unprepared. Information from this study could also prompt learning centers to offer workshops or trainings to help educate parents on common core practices and how to best support their children. Data from this study might also prompt doctors to provide helpful information to parents to increase their self-efficacy and help parents increase involvement with the educational process.

### **Definition of Terms**

**Common Core.** The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). The learning goals outline what students

should know at the completion of each grade level (Common Core State Standards Initiative, 2017).

**Parent involvement.** Parent's efforts to work with their children at home on informal and school related learning tasks (Greenwood & Hickman, 1991).

**Self-efficacy.** Parent's efforts to work with their children at home on informal and school related learning tasks (Stajkovic & Luthans, 1998).

**Early childhood education.** Early childhood education is a pedagogical approach to the education of children from birth to six years of age (e.g., pre-kindergarten 11 [pre-K], day care, preschool, and Head Start programs; U.S. Department of Education, n.d.).

**Early education (for the purposes of this research).** Students in grades TK (*transitional kindergarten*): third grade.

**Head Start.** Head Start is a national program promoting school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families (Administration for Children and Families [ACF], 2014).

## **Theoretical Framework**

Joyce Epstein's (1995) Parent Involvement Model and Hoover-Dempsey and Sandler's (1995) Parent Involvement Model will serve as the theoretical framework for this study. This section will provide a brief introduction to each of the theoretical frameworks.

Joyce Epstein (1995) categorized parental involvement into six types: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) shared decision-making, and (f) collaborating with the community. Epstein focused on several types of involvement that can take place both inside and outside of the classroom. The Hoover-Dempsey and Sandler (1995)

model focuses on those things that influences parents' decision to be involved and in what capacity. Factors that may influence a parent's decision to become involved include:

(a) acquired knowledge, (b) time, (c) motivational beliefs, (d) perception of self, and (e) role construction. c-Dempsey and Sandler also recognized that parent involvement occurs in and out of the home.

These particular frameworks guide this research because they support parent involvement and provide insight into its importance; the researchers are two major figures in the field where parent involvement models are recognized and used, and they explain ways in which parents can be involved in their child's education. Epstein's (1995) parent involvement model is helpful but focuses on the educator's perspective on the parent involvement process. Therefore, this study is unable to rely solely on this model. The Hoover-Dempsey and Sandler model is an important addition because it focuses more on the parent perspective. This model addresses factors determining parent involvement or the lack thereof. The Hoover-Dempsey and Sandler model analyzes the perceptions of parent involvement in their children's education which plays a vital role in the parent's decision to be involved and the extent of which they are involved.

## **Research Questions**

The following questions will serve as the research questions for this study:

1. In what ways, if any, might parent self-efficacy be improved to enable parents to more effectively assist their child in meeting the requirements for early education?
2. In what ways, if any, might parent involvement be encouraged to help them better assist their child with their education?

**Limitations**

The limitations of this study include the validity of the statements. The researcher is unable to measure whether each question was answered honestly. The same applies to another limitation: the depth of the responses. The researcher is also unable to determine the thoroughness of each question. This study is limited to parents of students in grades TK to 3rd grade enrolled in a learning center in the south bay area of Los Angeles. There is a possibility of familiarity between the researcher and the participants; however, it is highly unlikely. Results of this study may not be generalized beyond the sample population in the study.

**Delimitations**

A delimitation of this study is the specific population. The participants in this study were limited to the parents of students who were currently or who may have been enrolled in an urban learning center in the south bay area of Los Angeles. The sample size for this study is also a delimitation. Creswell (1998) recommended five to 25 participants for phenomenological studies while Morse (1994) suggested at least six. For the purposes of this research, the sample size will be six participants.

**Assumptions**

It is the researcher's assumption that participating parents will understand each interview question and answer each one honestly and thoroughly. It is also assumed that parents want to be involved in their child's education and would welcome information about how to assist them in any possible way. Lastly, it is assumed that the level of parent involvement in early education will continue to be in jeopardy until it is properly addressed.

**Organization of Study**

The framework, overview, and purpose of this study were outlined in Chapter 1. The key terms were also defined in Chapter 1. Chapter 2 will provide a review of literature on self-efficacy, parent involvement, and early education. Chapter 3 outlines the research methodology for this study. Chapter 4 includes a presentation and analysis of the results. Lastly, Chapter 5 highlights the key findings and provides implications and recommendations for future research.

## Chapter 2: Literature Review

### Introduction

This chapter synthesizes literature on parent involvement, self-efficacy, and early education. The theoretical framework and historical background involving those concepts also will be explored. This chapter addresses how self-efficacy may be developed and how it influences the level of parent involvement. Furthermore, key facets of parent involvement and its effect on early education is discussed. This study examines previous research on early education, self-efficacy, and parent involvement to explore best practices for ways to improve parent efficacy to increase parent involvement at the early education level. The purpose of this chapter is to examine existing research on these topics and to establish a conceptual lens that supports the relationship between parent involvement, self-efficacy, and early education.

### Theoretical Framework

**Epstein's Parent Involvement Model.** Epstein's Parent Involvement Model (2001) and Hoover-Dempsey and Sandler's Parent Involvement Model (1995) serve as the theoretical points of reference for this research. One of the most cited figures in parent involvement research, Epstein (2001) introduced six types of parent involvement: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating with the community. These six types of parent involvement activities are a part of a comprehensive program to initiate school, family, and community partnerships (Sheldon & Epstein, 2005). Four of these involvements are described subsequently:

- *Communicating* involves establishing an effective two-way communication between home and school. Benefits of this type of involvement include awareness of student progress and understanding school policies.



- *Volunteering* is the recruitment and organizing of parent help and support for school, home and other places. This type of involvement may enable improved communication skills between children and adults and increase learning skills (Epstein et al., 2002).
- *Decision making* involves allowing parents to serve as representatives and leaders on school committees. This will increase the representation of families in school and the understanding of protected student rights.
- *Collaborating with the community* identifies and integrates resources and services from the community to improve schools. This can result in increased skill and talent among students (Epstein et al., 2002).

Of the six types of involvement, parenting and learning at home best supports this research:

- *Parenting* involves assisting families in establishing supportive home environments for students that fosters positive growth. This type of involvement may result in improved attendance, a heightened appreciation for school, and a greater respect for parents (Epstein et al., 2002).
- *Learning at home* provides information and ideas to families on how to best help their children at home. This type of involvement may result in higher homework completion rates, increased view of parents as teachers, and an enhanced appreciation for learning.

The purpose of this research is to understand ways to support parents of early education students to improve parent's self- efficacy and to increase parent involvement in their child's education. Parenting and learning at home are the only the only types of involvement that can be initiated by the parents.

According to Epstein et al. (2002), this framework assists educators in developing programs such as:

- Training and education courses for parents
- Regular distribution of notices and other communications
- Volunteer opportunities
- Distribution of information on required skills for each grade level
- Information on how to monitor and assist with homework time

Active PTA and other committees that encourage parent participation.

Figure 1 describes Epstein's six types of parent involvement:

### **Epstein's Six Types of Parent Involvement**

<b>TYPE 1</b>	<b>PARENTING</b> Understand child development. Educator's know families.
<b>TYPE 2</b>	<b>COMMUNICATING</b> Two-way. On school programs and children's progress.
<b>TYPE 3</b>	<b>VOLUNTEERING</b> At school, in class, at home, and as audiences.
<b>TYPE 4</b>	<b>LEARNING AT HOME</b> Connections on homework, course choices, other talents
<b>TYPE 5</b>	<b>DECISION-MAKING</b> All major groups represented on school committees.
<b>TYPE 6</b>	<b>COLLABORATING WITH COMMUNITY</b> Resources and volunteers from many groups, agencies.

*Figure 1.* Epstein's parent involvement chart. Adapted from "Part One: Family & Community Engagement Webinar," by J. Epstein, 2012 (<http://slideplayer.com/slide/6360145/>). Copyright 2012 by the author.

This study is unable to rely solely on Epstein's model because it focuses more on the educator's perspective on parent involvement. Epstein's research examines patterns under different levels of shared support for parent involvement by teachers and other school officials. However, this research will also examine the subject-matter from the parent's perspective. The parent's perspective is crucial to parent involvement and needs to be analyzed in order for positive changes to occur. Parents feelings about being involved and the decision to be involved also needs to be analyzed. Hoover-Dempsey and Sandler (1995) introduced a parent involvement

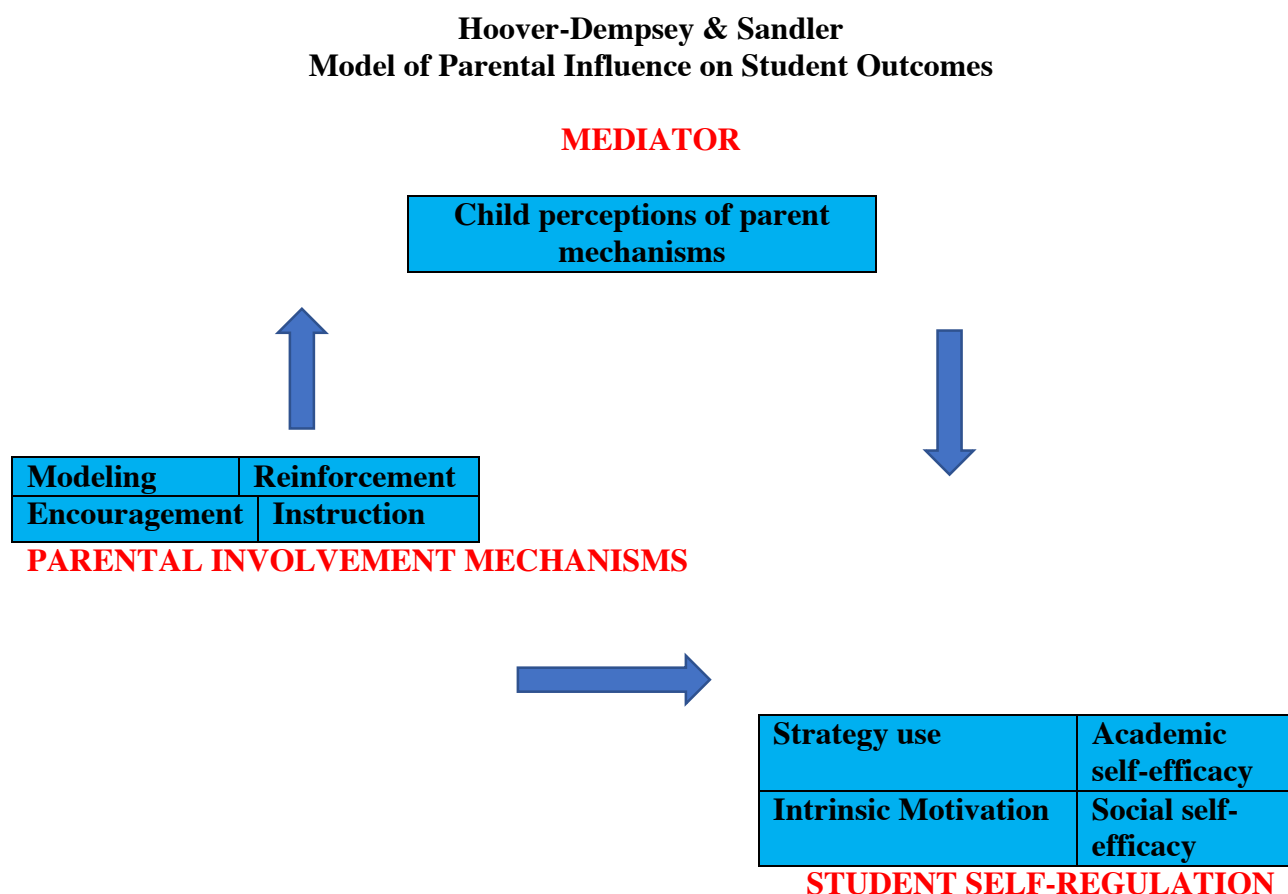
model that acknowledges the parent perspective on parent involvement. This model helps researchers analyze the perceptions and beliefs of parent involvement that are vital to decisions and the parent involvement process.

**Hoover-Dempsey and Sandler's Parent Involvement Model.** The Hoover-Dempsey and Sandler's parent involvement model involves specific types of parent involvement and the factors that contribute to limited or enhanced parent involvement (Fan & Chen, 2001), how they choose their specific type of involvement, and how parent involvement might make a difference. This model focuses in understanding why parents become involved in their child's education and how that involvement influences student outcomes. Researchers have conducted empirical research to enhance the understanding of the constructs examined in this model (Hoover-Dempsey, Wilkins, Sandler, & O'Connor, 2004). The Hoover-Dempsey and Sandler model (1995, 1997) offers a framework that depicts and analyzes parent involvement by classifying it in the following five different levels:

- In the *first level* in this model, Hoover-Dempsey, Walker, and Sandler (2005) suggested that there are four main reasons parents become involved in their children's education: (a) parental role for involvement, (b) parental self-efficacy, (c) parental perceptions of the school's willingness to allow them to participate, and (d) parental perceptions of their child's wants and needs in regard to parent involvement.
- *Level two* includes three factors that shape parents' choices of involvement: (a) parents' perceptions of their own skills and abilities, (b) parents' perceptions of their resources such as time and energy, and (c) parents' perceptions of specific invitations to involvement from children, teachers, and schools.

- *Level three* suggests that parents' involvement influences students' outcomes through three methods (Hoover-Dempsey & Sandler, 1997). These methods include: (a) modeling appropriate school-related skills, (b) reinforcement of learning, and (c) instruction.
- *Level four* of this model focuses on the extent that parents use the mechanisms mentioned in level three and the fit between parents' choice of activities and the school's expectation for parent involvement.
- *Level five* addresses the outcomes (e.g., achievement, confidence, and knowledge) of parent involvement for the child (Hoover-Dempsey & Sandler, 1997).

Figure 2 describes the ways in which parental influence determines student outcomes.



*Figure 2.* Hoover-Dempsey & Sandler parental influence chart. Adapted from “The Influence of Parental Involvement Practices on Student Self-Regulation,” n.d., by J. M. T. Walker, C. L. Green, & K. V. Hoover-Dempsey (<http://slideplayer.com/slide/8485303/>). Copyright 2019 by the authors.

According to Booth and Dunn (1996), Epstein conducted studies to identify and understand what schools need to know and do to develop and implement comprehensive programs of partnerships. Hoover-Dempsey and Sandler's work aims to understand the psychological variables underlying parents' decision to become involved (Patrikakou, 2005).

The two theoretical frameworks connect two of the three variables in this study, which are parent self-efficacy, parent involvement, and early education. Hoover-Dempsey and Sandler's model emphasizes the parent perspective as to their feeling towards parent involvement. This framework sheds light on parent self-efficacy and the levels and the factors associated with it in regard to parent involvement. Epstein's models emphasize the educator's perspective as to ways parents can become involved. This framework explains ways in which parents can become involved once they feel supported and their self-efficacy is improved.

### **Historical Background**

The importance placed on parent involvement in their child's education is not a new occurrence. According to Gestwicki (2007), parents involved themselves in their children's nursery school as early as the beginning of the 20th century. Parent participation in nursery school continually grew between 1920 and 1960. Most nursery schools were located in suburban areas and welcomed mothers to serve as paraprofessionals and teaching assistants. Many of these parent involvement efforts were limited to middle class families. As for parents from lower socioeconomic and ethnically diverse backgrounds, parental involvement opportunities were introduced via Head Start in 1960 (Wright, Steglin, & Hartle, 2007).

According to Cohen, McCabe, Michelli, and Pickeral (2009), in order to increase parent involvement, parents must have authority and be involved in the decision-making (in regard to school programs and activities) process to benefit their children. By 1980, the decision-making

process in schools included parents, teachers, and administrators; however, these positive changes were not clearly linked to student achievement. While there was no substantial research to support the positive effects that parent involvement had on the education process, many researchers still noted the importance of the concept (Hoover-Dempsey & Sandler, 1997). Research showed that parents who took an active role and engaged with their children during homework time produced higher levels of achievement than parents who assumed a more passive role (Lewis et al., 2011).

**Parent involvement and Head Start.** Head Start was initially created for disadvantaged families; however, parents lacking the knowledge and skills needed to assist their child's education were welcome to be involved (Gestwicki, 2007). According to Goldberg (1997), key characteristics of the Head Start program were parent involvement and empowerment. The philosophy of the program was that parents were equal partners with the educators involved in their child's education (Zigler, 1992). According to Henrich and Blackman-Jones (2006), if children were going to reach their highest potential, Head Start parents must have the opportunity to influence the program that affects the development of their children.

The Economic Opportunity Act of 1964 established the Head Start program. The program's policies outlined specific performance standards to ensure parent involvement and provided ways in which all stakeholders could support student achievement (Henrich & Gadaire, 2008). According to Gibbs, Ludwig, and Miller (2013), parent involvement under Head Start included shared decision making about the direction and operation of the program. The program also requires that parents become volunteers in the classroom. Research has shown that when parent activities are planned by the parents themselves and when parents are allowed to work with their own children, student achievement vastly improves (Ikeda, 2012).

The Head Start program involved parents as decision makers because it was believed that parents know their child best and understands their specific needs and what it will take for them to be successful. However, Ikeda (2012) believed that there is no certainty surrounding the effectiveness of the Head Start program for low-income children. Alternatively, Gibbs et al. (2013) argued that millions of children who have participated in the Head Start program have demonstrated improved adult outcomes. A poll conducted in 2003 revealed that 92% of Americans who participated in the Head Start program were satisfied with the results for their children, 80% of those with limited Head Start experience also had positive experiences and would participate again (Gibbs et al., 2013). The Head Start program is still one of the primary tools used to reduce academic disparities in children's outcomes before enrollment into the K-12 arena (Chang, Park, & Kim, 2009).

**Parent involvement and the Goals 2000 Project.** The first national educational goals were formulated and later passed into law by Bill Clinton as a result of the Education Summit Conference in 1990. The first goal was put in place to make parent involvement mandatory to ensure that all children come to school prepared and ready to learn (DeBray-Pelot & McGuinn, 2009). In 1994, the objectives of the Educate America Act (EEA) were enforced. The act emphasized the importance of every parent acting as their child's first teacher. The EEA ensured that parents would have access to any resources they may need and that every school actively promoted partnerships that increased parent involvement and the academic and social growth of children (Heilig, Cole, & Aguilar, 2010).

In addition to the EEA, Goals 2000 (1994) was passed into law. According to Patte (2002), the Goals 2000 project required every state to develop policies to encourage and foster a relationship between family and school. The goal of this project was to have all schools engage

parents in partnerships that sustain the academic work of children at home and to share educational decision-making at school (Epstein et al., 2002). This project was created for all students including disadvantaged, bilingual children, and children with disabilities.

**Parent involvement and No Child Left Behind.** According to Thurson (2005), No Child Left Behind (NCLB) was signed into law in 2002 for the purposes of legally provide more choices for parents. Schools were required to provide parents with information in regard to their child's progress and performance in school. The U.S. Department of Education (2003) noted that the NCLB required parent involvement programs with a developed written parent involvement policy to be in all schools. These policies should include (a) parental contributions in the creation, (b) planning, and (c) evaluating phases. This law also mandated that schools provide parents with details of the curriculum, opportunities for meetings, and that schools use funds for things such as transportation and home visits. Schools were also required to provide training for parents to help families learn how to support student academic learning (Gestwicki, 2007). Parent involvement has become increasingly valued by the United States, educators, parents, students, and other stakeholders as time goes by (Stein & Thorkildsen, 1999).

### **Parental Self-Efficacy**

According to Stajkovic and Luthans (1998), self-efficacy involves a belief by someone that he or she can perform a specific task successfully. Strong parental self-efficacy is essential for strong child development and success in early education. Bandura (1994) suggested that self-efficacy levels may change according to confidence levels associated with the task at hand. Zimmerman, Bandura, and Martinez-Pons (1992) agreed that the more capable people feel in a particular area, the more they will willingly approach challenging goals. As individuals



accomplish specific tasks successfully, they begin to believe they are capable in those areas (Van Hook, 2008).

**Building self-efficacy.** There are four sources of information that build self-efficacy: (a) performance accomplishments, (b) vicarious experience, (c) verbal persuasion (encouragement), and (d) emotional arousal (Bandura, 1994). Descriptions of the four sources are as follows:

- *Performance accomplishments* emphasize an individual's previous achievements and has the greatest influence on efficacy development. Prior mastery influences attitudes towards future similar experiences. Expectations become generalizations for situations that may differ from the original experience (Bandura, Adams, & Beyer, 1977).
- *Vicarious experience* is focuses more on the perception of building efficacy. Vicarious experience involves an individual observing others excelling in a challenging situation. This observation makes the individual believe that they too could be successful if enough effort was put forth (Bandura, 1997).
- *Verbal persuasion* is a minority component of self-efficacy development. According to Bandura (1994), verbal persuasion enables an individual to develop beliefs that they have what it takes to be successful. Verbal persuasion is only effective when an individual is actually capable of accomplishing the task. Hearing others acknowledge their accomplishments and provide insight on how to overcome challenges can make an individual believe that they can succeed in a particular area (Looney, 2003). Verbal encouragement also involves an outside party. Encouragement typically leads to greater effort. Verbal encouragement is a motivation technique that makes an individual believe that he or she is competent and less likely to doubt themselves.

- *Emotional arousal* also increases self-efficacy. Emotions such as fear and anxiety yields avoidance behavior. According to Boyes (2013), avoidance behavior is defined as choosing your behavior based on trying to avoid or escape particular thoughts or feelings. Self-efficacy can be improved by reducing behaviors such as anxiety, stress, and fear. Zimmerman (2000) argued that the reduction of stress reactions and the modification of negative emotional tendencies will enhance an individual's belief of self-efficacy.

Research suggests that incorporating the aforementioned components of building self-efficacy can help parents develop their own self efficacy in regard to their child's education (Zimmerman, 2000).

Self-efficacy develops most effectively when a skill that challenges a person's ability is mastered or when a person observes someone similar to themselves mastering a task (Bandura, 1997). Self-efficacy influences choices and willingness to participate in certain activities. Choices directly influences an individual's interest, skills, and social interactions which essentially, determine the course one's life may take (Bandura, 1995). How an individual view themselves and accomplishments as learners affects their ability to act with purpose (Bandura & Schunk, 1981).

**Poverty and parental self-efficacy.** Elder, Eccles, Ardel, and Lord (1995) conducted a study that examined parental self-efficacy within inner-city communities. The study analyzed the effects of financial hardship on the behavior and emotional well-being of families of adolescents. The data revealed that financial challenges often result in lower parental self-efficacy. It's possible that with adequate support, low parental self-efficacy in this regard can be overcome and result in an increase in parent involvement (Elder et al., 1995).

Huebner (2000) conducted a study among disadvantaged families of preschool students that examined whether existing family support services could be modified and if intervention could alter the literacy activities in the home. The study disclosed that there is a negative association with low income mothers (married) and the amount of time they have to devote to reading. Working mothers did not have too much time to allocate to reading activities for their children. Post intervention, the following occurred:

- Families that participated in the intervention reported that the children were read to more often.
- Children listed reading as their top three favorite activities.
- Parents reported in a post-test interview that they enjoyed reading to their children.
- Parents felt closer to their children and loved the fact that they were helping their children learn.

This study validates Bandura's work on building self-efficacy. Parents were provided the resources needed to create reading activities in the home through verbal encouragement which was demonstrated in the parent's mental state. This study also validates the importance of parent involvement programs.

**Self-efficacy and parent involvement.** Parents who have had prior successes in helping their children learn new skills develop a greater sense of self-efficacy in the area of teaching their children (Hoover-Dempsey & Sandler, 1995). Parental self-efficacy focuses on the belief that parents can help their children achieve positive educational outcomes through their involvement. When parents do not have a successful experience with children, they often begin to question and doubt their ability to actually help their child (Van Hook, 2008). When parents feel that they lack

the ability and resources to help their child, they become less confident and unlikely to engage in any parent involvement activities.

According to Bandura (1997), self-efficacy concerns the beliefs that a person has about what they can do under different sets of conditions with the skills they possess. Parent perception of their capability to assist in their child's learning are integral to the parent deciding to become involved. Lahart, Kelly, and Tangney (2009) found that parents with low self-efficacy in their ability to help their children are more likely to let the school determine how they will be involved than parents with high self-efficacy. A parent with a strong sense of self-efficacy will persevere in the midst of adversity and overcome negative influences associated with their environment and economic status (Zulkosky, 2009). A stronger sense of self efficacy can enable parents to involve themselves in their child's education in traditional and non-traditional ways.

According to Hoover-Dempsey, Walker, Whetsel, Green, Wilkins, and Closson (2005), a child may develop a strong sense of self-efficacy when the parent demonstrates the behaviors and attitudes associated with strong self-efficacy. Therefore, it is essential that schools help parents develop a strong sense of self-efficacy. Schools can assist parents in developing and improving their self-efficacy through learning. For example, schools can hold workshops and seminars where parents learn through group activities and discussions that pose open –ended questions. These programs may increase parent involvement (Bloomfield & Kendall, 2012).

Lane and Lane (2001) suggested that schools develop programs where parent involvement activities are clearly defined. Parents should be given (a) the specifics on the task, (b) how they may be evaluated, (c) examples of best practices for parent involvement, and (d) opportunities for parents to engage and support each other. Given clear outcomes and a means of measurement, schools can enable parents to develop parenting competencies and self-efficacy.

## **Parent Involvement**

Greenwood and Hickman (1991) defined parent involvement as parents' efforts to work with their children at home on informal and school related learning tasks. Parent involvement may also be defined as parents' commitment of resources to the educational component of their child's life. Sheldon (2002) defined parent involvement as parent-child interactions on school-related or other learning activities. M. Wong (2008) defined parent involvement as the extent to which parents are interested in, knowledgeable about, and willing to take an active role in the day-to-day activities of their children. Researchers may define parent involvement in many different ways, but the potential positive outcomes of parent involvement are the same.

Parent involvement is a crucial component in a child's educational journey. Parent involvement in children's education is beneficial (C. S. Benson, Buckley, & Medrich, 1980; Rich, 1988). Stacer and Perrucci (2013) stated, "Education researchers and policy makers have been advocating the importance of parental involvement in education for years, indicating that parental involvement leads to higher educational outcomes for their children" (p. 350). Anderson and Minke (2007) added that parent involvement is associated with positive academic performance and behavior; therefore, it would benefit schools to encourage ways to increase involvement.

**Types of parent involvement.** Parent involvement is associated with (a) greater academic achievement for children (Patall, Cooper, & Robinson, 2008), (b) parent ability to support the learning process (Gonzalez-DeHass, Willems, & Holbein, 2005), (c) positive attitudes and behaviors, and (d) greater aspirations among parents and students (Becher, 1984). There are two main types of parent involvement: (a) school-based and (b) home-based. School based involvement is described as involvement that requires parents to make contact with the

school and home-based involvement involves engaging children in intellectual activities outside the classroom (Pomerantz, Moorman, & Litwack, 2007).

The primary goal of school based activities is to provide opportunities for parents to interact within the academic setting to increase parent involvement and to enhance students' academic outcomes (Haynes & Comer, 1996). According to Epstein (1992), school based parent involvements such as parent conferences, back to school night, open house and so on provide specific opportunities for parents and students to engage in an academic setting. Additional similar opportunities include volunteering. Parents can volunteer as classroom aides, participate in parent/teacher organizations. Catsambis (2001) noted that when parents volunteer in school, it gives them knowledge of the school and other activities, which they can then use to help their children succeed academically and move on to additional schooling after graduation.

Home-based involvement includes, but is not limited to, engaging children in activities such as educational games, reading books, visiting museums, and working on age appropriate puzzles. Greenwood and Hickman (1991) asserted that the home environment accounts for a significant portion of school variance. Although there are many alternative educational resources, research indicates that the most effective form of home based parent involvement is when parents work with their children on activities provided by the teacher (Kerr, 2005).

Home-based parent involvement is the most common type of involvement at the early education level. In the elementary school setting, parents who are involved typically hold membership in school organizations, work with their child at home and communicate with teachers through informal daily conversations or in more formal ways (Epstein, 1995).

Due to the variety of ways and levels of parent participation, many studies have been conducted to identify the benefits for children as a result of parent involvement. Researchers

have found that some benefits include enhanced social skills (McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004) and increased achievement in reading, writing, and math (Epstein, Simon, & Salinas, 1997; Izzo, Weissbert, Kasprow, & Fendrich, 1999; Senechal & LeFevre, 2002).

**Contributing factors to parent involvement.** There are many factors to consider when assessing parent involvement. These factors include (a) socioeconomic status, (b) ethnicity and race, (c) parent education levels, and (d) family structure. A description of each factor will be discussed.

***Socioeconomic status.*** According to Stacer and Perrucci (2013), family income and parent education are two socioeconomic factors that influence parental involvement. Reardon (2011) conducted a study that collected test scores from elementary aged children and family income information through a survey that covered a period of over 50 years. This study revealed large achievement gaps between those with high and low family incomes. In fact, “the achievement gap between children from high and low-income families is now far larger than the gap between black and white children” (Reardon, 2011, p. 204). Ladd and Dinella (2009) furthered this idea by suggesting that low income families do not have the same access to educational opportunities and resources as higher income families. They reported that higher income families also have more school options and opportunities for extracurricular activities than families with low incomes.

According to Anderson and Minke (2007), lower income families, as well as working class families, typically have fewer resources, transportation issues, and less flexible schedules, which hinders their opportunities to participate in school related activities. Stacer and Perucci (2013) commented, “Low income parents face greater barriers than high income parents,

especially in regard to time constraints, work flexibility and parent's views of their role in their child's education" (p. 341).

***Ethnicity and race.*** Research has shown that ethnicity and race are significant factors that contribute to parent involvement; however, results vary as to the level of impact (Fan & Chen, 2001; Jeynes, 2011). According to Lee and Bowen (2006), European American families reported more parent involvement than both Latino and African American families; however, African American and Latino families faced more barriers in regard to parent involvement than Asian Americans (Jeynes, 2011). Lee and Bowen (2006) reasoned that the differences in parent involvement is likely due to the different definitions and perceptions of parent involvement. Furthermore, Lee and Bowen (2006) concluded that "parents with diverse racial/ethnic, educational, and economic backgrounds are involved in their children's education regardless of whether they are formally involved in their children's school life" (p. 210).

Smith, Wohlstetter, Kuzin, and De Pedro (2011) found in a study that "language barriers, work schedules, and a sense of disenfranchisement have generally resulted in lower levels of (at least visible) parent involvement by working-class parents, in particular, those from ethnic and minorities" (p. 73). Smith et al. also supported the idea that the biggest differences with parent involvement was found to be involvement within the school. Although European families are often more involved at school than other ethnic groups, there was no significant difference found with homework help among the various ethnic groups.

S. Wong and Hughes (2006) analyzed parent and teachers' reports of their involvement at school and home and noted that parent ethnicity had a significantly positive relationship to parent education. In fact, parent education was the only variable found to be consistently correlated to parent involvement; however, the parental reports of parent involvement were higher than the



teachers' reports of involvement. Furthermore, the reports for involvement were different among the ethnic groups. The parents' perceptions included:

- Black parents reported more frequent communication with schools than Latino parents.
- White and Black parents reported more shared responsibility than Latino parents.
- English-speaking Latino parents reported more shared responsibility than Spanish speaking Latino parents.
- Spanish speaking Latino parents reported the least amount of shared responsibility.

The teachers' perceptions revealed that Black parents' involvement was much lower than White and Latino families; however, the white parents reported their involvement as the highest. This study was very important as it reinforces the idea that teachers and parents rate their involvement differently and ethnicity plays a significant role in said perceptions.

***Parent education level.*** According to Fantuzzo, Tighe, and Childs (2000), "higher education levels are associated with more experience and educational settings and more success in school" (p. 373). Parents with higher levels of education are typically more involved in their children's educational lives at school. Their familiarity with the educational process and comfortability in a school environment might explain why parents with more education experience an increase in involvement at school. Conversely, another study collected data that revealed that the educational levels of the parents had no effect on the level of involvement within the home. According to Arnold, Zeljo, Doctoroff, and Ortiz (2008), parents with lower levels of education were just as involved at home as parents with higher levels of education. Similarly, Stacer and Perrucci (2013) found that parents with lower educational levels were less likely to help their children with homework because they "lacked the knowledge and skills" needed to assist them with confidence (p. 342).

According to Myrberg and Rosen (2009), during the last decades, the educational level of parents has been found to be the most important dimension of socioeconomic influence on school performance (p. 695). Another study revealed that single parents with lower education levels were more likely to be less involved in their child's education. Furthermore, the school would have limited awareness in regard to any educational activities conducted in the home (Fantuzzo et al., 2000). Parents who lack the education and knowledge needed in order to create a developmentally appropriate, productive learning environment at home may have children that face more academic challenges at school than their peers with parents with higher levels of education.

***Family structure.*** Research has also identified the structure of the family as an influencing factor for parent involvement (Fantuzzo et al., 2000; Manz, 2012; Waanders, Mendez, & Downer, 2007). According to Manz (2012), family structure has the biggest impact on family involvement. Whether it's a single parent home, two parent homes, or a unique living experience (foster care, adoption, raised by grandparents, etc.), these factors influence the level of involvement in a child's education. Married parents are more involved in activities at home with their children than other parents. Fantuzzo et al. (2000) reported, "The findings comport with the literature that suggest that the added resources and stability provided in a two-parent home enhanced parents capacity to be involved in all aspects of their children's learning" (p. 373). An additional factor associated with family structure that should be considered is the employment status of the parent. Many parents are now employed full time; therefore, this may limit the amount of time parents can be involved in their child's education (Acs & Nelson, 2003).

## **Early Childhood Education**

Head Start's primary focus is school readiness for early learners. According to the U.S. Department of Health and Human Services (n.d.). The program was developed through initiatives by the National Education Goals Panel (NEGP). The NEGP is an executive branch agency of the federal government whose mission is to guide educational reform and to establish high academic requirements. According to McWayne, Cheung, Wright, and Hahs-Vaughn (2012), the NEGP suggested that the best way to establish high academic achievement, is to focus early learners on the development of social skills, cognitive skills, language, literacy, and approaches to learning.

Head Start furthers the goals of NEGP for early education. McWayne et al. (2012) believed that it is very important to have an integrated curriculum where social and cognitive skills are connected and that is something that Head Start does well. Cartwright (2012) added that attention and persistence are skills that affect many functions and are primary focal points in Head Start's cognitive approaches to learning. Cognitive flexibility is essential for school readiness (Vitiello, Greenfield, Munis, & George, 2011).

**Common Core Standards for Early Education.** NCLB is considered a precursor to Common Core because it also provides educational guidelines, but they are clearer and more specific ones (Scott-Little, 2010). The Common Core State Standards (CCSS) were developed to create common expectations and requirements in English Language Arts and mathematics to prepare students for college and other endeavors (McLaughlin & Overturf, 2012). As standards develop from grade to grade, they build on each other and skills become increasingly complex. For example, the phonics and word recognition expectations for kindergarten are the ability to read common sight words (ex. my, too, you, etc.), while the phonics and word recognition

expectations for first grade is the recognition of common vowel usage for representing long vowel sounds. Second grade phonics and word recognition expectations become even more advanced as students are required to decode regularly spelled two-syllable words with long vowels (Kosanovich & Verhagen, 2012).

The learning standards for early education has now been developed nationwide. The purpose of these developments was (a) to increase funding for early childhood education to narrow achievement gaps, (b) to increase understanding of children's ability to learn, and (c) to expand on the current movement in K-12 educational standards (Scott-Little, 2010). Further support for early education standards came with Good Start, Grow Smart, which is a federal initiative that set guidelines for early childhood education (Bush Administration, 2002). The Council of Chief State School Officers (Howard, 2011) also supports kindergarten readiness through early childhood education and the common core standards.

The CCSS for early education is also of particular interest for the National Association for the Education of Young Children (NAEYC) for two main reasons. First, early education common core standards coincide with NAEYC interest in children's progression in early elementary grades. These children are immediately and directly impacted by the implementation of common core (NAEYC, 2012). Second, there is also a strong opportunity for common core standards to impact children prior to Kindergarten. According to NAEYC (2012), these two symptoms capture the early years of children's continuum of learning. This continuum may present positive effects such as providing clear and consistent learning benchmarks for children nationwide. According to Ryan and Goffin (2008) the implementation of common core provides the opportunity for early education to be present within the education system through its use of evidence based best practices at all levels of education.

NAEYC (2012) articulated four development and implementation conditions for early learning standards:

- Early learning standards should emphasize important and appropriate content and outcomes.
- Early learning standards should be developed and reviewed through informed, inclusive processes.
- Early learning standards should gain their effectiveness through implementation and assessment practices that support children's development in ethical, appropriate ways.
- Early learning standards should require a foundation of support for early childhood programs, professionals and families.

On February 6, 2012, Erikson Institute hosted a forum entitled *High Quality PreK–3rd in the Age of Common Core*. Attendees discussed key components of the PreK-3rd educational initiatives. Researchers and practitioners decided that the Pre-K-3rd educational initiatives should include:

- A continuum of education that begins at age 3.
- High quality educational practices and teaching that should be grounded in research.
- The research should align educational goals, standards, and teaching strategies across Pre-K- 3rd grade levels and provide a comprehensive curriculum that promote development and learning of the child.
- Connections among schools, families, and communities.
- Collaborative professional development and planning. (Erikson Institute, n.d., p. 2)

According to the Common Core State Standards Initiative (2017), common core standards provide clear and consistent learning goals to help prepare students for college, career, and life and are

- Research and evidence based;
- Clear and consistent;
- Aligned with college and career expectations;
- Based on rigorous content and higher order thinking skills;
- Informed by other top performing countries to prepare students for success in our global economy and society. (Common Core State Standards Initiative, 2017, para. 6)

***Common Core Standards for Early Education.*** According to the Common Core State Standards Initiative (2017), the tables below display key components of the mathematics and English Language Arts common core standards.

Table 1

*Common Core Mathematics Standards*

	Kindergarten	First Grade	Second Grade	Third Grade
Counting & Cardinality	Numbers & counting sequences			
Operations & Algebraic Thinking	Addition & subtraction	Enhanced addition and subtraction	Foundations for multiplication	Multiplication division, and arithmetic patterns
Numbers and Operations in Base Ten	Working with numbers 11-19	Place value and extending counting sequence	Place value	Fractions
Measurement & Data	Classifying and counting objects	Measures length and tell and write time	Measure lengths, work with time and money, and interpret data	Volume, mass, area, and recognizing perimeters
Geometry	Identify and describe shapes	Reasoning with shapes	Reasoning with shapes	Reasoning with shapes

*Note.* Adapted from “Mathematics Standards,” by Common Core State Standards Initiative, n.d.b ([http://www.corestandards.org/wp-content/uploads/Math\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf)). Copyright 2019 by the author.

Table 2

*Common Core English Language Arts Standards*

	Kindergarten	First Grade	Second Grade	Third Grade
Reading: Literature	With prompting and support, ask and answer questions about key details in a text.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
Reading: Informational Text	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
Reading: Foundational Skills	Demonstrate understanding of the organization and basic features of print.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read with sufficient accuracy and fluency to support comprehension.
Writing	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Speaking & Listening	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

(continued)

	Kindergarten	First Grade	Second Grade	Third Grade
Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Standard 10: Range, Quality, & Complexity (reading materials)	<i>Pancakes for Breakfast</i> by Tomie DePaola (1978)  <i>Kitten's First Full Moon</i> by Kevin Henkes (2004) *	<i>Frog and Toad Together</i> by Arnold Lobel (1971)  <i>Hi! Fly Guy</i> by Tedd Arnold (2006)	<i>Tops and Bottoms</i> by Janet Stevens (1995)  <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001)	<i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997)  <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)

*Note.* Adapted from “English Language Arts Standards,” by Common Core State Standards Initiative, n.d.a ([http://www.corestandards.org/wp-content/uploads/ELA\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf)). Copyright 2019 by the author.

**Concerns with the Common Core Initiative.** The NAEYC is primarily in support of the Common Core standards for kindergarten through third grade; however, the association also noted several concerns. The focal point of concern was with the limited range of learning areas included in the Common Core initiative, mathematics, and English Language Arts. NAEYC (2012) expressed a concern that the limited range of domains may result in a narrowing curriculum that may, ultimately, be detrimental to students. Furthermore, NAEYC expressed concern with the lack of the social and emotional development for children within the new learning standards. Lastly, the time and resources to support the implementation of common core standards and the associated means of measurement was of major concern.

There is major concern among researchers in regard to the shift in the focal points of early education. According to Welsh, Nix, Blair, Bierman, and Nelson (2010), growth and success in early literacy and math skills is connected to growth in executive function skills. Executive function skills enable children's ability to plan, focus, remember, and multi-task, and self-regulation skills are the mental processes that enable us to plan, focus attention,



remember instructions, and juggle multiple tasks successfully. It is widely recognized that children need those skills to be successful both academically and socially. However, the CCSS changed the focus in early education from all domains of development to strictly academic requirements. Academic and social-emotional competencies are developmentally linked and should be supported by early education standards (Nadeem, Maslak, Chacko, & Hoagwood, 2010). According to Paciga, Hoffman, and Teale (2011), the CCSS places a substantial amount of focus on specific skill practice, which is not the best way to teach foundational skills. Furthermore, children deserve the opportunity to develop emerging skills.

While the content for the CCSS is research based, the success of its implementation has yet to be validated. For example, there has been a focus placed on nonfiction text in earlier grades; however, the impact of this standard has not been evaluated (NAEYC & National Association of Early Childhood Specialists in State Departments of Education [NAECS/SDE], 2001, 2003). Early childhood experts believe that the CCSS was developed very quickly and may not have done their due diligence in regard to early education. Developing early learning standards involve many different stakeholders and perspectives that are crucial not only at the time of initial implementation, but over time to ensure that standards are continually reviewed and enhanced. Critics believe that the CCSS should be further developed and critically analyzed (Meisels, 2011; Zubrzycki, 2011).

Approaches to assessing young children and the appropriate assessment tool is of increasing concern with CCSS (NAEYC & NAECS/SDE, 2001, 2003). According to Snow and Van Hemel (2008), the CCSS sets goals for learning opportunities; however, there is no guide for how to reach those goals instructionally. The *how to* should be aligned to the content standards to increase the chances of successfully reaching the goal. Clearly defined

approaches—small group vs large group instruction, recreation, mindfulness, and so forth—to these standards should also be outlined. The standards should also inform how the child's learning will be assessed so that performance and proficiency can be addressed (NAEYC & NAECS, 2001; Snow & Van Hemel, 2008).

### **Empirical Research on Parental Self-Efficacy and Parent Involvement in Early Education**

Coleman and Karraker (2000) conducted a study that examined the parental self-efficacy (PSE) among mothers of elementary age children. In this particular study, self-efficacy is defined as a parent's perception of her competence in a parental role or as parents' perceptions of their ability to positively influence the development of their children. The sample population for this study consisted of 145 mothers with children ages 5 through 12. The participants were white, middle class mothers with an average household income of \$42,000. Participating mothers were required to complete a questionnaire that gathered information on their ethnicity, education level, annual income, marital status, and level of experience with experience prior to motherhood.

The parental self-efficacy in this study was examined using the Parenting Sense of Competence Scale. The scale is composed of two subscales: 7-item domain-general measure of PSE and a 9-item subscale measuring satisfaction in parenting. The responses were measured using a 6-point scale ranging from strongly agree to strongly disagree. The results revealed that there is an association between high parental self-efficacy and parental capacity to provide a stimulating and nurturing environment. Furthermore, it was revealed that parents with high PSE were more likely to engage their children in stimulating activities that promote healthy development. Most importantly, the results highlight that parents with high self-efficacy believe they can positively impact their children's education and provide an environment that promotes academic development.

In a study conducted by Swick (1987), 130 teachers were asked to administer the Parent Interview Form (PIF), which is a measure to assess the nature of parental efficacy and involvement, to preschool parents. The PIF gathers information related to parental beliefs about their perceived relationship with the child, their perceptions of their interpersonal support system, and their focus on control. The findings in this study suggests that parental efficacy is positively related to the level of parent involvement. Three variables were consistent among the high self-efficacy parental group: (a) family support, (b) level of competence, and (c) family stability.

A study conducted by Watkins (1997) involving 303 parents of second through fifth graders found a positive correlation between parent self-efficacy and parent involvement. Watkins found that parents who possess a higher sense of efficacy in helping their children at home reported higher levels of involvement. While other factors such as parent ethnicity and educational level did not have a direct impact on parent involvement, they indirectly affected parent involvement through self-efficacy.

Research conducted by Elder et al. (1995) examined parental efficacy within urban communities. The effects of economic hardship on emotional health and parenting characteristics among 429 parents were studied. The study revealed that economic hardship often results in lower parental self-efficacy. Self-efficacy greatly influences how parents perceive their choices and capabilities. Elder et al. (1995) suggested that with proper support, parental self-efficacy can increase, despite poverty, and in turn, increase parent involvement. Furthermore, Ardelt and Eccles (2001) developed a model to explain the impact of parental self-efficacy on parenting behaviors and children's outcomes. According to this model, parents who are confident in their abilities to parent effectively will be more inclined to engage in parent involvement activities.

The model also suggests that having efficacious parents influences their children's self-efficacy which results in a positive effect academically and socially (Ardelt & Eccles, 2001).

Hoover-Dempsey et al. (1992) designed a study to examine the relationship between parent self-efficacy and specific indicators of parent involvement among parents of elementary school education. This study included 390 parents who were asked to answer several questions using the Parent Perceptions of Parent Efficacy Scale. The scale estimates the participation in specific parent involvement activities and items used to assess perceptions of self-efficacy. The results of this study indicated that higher self-efficacy levels were associated with increased classroom participation, hours spent on educational activities at home, and fewer negative interactions with the school. The results suggest that the varied forms of involvement may also influence the parents sense of efficacy (Hoover-Dempsey et al., 1992). This study also revealed that self-efficacy beliefs were not directly related to sociodemographic variables such as income, employment status and marital status.

There have been many studies conducted among parents of children in Head Start program. Parker, Piotrkowski, and Peay (1987) found a direct positive relationship between mothers' perceptions of competence and their participation in the program. Seefeldt, Denton, Galper, and Younoszai (1999) used a Head Start population of 133 former head start children (80 in the demonstration sample and 53 in the comparison sample). The study investigated the importance of parent self-efficacy in their children's academic abilities. The demonstration sample received assistance for parents in helping their children transition into kindergarten, while the comparison sample received no additional assistance. Parental self-efficacy was measured against their children's academic abilities. This study found a direct relationship between parent self-efficacy and academic outcomes of their children.

Huebner (2000) explored the notion that if existing family support services were modified and intervention was implemented, home literacy activities would improve. The research revealed a negative association with low income, married mothers, and the amount of time they have available to devote to reading. Working mothers also did not have much time to spend on reading. After the intervention, the participating families reported increased reading activities. This research validates the importance of parental support received through parent involvement programs.

### **Diana B. Hiatt-Michael**

Dr. Diana B. Hiatt-Michael is an author and editor for educational research and books involving topics such as family involvement, community engagement, teaching, and curriculum. Aside from being an author and editor, Hiatt was also a professor of education at Pepperdine University. Hiatt has worked with many researchers and practitioners including but not limited to Joyce Epstein, Francesca Pomerantz, Lee Shumow, and other members of the American Educational Research Association to create eight monographs for a series titled *Family-School-Community Partnership Series*.

Hiatt's efforts on promising practices to support family involvement in school closely relates to this study. Not only does this study seek to identify the underlying drivers of parental self-efficacy but also it seeks to identify the best ways to support parents to increase parent (family) involvement. Many important findings in regard to family involvement were illustrated throughout her collaborative work below:

- A recent study of 100 successful and 100 problematic elementary schools revealed that strong home-school ties was one of the five essential supports to quality education (Byrk, Sebring, Allensworth, Luppescu, & Easton, 2010).

- In studies with elementary and middle school parents, teacher invitations for involvement emerged as strong predictors of family involvement at home and at school (Green, Walk, & Hoover-Dempsey, 2007).
- Schools with strong programs for family involvement have action teams for partnerships that report stronger support from principals and school districts and that conduct evaluations to identify the strengths and weaknesses of these programs (Van Voorhis & Sheldon, 2004).
- Schools with strong programs have been linked to greater family involvement, student achievement, and better behavior at school (Sheldon & Epstein, 2002).
- Studies reveal that family involvement at the school is dependent upon the school reaching out to the home (F. Benson & Martin, 2003; Neufeld, 2010).
- Researchers continue to advocate for the importance of teachers reaching out to parents and families (Hiatt-Michael, 2009). Parental satisfaction with teaching and student achievement are affected by the quality of teacher communication with the home (Lopez, Westmoreland, & Rosenberg, 2009).
- A recent meta-analysis examined 20 different studies and concluded that parent help with homework was related to higher achievement among elementary school students (Cooper, Robinson, & Patall, 2006).
- A meta-analysis of 14 intervention studies found that programs that educated parents to be more involved in their children's education contributed to short term achievement outcomes (Patall et al., 2008).
- Schools need to invest in invitations to encourage parent involvement. School can provide different parent involvement opportunities, an appreciation and for working

parent schedules, providing child care, and establishing positive engagement experiences (McDevitt & Ormrod, 2010).

- Institutions for teacher preparation across the nation should be aware of the importance of preparing teachers to interact with the families of the students they teach (Baum & McMurray-Schwarz, 2004)
- Studies have identified eight essential elements for effective parent engagement initiatives: (a) leadership, (b) teamwork, (c) action plans, (d) implementation of plans, (e) funding, (f) collegial support, (g) evaluation, and (h) networking (Epstein, 2001; Epstein et al., 2002).
- A school community program made to encourage family involvement should encompass shared leadership, educational values, communication, common experience, and association (Redding, 2000).

These studies reveal the importance of strong home-school partnerships and how parent assistance at home renders higher achievement among students. These studies also support the notion that school invitation, action teams for school and home partnerships, and programs in place to educate parents are all key ways to increase parent involvement. This information supports this study because it explains why parent involvement, finding ways to improve parental self-efficacy, and the best ways to support parents are so important. Once parents feel confident in their ability to assist their children, there will likely be an increase in parent involvement efforts therefore, schools need to be informed on the best ways to create and nurture parent involvement opportunities.

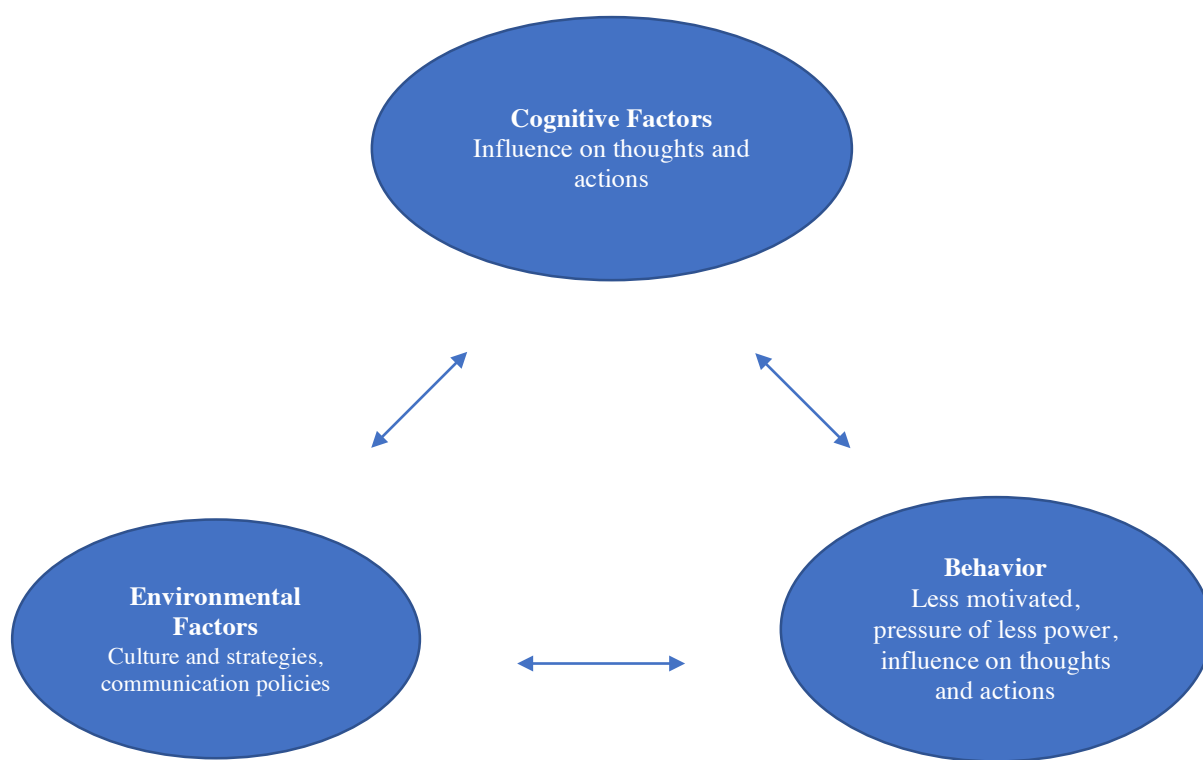
### **Recent Research Related Studies**

In a study conducted by Iruka (2008), the idea of whether or not maternal self-efficacy moderates the relationship between parent involvement and children's academic success was explored. The idea of whether or not maternal self-efficacy moderates the relationship between parent involvement and approaches to learning and development was also examined. The researcher used an African American Head Start sample for this study. A regression analyses revealed that the children benefited when their mothers had high self-efficacy and were involved in school events. The results support the importance of self-efficacy and involvement in children's school readiness. It also identifies the needs to examine in home educational efforts when there is no parental presence at the school.

Another study tested a social cognitive model in which a families' economic status and environment predicted parental efficacy, which then, predicts the academic and social adjustment of children through three behaviors. These behaviors include monitoring, parent involvement and communication (Shumow & Lomax, 2002). The study investigated parental efficacy among a sample of 929 parents through structured telephone interviews. Structural equation modeling was used to test the model fit for the overall sample and for the subsamples: European American, African American, and Latin American families. The study found that, overall, neighborhood quality predicts the level of parental efficacy and that parental efficacy predicted reported parental involvement and monitoring. The aforementioned outcomes then predicted academic and social emotional adjustments in children. This study also strongly supports the social cognitive theory and the idea that there is a strong link between parental efficacy, parenting behaviors, and adolescent outcomes.



Social cognitive theory is a theoretical perspective that focuses on learning by observing others. This theory is grounded by the assumptions that people can learn simply by observing others, that learning doesn't always lead to an altered behavior, that people set goals for themselves and behave accordingly, and that reinforcement, and punishment, in some cases, have indirect effects on learning behavior (Anderman & Anderman, 2009). Figure 3 describes how cognitive factors influence thoughts and actions.



*Figure 3.* Social cognitive theory and parental self-efficacy. Adapted from “Enhancing Social Media Experience by Usage of User-Defined Nicknames as Additional Identifiers for Online Interaction,” by A. Aggarwal, 2016, *Journal of Computer Sciences and Applications*, 4(1), 1. Copyright 2016 by the author.

In a recent study conducted by Tazouti and Jarlegan (2016), the hypothesis that parental self-efficacy and parental involvement in children's education mediate the link between family

socioeconomic status and children's academic achievement was tested. The researchers used a structural equation model combining all the variables (parent involvement, socioeconomic status and academic achievement) and a multidimensional approach on mothers and fathers. The study examined 203 parents and their children attending the first or second year of seven different elementary schools. The results for the mothers support the main hypothesis of a mediating effect of parental self-efficacy and parental involvement on children's academic achievement.

### **Word Clouds and Qualitative Research**

It is important to note the relevance of *word clouds* as it will be used as a key component of the data analysis for this study (see Chapter 4). According to Lam, Lam, Lam, and McNaught (2010), word clouds:

reveal the frequencies of the different words that appear in a piece of text. To a certain extent, an understanding of the general composition of the frequently used words allows viewers to have an overview of the main topics and the main themes in a text, and may illustrate the main standpoints held by the writer of the text. (p. 630)

Thus, word clouds can be very useful in educational research because they can assist in analyzing the survey responses as researchers can have a visual depiction of the responses within a minute (Ramsden & Bate, 2008).

Wordle is one of the most popular word cloud tools and the researcher refers to use it for data analysis in Chapter 4. Wordle, a website containing a tool for making word clouds, was launched in June 2008. Viegas, Wattenberg, and Feinberg (2009) stated:

Users seem to revel in the possible applications: Scientists wordle genetic functions, fans wordle music videos, teacher wordle literary texts, spouses wordle love letters.... Wordles have graced YouTube videos, homemade gifts, posters, scrapbooks, birthday cards and valentines. (p. 1,137)

The tool can be used in many ways; however, for the purposes of this research the plans to use it as a tool for analysis and as a validation tool. Lam et al. (2010) described the

aforementioned tools as the following: Wordle can be used as a tool for “preliminary analysis, quickly highlighting main differences and possible points of interest, thus providing a direction for detailed analysis” (p. 631). Wordle can also be used as a validation tool to “further confirm findings and interpretations of findings” (p. 632).

Lam et al. (2010) conducted a study that analyzed the validity and usefulness of Wordle in educational research. The researchers looked at the use of Wordle as a research tool for preliminary analysis of focus group transcripts and for the students answers to an associated questionnaire. The following was concluded:

- Word clouds can be a useful research tool to aid educational research.
- Word clouds can allow researchers to quickly visualize patterns in the data.
- The visuals allow researchers to grasp common themes and differences within the data.

This study also revealed some limitations to using word clouds:

- Word clouds work best for analyzing full text in which the participants feedback in fully preserved.
- Words that are used in the word clouds are often retrieved out of context.
- Word clouds treat each word as a unit of analysis even if they are words such as “the” or “and.”

From this study, the researcher can conclude that word clouds are best used as a supplemental analysis and should not be the sole tool used in any research study.

The effectiveness of the word cloud is theoretically rooted in the learning model, graphical organizers. Graphic organizers enable readers to visualize and maintain the information. Fountas and Pinnell (2001) agreed that when content is illustrated with figures, the

information can be maintained in the mind of readers over a period of time. According to Lam et al. (2010), graphic organizers serve four general purposes:

- Visual communication tool that uses visual symbols to convey meaning.
- Provide a “big picture” assessment of the interrelationships of the individual concepts.
- Allows readers to discover patterns in the text.
- Brings clarity to ideas as connections are made.

Word clouds are useful especially in qualitative research studies because it could be the initial step in honing-in the important concepts identified by the data. According to Lam et al. (2010), this step could save time during the coding process since the researcher would already have an idea of the most common themes. Therefore, the word cloud would act as a map for further analysis. Furthermore, word clouds are currently being implemented more in academic environments. DaPaolo and Wilkinson (2014) offered a couple of ways in which the word cloud can be useful in academic settings:

- To assess learning: comparing responses, analyzing writing, providing a graphical representation of student learning.
- Provide critical thinking and engagement in the online classroom: word clouds can potentially serve as a pedagogical tool within asynchronous discussions.

## **Summary**

The purpose of this literature review is to provide a research framework for parental self-efficacy and parent involvement and to identify information and studies that support this researcher’s topic. The literature review discussed the historical background of early education and parent involvement, the theoretical framework associated with parent involvement and

parental self-efficacy, building self-efficacy, the relationship between self-efficacy and parent involvement, types and benefits of parent involvement, early education learning standards, and common core state standards. While there are many research studies on parent involvement in early education, this study focused on the underlying drivers of parent self-efficacy and the best ways to support parents in order to increase their involvement. The literature review also addressed word clouds and its importance to qualitative research to validate the data analysis presented in Chapter 4.

There has been plenty of research conducted that speak to the importance of parent involvement in early education and best practices to increase parent involvement from the educator's perspective. There has also been research conducted that speak to self-efficacy, how one can build their self-efficacy, and how schools can encourage parent participation. There seems to be a gap in the literature that connects the parent perspective on parent involvement and why they choose or choose not to become involved. This study will identify the factors that contribute to parents' self-efficacy, their decision to engage in parent involvement activities, and how to best support to them to increase parent involvement in early education.

## **Chapter 3: Methodology**

### **Introduction**

The primary goal of this study was to test the research questions that relate to parent self-efficacy and parent involvement in early education. The methodology employed to test the variables in the research questions is presented in this chapter. This chapter is organized into eight sections: (a) research methodology and rationale; (b) setting; (c) population, sample, and sampling procedures; (d) human subject consideration; (e) instrumentation; (f) data collection procedures; (g) data management; and (h) data analysis.

### **Restatement of the Purpose**

The purpose of this qualitative case study is to develop an understanding of a means to support parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles, thereby improving parents' self-efficacy to increase parent involvement in their child's education.

### **Research Questions**

The following questions will serve as the research questions for this study:

- In what ways, if any, might parent self-efficacy be improved to enable parents to more effectively assist their child in meeting the requirements for early education?
- In what ways, if any, might parent involvement be encouraged to help them better assist their child with their education?

### **Research Methodology and Rationale**

A qualitative phenomenological single-case study design was used to explore the underlying drivers of parental self-efficacy and the best ways to support parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles. The

purpose of this study is to understand the self-efficacy of parents and the best way to support them; therefore, a qualitative approach with phenomenological methodology was chosen.

Phenomenological research is a “design of inquiry coming from Philosophy and Psychology in which the researchers describe the lived experiences of individuals about a phenomenon as described by participants” (Creswell, 2014, p. 14). Bevan (2014) agreed that a phenomenological approach is best suited when the researcher is “interested in describing a person’s experience in the way he or she experiences it” (p. 136).

According to Lunenburg and Irby (2008), case studies are specific explorations of individuals, but also such investigations can be groups, cohorts, cultures, organizations, communities, or programs. Therefore, a case study was appropriate for this study because the researcher explored individuals who are parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles.

Qualitative research emphasizes understanding by closely examining people’s words, actions, and records. Qualitative research examines the patterns of meaning that emerge from data gathered (Lunenburg & Irby, 2008). Qualitative research procedures were used to obtain the most accurate reflection of each parent’s perceptions and perspectives of their self-efficacy and parent involvement. A qualitative approach is best suited for this study because it allows the researcher to reveal and understand complex processes and to discover new relationships (Shah & Corley, 2006).

### **Content Validity**

According to Shenton (2004) there are many credibility steps a researcher could take in order to confirm that their research design actually measures and defines what is was intended to.

The steps taken to ensure validity in this study were (a) expert opinion, (b) theoretical support, (c) pilot study, and (d) literary sources.

### **Setting**

This research involves participants who are parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles. This learning center is a part of a nationwide franchised tutoring company. There are currently nine centers that service the southern California area. The learning center referenced in this study, along with one other, are the only centers in urban, low-income communities. The learning center is an academic environment, staffed by education experts who have at minimum a bachelor's degree, committed to helping each student develop and enhance grade level skills. The center strives to maintain an engaging and positive environment. Currently, the centers have approximately 120 students enrolled, 28 of which fall into the early education category, TK-3rd grade.

The learning center specializes in creating custom learning programs in reading writing and math. The center also provides homework support, study skills, and SAT/ACT prep. The learning center offers tutoring to students in grades pre-K- 12th grade. The learning center not only provides academic support but also opportunities that increases student engagement, boost confidence and overall attitude towards school. For example, the center has a token reward system used to motivate students and applaud good effort which ultimately boosts student's confidence.

### **Population, Sample and Sampling Procedures**

The sample population consisted of a minimum of five to seven parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles.



Participation was solicited through informal invitations via phone to participate in semi-formal interviews. Parents of children grades Tk-3rd grade was encouraged to participate.

Sampling for this research was done through random purposive sampling. According to Lunenburg and Irby (2008), sampling in qualitative research is almost always purposive: “Purposive sampling involves selecting a sample based on the researcher’s experience or knowledge of the group to be sampled” (p. 175). Participants were purposively selected to create the initial sample. Participants were then selected at random from the total number of eligible participants: approximately 30. This method added credibility to the sample but was still based on the initial sample. The researcher collected the names of all the parents of early education students enrolled in the learning center. The researcher then randomly selected six names, and reached out to those parents via phone, to elicit their participation in the study. The researcher continued the process until a minimum of six participants had agreed. The researcher planned to revisit the original sample to retrieve additional participants if the data collected wasn’t substantial.

### **Human Subject Considerations**

Permission to conduct this study was obtained through Pepperdine University’s Institutional Review Board (IRB). In accordance with the IRB, the researcher completed online training modules for human subject research. The researcher reached out to potential participants via phone to solicit interest using a script that briefly explained the purpose of the study and data collection process. Once the recruitment process was complete, the researcher provided the participants with consent forms. The consent forms provided information such as (a) purpose of the study, (b) benefits of the study, (c) data management, and (d) risks. Without exceeding a total of 10 participants, the researcher planned to add only participants if there was not enough

substance represented in the sample. If the researcher was unable to soundly answer the research questions, the researcher planned to select an additional participant from the original sample.

There was minimal risk involved in this study. Due to its voluntary and confidential nature however, participants may experience boredom or fatigue due to length of interview. The benefits of this study would likely exceed any potential risks. The benefits of the study include the potential improvement in the self-efficacy of parents, better communication between home and school, increased levels of parent involvement and overall student success in early education.

The participants were asked to participate in semi-formal, in-person, interviews that was audio recorded. The recordings were then transcribed using Trint.com. The data was then uploaded to HYPER Research for coding. All data was kept confidential and access was limited to the researcher and the dissertation chair. The data will be stored on a password protected personal computer in the researcher's home of residence. Findings will be presented in overall themes, charts, and word clouds. The data will be discarded once after three years.

### **Instrumentation**

In this qualitative case study, the focus of the research explored the underlying drivers of parental self-efficacy in order to improve parent involvement at the early education level. The researcher opted to conduct one on one semi-formal interviews. Unable to locate a current instrument through Dissertation and Theses databases, ERIC, and PsycTests that would answer the specific research questions for this study, the researcher developed 10 questions that guided each interview. The researcher also served as the instrument because the observations were analyzed and used to illustrate the findings of this study. According to Morgan (2008), the researcher as the instrument is valuable to ensure accuracy in the interpretation of the data and in

establishing a relationship between the interviewee and the researcher. The effectiveness of the instrument had yet to be tested; therefore, it was sent to experts in the field of early education and qualitative research studies for review and feedback. Minor adjustments were recommended; however, the overall instrument was considered approved. Additionally, the interview questions were derived from the theoretical frameworks (see Table 3).

Interviews were only conducted with participants who completed consent forms to confirm that they understood the purpose of this research and the purpose of the interview. Each interview began with a brief review of the purpose, the benefits of the study, questions that will be asked, and an expression of gratitude. The researcher explained to each interviewee that the interview questions were meant to guide the interview however, they should feel free to ask questions and add additional thoughts at any time. Each interview was scheduled and held at a Starbucks minutes away from the learning center. At the conclusion of each interview, the researcher expressed gratitude to the participant once again and distributed contact information for any additional questions or concerns.

Table 3

*Interview Questions and Literary Sources*

Research Question	Interview Question	Literature Source/Theoretical Framework
In what ways, if any, might parent self-efficacy be improved to enable parents to more effectively assist their child in meeting the requirements for early education?	Tell me about your ability to make choices about your child's schooling.	Ardelt & Eccles (2001) Hoover-Dempsey, Sandler, Wilkins, & O'Connor (2004)
	How confident are you in your ability to help your child develop social skills?	Hoover-Dempsey, Sandler, & Walker (2005)
	In what ways do you express your ability to support your child to do well?	Ardelt & Eccles (2001) Bandura (1997) Hoover-Dempsey, Sandler, Bassler, & Brissie (1992)
	How do you feel about your ability to support your child's learning at home?	Hoover-Dempsey & Sandler (1995) Hoover-Dempsey & Sandler (1997)
	How might you ensure that your child's school meets your child's learning needs?	Ardelt & Eccles (2001) Epstein (1995)
	How confident do you feel in helping your child cope with their emotions?	F. Benson & Martin (2003) Epstein et al. (1997)
In what ways, if any, might parent involvement be encouraged to help them better assist their child with their education?	How do you feel about your ability to connect with other parents?	Epstein (2001) Hiatt-Michael (2009)
	How might the school support you in providing a positive learning environment for your children at home?	
	In what ways might the school encourage you to participate in parent involvement activities?	

## Reliability

The researcher conducted a pilot study with a single participant under the same criteria as the sample population mentioned above. The participant used for the pilot study was not used in the official study. The researcher confirmed, post pilot study, that the questions were clear, neutral, and would be effective in addressing the overarching research questions. The researcher also elicited expert advice from researchers in related fields as a reliability measure to ensure that each question was not ambiguous. The aforementioned experts are below:

- Dr. Stephen Kirnon: Dr. Kirnon serves at the program director for social entrepreneurship and change and adjunct professor at Pepperdine University. He has also chaired and served on many dissertation committees and is very familiar with qualitative research studies. Some of his feedback on the instrument:  
  
I would suggest that you get feedback from a parent who would be using the learning center and not a participant in your study. While the questions are clear to me, I am not the target participant. Were these questions used in similar previous studies and just slightly modified by you? If yes, then the questions will work. However, I think that you will need some prompts and probes to help parents understand and think about possible ranges of responses.
- Dr. Dalys Stewart: Dr. Stewart currently serves as the elementary director of Los Angeles Unified School District (LAUSD) East. She is also an adjunct professor at Pepperdine University where she has served on many doctoral dissertation committees. Her feedback on the instrument included: “Try to reword the question so that they don’t have to give a ‘degree’ of comfort. For example, you might ask, ‘what are some ways in which you assist’ ...so that they tell you what you want to know.”
- Dr. Martine Jago: Dr. Jago is the current associate dean and professor of education at Pepperdine University. She has served as vice principal at an elementary school and is well versed in qualitative research. Dr. Jago and the researcher had a phone

conversation where Dr. Jago made the following suggestions: (a) refer to the questions as items, (b) rephrase a few questions to begin with “Tell me about,” (c) conduct a pilot study, (d) specify questions and prompts for the researcher in the interview questions.

According to Strauss and Corbin (1990), ambiguous questions are those that evoke irrelevant answers, too detailed, or questions that need to be reworded for clarity. Original interview questions are included in Appendix E; however, the interview items (slightly revised) used for the study are below (bold items are prompts for the researcher):

1. Why have you chosen to seek outside academic support for your child?
2. Tell me about your ability to make choices about your child’s schooling.
3. How confident are you in your ability to help your child develop social skills?

**[Researcher: Explain]**

4. How do you feel about your ability to connect with other parents at your child’s school?
5. In what ways do you express your ability to motivate your child to do well in school?

**[Explain]**

6. How do you feel about your ability to support your child’s learning at home? **[Explain]**
7. How might you ensure that your child’s school meets your child’s learning needs?
8. How confident do you feel in helping your child cope with his/her emotions?

**[Researcher prompt: failure, confidence or lack thereof, learning differences, social awkwardness etc.]**

9. How might the school support you in providing a positive learning environment for your children at home?

10. In what ways might the schools encourage you to participate in parent involvement activities?

### **Data Collection Procedures**

Data was collected through individual semi structured interviews. The interview questions were derived from the theoretical frameworks. The researcher collected consent forms from each participant to participate and audio record each interview. The interviews were audio recorded to ensure accuracy and so to give the researcher the opportunity to give each participant their complete attention. The researcher also jotted down notes of details and observations made throughout the interviews. Confidentiality was guaranteed to each participant. Although each interview was scheduled for the same date and the same location, there were 20 minute windows between each interview to avoid the possibility of participant identification. Names of each participant were not recorded as it is irrelevant to the study. Parent perspectives on self-efficacy and parent involvement were gathered through the interviews. The IRB granted permission for the researcher to conduct this study on February 9, 2018. The following procedures were followed while conducting this study:

- Gathered a list of all the parents of TK-3rd grade students enrolled in the learning center.
- Placed all names in a hat for random draw.
- Selected five names.
- Reached out to each participant via phone to solicit participation.
- Returned to the initial sample for another parent if the selected parent declined (repeated as necessary).
- Scheduled interviews with the first five participants who agreed to participate.

- Met each participant, reviewed consent forms, received consent for audio recording, conducted interviews that lasted up to one hour.
- Audio record each interview while taking observation notes.
- Transcribed each recording.
- Uploaded transcriptions to HYPER Research for coding.
- Created themes and subthemes from data.

### **Data Management**

The data will be stored securely on a password protected computer at the researcher's residence to ensure confidentiality of each participant and the data. Each participant was issued a consent form that requires a signature. Each participant is identified through the use of numbers; names were not disclosed for this study. The audio recordings will be stored on the researcher's password protected smart phone and deleted once each was transcribed. Observation notes and each transcription will be stored on a Google drive on the researcher's personal computer that will be secured by a password. The raw data will only be reviewed by the researcher and the dissertation chair. All data has been expressed through themes, quotes, thick rich descriptions, visuals, and/or word clouds.

### **Data Analysis**

The information gathered during the data collection phase of this study was coded through Hyper RESEARCH, Interpreted, Re-interpreted, Analyzed, Synthesized, Generalized, Peer Reviewed and Shared. Each audio recording was transcribed through Trint.com and uploaded to HYPER Research. Once the data was coded through HYPER Research, the researcher reviewed the data to create themes and subthemes. The researcher then collaborated with her dissertation chair to discuss and validate the findings. The researcher reached out to a



member of her cohort who is familiar with the study, for further analysis. The themes and other details were synthesized and generalized to illustrate the perspectives of the participants.

### **Positionality**

The researcher has a bachelor's degree of arts (BA) in Mass Communication and Journalism: Public Relations and a Master's degree in Business Administration. The researcher's interest lies within higher education and college prep; however, while the researcher was employed at a K-12 learning center, an interest in early education arose. The researcher is an advocate for equity and hopes to find ways to increase the accessibility of resources to all students. Upon graduation, the researcher hopes to teach at the college level and to obtain a leadership position in student affairs. The researcher's future research interests include:

- The effectiveness of existing student support services in higher education.
- Anxiety among higher education students.
- Utilizing community based resources to help underprivileged youth.
- Early literacy curriculums.
- Effectiveness of Individual Education Plans (IEP).

## **Chapter 4: Presentation of Findings**

### **Introduction**

This phenomenological qualitative case study explored the underlying drivers of parental self-efficacy and the best ways to support them in order to increase parent involvement in early education. The research design, the sample and demographics of participants, and a presentation of findings are presented in this chapter.

### **Restatement of the Purpose**

The purpose of this case study is to develop an understanding of a means to support parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles, thereby improving parents' self-efficacy to increase parent involvement in their child's education.

### **Research Questions**

1. In what ways, if any, might parent self-efficacy be improved to enable parents to more effectively assist their child in meeting the requirements for early education?
2. In what ways, if any, might parent involvement be encouraged to help them better assist their child with their education?

### **Research Design**

This study utilized a qualitative phenomenological research design. Random purposive sampling strategies were used in this study. The researcher focused on networking with the director of education at the learning center for recommendations and contact information for potential participants. The researcher interviewed six parents who currently have children in grades Tk-3rd grade, enrolled in the learning center. The interviews were conducted face-to-face for approximately 30 minutes using a semi-structured interview protocol consisting of 10

questions. The first 15-20 minutes of the interview was not recorded because it consisted of small talk, a description of the study, an overview of the interview questions, and time for questions. The last 5-10 minutes, which was audio-recorded, consisted of the actual interview. The questions were designed to explore the underlying drivers of parental self-efficacy and the best ways to support them in order to increase parent involvement.

To validate this study, the researcher conducted a pilot study and utilized experts in the field of educational research by requesting feedback on the interview questions. The interviews were audio- recorded and transcribed by an external transcriber: trint.com. For further analysis, the researcher collaborated with her dissertation chair and a peer reviewer create a codebook and determine emerging themes.

### **Sample and Participant Demographics**

The sample consisted of six mothers: four single mothers and two married mothers. The mothers ages ranged from 26-56. There were three African American mothers, two Latino mothers, and one bi-racial mother who was African American and Caucasian. There was one “stay at home mom” with children in TK and kindergarten, one mother who had two jobs with a child in third grade, one mother who had a full-time job and was in school with children in kindergarten and first grade, and three regular full-time working mothers with children in kindergarten, first grade, and second grade represented in the sample. Table 4 is a chart which outlines the demographics. The mothers’ names are represented by an initial and number.

### **Collective Responses**

The information that follows represent some of the key elements in the conversations between researcher and the six participants. Each participant was asked to answer the same 10

questions. The following section outlines the interview questions posed to each participant along with an insightful quote from one of the interviewees.

Table 4

*Participant Demographics*

Mother	Age	Ethnicity	Job Status	Student Grade
N1	56	Latino	Full-time Job/school	K & 1st grade
A1	26	African American	Full-time	K
A2	29	African American	Stay at home mom	TK&K
W1	38	Latino	Two Jobs	3rd grade
N2	43	African American	Full- Time	1st grade
M1	47	Bi-Racial	Full-time	2nd grade

***Parental self-efficacy responses.*** Questions 1-8 inquired about the participants ability to make positive choices about their child's social, emotional, and educational well-being.

***Question 1.*** Question 1 asked each participant to identify the reason behind their choice to seek outside academic support for their child. One participant stated:

Well my son as you know was struggling with English. I work in an education nonprofit and I know that it is crucial that student fundamentals are strong enough to ensure future academic success. And as a ESL student I know firsthand how challenging it is not to learn the fundamentals and struggle later in school. I needed to make sure that my child has the best potential for academic success.

***Question 2.*** Question 2 asked each participant to talk about their ability to make choices about their child's schooling. One participant stated:

Well initially my child had to attend the schools in the neighborhood which wasn't always the best schools because around here, the schools have limited resources. But now my child attends a charter school which has been great! My husband and I enrolled him here fill in any learning gaps. I feel pretty confident in my ability to make positive choices about my child's school.

**Question 3.** Question 3 asked each participant to discuss how confident they are in helping their child develop social skills. One participant stated:

Pretty confident. However, I also know that the way I was raised may limit my ability to show him as much as I would like to. I don't know what I don't know. However, I teach my child empathy and about giving back to the community and just positive things of that nature.

**Question. 4.** Question 4 asked each participant to describe how they feel about their ability to connect with other parents. One participant stated, "I don't really have the opportunity to connect because I work full time, but I wouldn't mind connecting with other parents especially those who have the time to be more involved at the school."

**Question 5.** Question 5 asked each participant to describe the ways in which they motivate their child to do well in school. One participant stated:

I tell them that their only job is to go to school and get the grades. I have a reward system for them ranging from cash, vacations and even changing their room color. I also brag about them to family and friends and make them feel special knowing that someone is proud of them.

**Question 6.** Question 6 asked each participant about their ability to support their child's learning at home. One participant stated, "Well that's the reason I enrolled my child in the learning center in the first place. I really don't have the time or patience to help with a lot of his homework."

**Question 7.** Question 7 asked each participant to describe the ways in which they ensure that the school is meeting their child's learning needs. One participant stated:

I email the teacher from time to time to check in but they rarely respond. But as long my son brings home good grades. I assume everything is fine. He brings home threes and fours so I assume that he is doing well and is keeping up with the class.

**Question 8.** Question 8 asked each participant about their confidence level helping their child cope with emotions such as failures, lack of confidence, learning differences, and so forth.

One participant stated, “I tell my kids to keep pushing. I don’t baby them because failure is not an option and I’m building their confidence to withstand peer pressure. I’ve groomed them to take on life with confidence to be themselves.”

***Parent involvement responses.*** Questions 9 and 10 inquired about the ways in which, teachers and schools might provide support to the participants to encourage parent involvement at home and in school.

***Question 9.*** Question 9 asked each participant to suggest ways that schools might assist them in providing a positive learning environment at home for their child. One participant stated:

They could send home more collaborative assignments that require some thought and assistance from parents. My son just gets these packets of work at home which he hates so it’s hard to have a positive learning environment at home when home makes my child think of those homework packets which he hates.

***Question 10.*** Question 10 asked each participant to discuss ways schools might encourage them to participate in parent involvement activities. One participant stated:

Oh, that’s easy, I have struggled with the schools having child care for my other child. For example, they will have events but say the little ones aren’t allowed and this for me result in having to pay for a sitter and in the cases where the school provides child care there is an associated cost. This is a financial burden for me and I think the school could really help by ensuring parents can have child care for their other children to make my attending easier.

## **Presentation of Findings**

Prior to the actual interview, the researcher had short conversations with each participant that addressed the study, the interview questions, and all questions that participants may have had. The researcher noted that the participants were a bit nervous until all questions were answered. The researcher also noted that the review of the interview questions sparked a few aha moments for the participants. An aha moment is defined as “a moment of sudden realization, inspiration, insight, recognition, or comprehension” (“Aha Moment,” n.d., para. 1). A few of the

interview questions inspired the parents to reflect, consider alternatives, and encouraged them to be mindful of the many factors associated with the overall well-being of a student, specifically in early education.

There were four themes that emerged after reviewing and coding the transcribed recordings from the interviews. The coding report was also reviewed by a peer-reviewer who assisted in the development of the themes. Each theme is represented by a synthesis of the responses provided by the participants and a word cloud. The themes included:

- Parental Self Efficacy
- Establishing Positive Learning Outcomes
- Learning at Home
- Support from Schools

***Parental self-efficacy.*** Many of the interview questions addressed parental self-efficacy because the purpose of this study was to develop an understanding of a means to support parents of early education students enrolled in an urban learning center. The researcher wanted to address the underlying drivers of low parental self-efficacy and their ideals behind their choices to seek outside academic support for their child. The majority of the participants had challenges that the parent felt that they could not assist them with. Other parents sought outside support to ensure that their child was prepared for the next grade level and to make sure that their child stayed ahead of the class. One participant mentioned that she enrolled her child into the learning center to “build their social skills, strengthen their immune systems by exposing them to the more common kid germs and to prepare her for kindergarten.”

The researcher found it interesting that there were many different perspectives on the subject matter in this study. However, one thing all the participants shared was the perception of

an inability to effectively assist their child in their educational journey. The key challenges the participating parents believe they have when it comes to providing educational support for their child include:

- Lack of time
- Lack of knowledge
- Lack of resources

***Lack of time.*** There was a consensus among the participants that their lack of time was the key factor in determining their level of involvement and how they feel about assisting their child. Whether the issue was helping their child with their learning challenges, helping them prepare for school, helping them stay ahead of the class, or connecting with other parents, all the participants felt a lack of time to effectively assist their child. Some of the thoughts of the participants included:

“I work and I don’t have the time to connect with other parents or attend activities.”

“I don’t have the time or patience to assist with homework.”

“I enrolled my child in this learning center to help build her social skills and prepare her for kindergarten. I don’t have the time to dedicate myself to doing that and I don’t want my child to be behind.”

***Lack of knowledge.*** The participants also didn’t feel confident in helping their children develop and cope with social and emotional skills, and assisting their child with homework time because they simply didn’t feel confident in their knowledge on the subject. Below are some of the participants feelings:

“I encourage him to make friends and be himself but it’s only so much I can do.”



“I know that the way I was raised my limit my ability to show him as much as I would like to. I don’t know what I don’t know.”

“I can’t even understand the language [dual immersion] to help him with his homework.”

“I was helping my child because he was struggling and spending a little extra homework time with him, but I guess I wasn’t good enough.”.

***Lack of resources.*** The participants also didn’t feel equipped to assist their child on their educational journey due to a lack of resources. They all seem to agree that with a little support, they would be better able to assist their children. Find a few of their thoughts below:

“They [school] should send home workbooks with examples and an answer key so I can get my groove back which would make it a lot easier to help them.”

“I would appreciate if the teacher sent home some tutorials for that new math. I can’t work with my child if I don’t understand it myself.”

“The schools around here [inner-city] have limited resources so it’s nearly impossible to help him at home when they are unable to assist him [with his specific learning needs] in school.”

***Establishing positive learning outcomes.*** The parent role as it pertains to establishing positive learning outcomes is crucial. They must have the ability to make positive educational choices and ensure their child’s academic success. It is vital that parents have the ability to make positive educational choices, ensure their child’s academic success and continually motivate their child to succeed. However, the participants in this study had mixed feelings on the subjects.



of a more hands on approach. There seemed to also be a lack of accountability for their child's academic success. The researcher expected responses such as: (a) I double check their homework, (b) I ask them questions about school, or (c) I reinforce what they learn with learning games. Instead, the researcher received responses such as:

"I keep good communication with my kid's teachers, this way I try to make sure they are learning or if they are struggling."

"Her teacher stays in communication with me and let me know what's going on."

"If his grades start to slip, I always set up a meeting with the teacher to see what we need to do to make it better."

"I meet with the teachers and principals to make sure that the learning styles and curriculum are suitable for my children. I also check to see if there are any programs that are helping children excel faster."

***Motivating the child to succeed.*** Many participants believed that a reward system is the best way to motivate their child to succeed however, the participants also believed in motivating them through emotional support as well:

"I communicate to my child that school and learning is the tool by which his brain muscles grows, he enjoys knowing that his brain is getting stronger."

"We celebrate all of his successes. We stress the importance of education and all the opportunities he will have if he does well in school."

"I am in school as well, so I try to be an example my kids and I tell them that they need to study, do their homework, and also do the best they can."

"I give him a lot of verbal praise. I stress the importance of education. I give his gift for good grades and put all of his work on the refrigerator."





***Support from schools.*** Parent involvement was a key element in study because the purpose was to also uncover the best ways to improve parental self- efficacy to increase parent involvement in their child’s education. Although learning at home is the responsibility of the parents, the schools could support in this regard as well. The participants suggested ways in which the schools can support them and encourage their parent involvement:

“I would appreciate it if the school sent advance notice and more than one notice about parent involvement activities, so that parents, especially working parents, have time to plan and prepare.”

“The parents at my school are encouraged to facilitate a Parent Day where they can come teach a skill or share something with the class. This happens every few months but most parents work and can’t afford to take the time off. I would suggest different parent involvement activities that would accommodate every type of parent.”

“If they provided parent involvement activities during times that working moms could attend, it would greatly help me and my son nurture a learning relationship. That would help my son see home, and me, as an extension of his learning.”

“They [schools] could send pamphlets or activities home that me and my child could review together. Administration could also extend personal invites to parents that encourages us and helps us understand our role in our child’s education.”

“It would be beneficial if the schools created a program that paired working moms with stay at home moms so that the working moms could feel like they are involved even if its via phone or money. The teachers barely have time to teach, let alone, worry about parents being involved. It would be nice if the parents who are fortunate enough to have the time and resources to be involved could fill in those gaps.”



## Chapter 5: Key Findings, Implications, and Conclusions

### Introduction

The following section will address the key findings in this study and how they answer the research questions and support the purpose. This section will also address the implications for policy and practice, what conclusions can be drawn from this study and recommendations for further study.

### Discussion of Key Findings

This study addressed two different aspects in regard to enhancing students' success in early education. This research focused on parental self-efficacy, which is the ability of the parent to make positive choices about their child's social, emotional, and educational well-being, in order to uncover ways in which schools can support parents to ultimately enhance and increase parent involvement. Through 10 interview questions and six semi-structured interviews, the following themes emerged:

- Parental Self-Efficacy (associated factors)
- Establishing Positive Learning Outcomes
- Learning at Home
- Support from Schools

***Parental self-efficacy.*** The data from this study uncovered that the key challenges for parents were (a) lack of time, (b) lack of knowledge, and (c) lack of resources. The majority of parents felt like they simply didn't have the time to dedicate to helping their child with their work or be engaged in parent involvement activities. The re-occurring underlying issue associated with lack of time was parents' employment. The parents have to work to support their child. Some parents even work multiple jobs to ensure that their children have everything they



need. Due to this workload, many parents tend to feel too tired to assist their child with school related things and they have trouble prioritizing their time to engage in parent involvement activities. Due to the fact that the parents are tired, feelings of impatience and being overwhelmed emerge when it comes time to assist their child with their school work. This was the primary reason behind these parents enrolling their child in the learning center, to have assistance in making sure their child does their homework, stays on track with their peers, and to fill in any learning gaps.

Parents also feel as though they lack the knowledge to positively or successfully assist their child on their educational journey. Parents who do not have positive or effective experiences assisting their children academically often mistrust their efforts and begin to doubt their cognitive ability to help their children (Van Hook, 2008). Many parents addressed the *new math* as a key challenge they face in helping their child with their work. Under the common core standards, math has been reorganized towards more complex cognitive math. While this may or may not be beneficial for the study, it is certainly strenuous for the parent. Parents also mentioned that the material their child is learning often consists of topics they may also have studied but now have forgotten.

Interestingly, parents also experienced an incompetence in ensuring and helping their child build social skills outside the home. They all felt confident that they have instilled values in their child and have built their self-esteem enough to where they are hopeful that they somehow transcends to social skills in school.

As mentioned previously, parents find it troublesome to assist their children because of their lack of knowledge on the subject matter. This issue leads to the last factor affecting parental self-efficacy: lack of resources. The majority of the parents felt as though they would greatly

benefit from tutorials for the homework assignments. This would allow parents to assist their children with certainty and confidence. Many parents also felt that they would benefit from more free and convenient educational assistance such as after school/lunch time tutoring or online supplemental support for the topics covered in class. It is a financial sacrifice and burden for these parents to enroll their child in XYZ learning center; however, they recognize that they have limited options. Duch (2005) offered similar findings as it was concluded in his study that parents with low-incomes often face high stress with the lack of resources and work demands.

***Word cloud analysis.*** The word cloud for parental self-efficacy (see Chapter 4) provided a visual representation of the data. One of the keywords found was *feel*. This is important to note because feel implies a perception or perspective of the facts. These parents feel that they don't have time or feel that they don't have the knowledge; however, that is not necessarily true. Another keyword revealed was *don't*. Parents repeatedly used this word in regard to their ability to assist their children. Don't, as well as can't, has a negative connotation. According to Pajares (2002), a person's motivation and actions are based more on what a person believes he or she can do than on his or her actual ability. Two additional keywords that were high in frequency were *confidence* and *encourage*. This idea is reinforced by researchers who believed that self-efficacy perceptions change frequently throughout the course of a person's lifespan; therefore, educators' words and actions have the potential to influence parents' self-efficacy development throughout the course of the school year (Bandura, 1994; Fritson, 2008). This is important to note because these are two major components that are crucial to enhancing parental self-efficacy: building confidence and encouragement from teachers and the school administration.

***Ability to establish positive learning outcomes.*** The parents in this case study demonstrated both positive and negative actions in establishing positive learning outcomes. They

were all very confident in their selection of their children's schools and in their decision to provide them with extra assistance by way of the learning center however, they also acknowledged the associated limitations. Many of the parents enrolled their child in the best schools in the inner city, although their options were very limited. They also opted for a charter school because all of other schools in the area (inner city) lacked resources and positive learning outcomes. They also believed that the enrollment in the learning center was a demonstration of their ability to ensure their child's academic success. Though placing their children in a learning center may have provided parents' additional educational support for their children's education, they are still not physically involved.

The participants of this study also felt confident in their ability to motivate their child to succeed academically. They all felt strongly about their ability to stress the importance of school to their child to ensure academic success. When asked, how exactly they stress the importance, the majority of the participants didn't really divulge anything concrete. One participant encouraged their child by saying their brain would get bigger, which may work for students in early education, but the enthusiasm behind that notion might fade as the child gets older and learns more about the science of the human body. Another participant tied their child success to their life goals, which seemed to be a concept that may have longevity.

An additional motivation tactic the majority of the participants adopted was the celebration of success. All of the parents spoke of rewarding or celebrating their child for good grades and report cards. They spoke about providing monetary rewards, trips, treats, recognition, and displays of good work in the home all to celebrate their child and to motivate them to continue to do well. There were many tactics used to celebrate successes; however, there was no mention of what happens with the child when there isn't anything to celebrate due to challenges

in the classroom. The researcher thought this would come up since all of the students were enrolled in the learning center to gain additional educational support. The researcher began to wonder: how do these parents motivate their child to do well when they become uninterested or disengaged? Parents, and possibly schools, need to develop an action plan to motivate students when they face challenges as well.

There was an abundant lack of accountability when it came to ensuring academic success in the classroom. Many of the participants rely on progress reports and communication from the schools to address any concern in the classroom. If the child is bringing home acceptable grades and the teacher hasn't reached out to the parent, they assume that their child is doing well in school. This approach is solely dependent on the schools and teachers, but what role does the parent actually play in this? According to Levin (2006) parents only engage in the level they know how; it is the school's responsibility to demonstrate positive parent involvement. While that may be true, it is also the responsibility of the parent to demonstrate a more proactive approach in ensuring their child's academic success. Parents should initiate a partnership with their child's teacher early on to understand the expectations of the grade level stay informed about their child's progress. Partnerships are beneficial to all involved when the interactions among all parties involved are positive and set clear expectations for success (Epstein, 1995, 2001).

**Word cloud analysis.** The word cloud for establishing positive learning outcomes (see Chapter 4) provided a visual representation of the data. The central keyword found, *school*, reinforces the analysis above. When it came to the participants ability to ensure their child's academic success, they placed a lot of the responsibility on the school. The *teachers*, which was also a noted keyword, were held accountable in making sure the parents were informed of their

child's progress. The participants' response to the subject matter was of a reactive nature, which means that the parents only take action when prompted by progress reports or other correspondence from the school. Another highlighted word was *grades*. The participants used grades as a key indicator of their child's success in school. While grades are a staple in demonstrating a student's classroom performance, they often don't reflect their true progress or challenges. Grades are often determined by test scores, class assignments, and or homework, which may or may not be a complete or accurate reflection of the students' knowledge on the subject.

***Learning at home.*** Many of the participants limited their child's learning experience at home to homework support only. This may be due to determinants of parental self-efficacy: lack of time and knowledge. Parents also seek help from other sources such as the internet, with programs such as abcmouse.com, which is a digital education program for children ages 2-8, or other online learning programs but learning at home for the participants in this study ends there. This can possibly be attributed to parents' lack of knowledge on how to support their child's learning at home which was an idea derived from the data in this study. According to Paredes (2011), it may be necessary for teachers to assume the role of coach with parents to teach them the skills they need to become better supporters of their children's learning.

Learning at home is such an important component of the child's educational journey because it benefits not only the child but the teachers and the parents as well. Parents Reaching Out, a non-profit organization that works with parents and educators to promote healthy, positive, and caring experiences for families and children, compiled a list of potential benefits of effectively learning at home. According to Parents Reaching Out (2009), potential benefits for the involved parties include:

- Student
  - Homework completion
  - Positive attitude about homework and school
  - Develop self-confidence
  - View parents as similar to teachers
- Parent
  - Appreciation of teacher's skills
  - Understanding of instructional programs and the child's current school curriculum
  - Encouraged discussions at home about school, homework and future goals
- Teacher
  - Improved homework quality
  - View of parents as a valued partner in their child's education
  - Ability to assigned various designs of homework including interactive and collaborative assignments.

Learning at home should encompass homework and other curriculum related activities, decisions, planning and linking schoolwork to real life (Epstein, 1995). There are many ways to incorporate learning at home even for working parents and parents with limited spare time.

Parents Reaching Out (2009) reports that everything a parent does with their child is a learning experience and provides the following examples:

- Use a trip to the grocery store to teach basic math skills.
- Have your child observe you as you balance your checkbook or create the families monthly budget so they begin to understand money management.

- As you travel from place to place in your community, build literacy skills by reading street signs and billboards.
- Teach geography and map skills as you plan a family trip. Use family holidays or traditions to talk about culture—your own and others across the world.

If parents lack the time, knowledge, and/ or resources to assist their child with homework or engage them through the use of outside sources, they can simply use every day routines to help their child become a lifelong learner. It is very possible that parents may not be aware of options such as these or may not perceive these activities as opportunities for learning. Parents may need to be provided with resources from the school to guide them towards this type of thinking.

**Word cloud analysis.** The word cloud for learning at home (see Chapter 4) provided a visual representation of the data. The words that were used in the highest frequency were *time* and *work*. This just reinforces the need to accommodate the working parent and parents with multiple children. Paredes (2011) agreed and noted that structures could be devised to help parents increase their ability to partner with teachers to set academic and behavioral goals for their children, thus increasing the quality and quantity of interaction. *Math* was also highlighted as a keyword as that seems to be the most challenging subject for the participants. This revelation strengthens the arguments that there is a need to incorporate tutorials and examples of the homework assignments.

**Support from schools.** The participants provided so many thoughtful ideas in regard to the best ways schools and teachers can support them in being more engaged and involved in their child's learning. One thing all the participants agreed on was that the schools could be doing more to encourage and facilitate an enhanced level of parent involvement. According to

Christensen, Schneider, and Butler (2011), it is the school's responsibility to meet the needs of working families and somehow provide a flexible program to encourage parent involvement. Flexibility involves teachers and administrators taking the time to discover what the families need to attend to the basic needs of their children (Ryan, Casas, Kelly-Vance, Ryalls, & Nero, 2010). The majority of the participants stated that they would appreciate flexible and innovative opportunities to accommodate working parents. Schools can do this by providing advance notice and reminders for parent involvement activities, and by providing childcare to accommodate single parents. According to Hornby and Lafaele (2011), many parents have other children, who may not be school-aged and cannot be left alone, and they have no other resources for childcare; therefore, those parents do not come.

Bempechat's (1992) findings support the contention that parent involvement is multidimensional: strong in one area but weak in another. While many parents assist their child at home to the best of their ability, they also would like the opportunity to have a presence in their child's school life. Many participants also revealed that schools could support them by providing more encouragement to participate while also outlining the potential benefits for all parties involved. Research supports these feelings as it was found that educators should encourage parents to attend workshops, conferences, and seek support from the local community centers, as there are a variety of resources and supports available to families (Price-Mitchell, 2009).

Participants suggested creating a partnership program between parents who have the time to be involved with parents who don't. While this may work for some, it may not work for all but the point is to create a variety of opportunities for each type of parent to be involved. According to Jalongo and Nicholson (2011), the more opportunities that are developed for parent



involvement, the more parents will learn how to effectively engage with the school to be involved in their children's learning.

All the participants felt that they could benefit from more collaborative assignments that the parent and child could work on together. The participants would appreciate teachers sending home more than workbooks and worksheets, they want project based homework where they have the opportunity to really work with their child and be a part of the learning process. Harvard Family Research Project (2010) supported the participants sentiments, describing parent engagement as an interactive, cooperative process between the school and the parents. Collaborative assignments can potentially open a discussion or make parents more comfortable in seeking out parent involvement opportunities. Some parents may not be familiar with the processes of the school as far as what questions they can ask teachers or what expectations they can have of the teacher. Not knowing what to ask or how they can contribute to their child's education may actually decrease a parent's self-efficacy with learning.

***Word cloud analysis.*** The word cloud for support from schools (see Chapter 4) provided a visual representation of the data. The words used most often were *help* and *schools*. The word cloud supplements the data analysis above. The parents need help from schools to be involved. Whether it is through encouragement, explanation, flexibility, or more opportunities, parents ultimately need help from the schools to maximize their involvement and their engagement. There has to be a partnership between home and school to create the best learning experience for the child.

***Limitations of the data analysis.*** This qualitative research study offers some important findings to the literature, yet some limitations were evident to the study as well. A limitation to this study was the nature of the sample itself. The data derived from this study might not be

generalizable to other parents of children enrolled in other learning centers or parents of early education students due to the small sample size. The data derived from this study were limited to the families of children enrolled in this specific south bay learning center, which may not be generalized to the entire learning center franchise. Even though the opportunity to participate in the study was provided to all families of early education students enrolled in this learning center, only a select few volunteered to participate, therefore creating a small sample size. The opportunity to participate was not offered to families who had students enrolled in grades 4-12.

An additional limitation to the study was the option to audio record all the data. Utilizing this method of data recording, the researcher was relying on the families to be clear, thorough but concise in a specified amount of time. Relying on this method for data collection possibly restricted the study's results because some participants may have expressed themselves more fully if they were given more time to respond. Lastly, there may also be a limitation created by the specific ethnic and gender mix of the participants in this research study.

### **Implications for Policy and Practice**

Future research on parental self-efficacy and its effect on parent involvement can expand educators and administrators understanding of the importance and benefits of encouraging parent involvement. This study uncovered the underlying drivers of parental self-efficacy and the ways, in which, schools and teachers can support them. Although this study was limited to the views of participants at the learning center, the findings seemingly can be generalized among parents of most early education students. Table 5 outlines the major findings of this study, associated implications, and proposed action strategies by the researcher.

Table 5

*Implications for Policy and Practice*

Major Finding	Implications	Action Strategies
Parents “feeling” of inadequacy.	<ul style="list-style-type: none"> <li>• Parents have a strong sense of self-efficacy when it comes to assisting with homework although they are often presented with challenges</li> <li>• Parents can be more capable than they think.</li> <li>• Parents can overcome issues with low self-efficacy with assistance and support from teachers and schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate self-efficacy enhancers (verbal persuasion, vicarious learning, mastery experiences) into daily interactions with parents to maintain strong efficacy beliefs.</li> <li>• Teachers should incorporate collaborative assignments/ projects into their lesson plans to encourage parents to assist their child and help them recognize the value of their contribution to their child’s educational journey.</li> </ul>
Parents would benefit from tutorials for homework.	<ul style="list-style-type: none"> <li>• Parents would assist their children more if they had the knowledge and resources to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools should conduct seasonal parent nights to provide parents with the tools they need to effectively assist their children.</li> <li>• Teachers should attach answer keys or demonstrations to homework assignments that may be challenging to parents e.g. the common core “new” math.</li> <li>• Provide parents with formal invitations to participate in classroom activities.</li> </ul>
Parents would benefit from free/ flexible educational support.	<ul style="list-style-type: none"> <li>• Parents want to be involved but lack the time, knowledge, and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools need to provide accommodations for working parents.</li> <li>• Schools need to re-allocate funds in the budget to dedicate to free tutoring and after school programs.</li> <li>• Schools need to provide parents with resources to supplement the curriculum at home.</li> </ul>

(continued)

Major Finding	Implications	Action Strategies
Parents motivate their children by rewarding their successes.	<ul style="list-style-type: none"> <li>There isn't enough support or motivation for children who experience challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges should be recognized and referred to as opportunities for growth at home and in school.</li> <li>Any level of effort or progress should be celebrated at home and in school.</li> <li>Extra support should be provided to any student who needs it in school.</li> </ul>
Parents depend on teachers to keep them informed of their child's progress and challenges.	<ul style="list-style-type: none"> <li>Parents lack accountability in the area of ensuring their child's academic success.</li> <li>Parents have high expectations for teachers however, teachers may or may not have the time to provide this information to the parents of each of their students and may not be aware that this is expected of them.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers should encourage and maintain an open line of communication with parents.</li> <li>Teachers should provide a notice to parents at the beginning of each year which outlines the goals of the class, the expectations of the students, and the roles of the teacher and parents.</li> <li>Parents need to be proactive and reach out to the teacher via phone, email, or meeting to stay informed on their child's progress.</li> </ul>

### Recommendations for Further Study

Based on the results of this study, the following recommendations for further research were identified:

1. Future research should examine this study's research questions within a larger context.  
Further study could include children from other early childhood education programs in the area to determine if the results could be generalized.
2. Future research should explore best practices for creating more effective opportunities for families to become involved in their children's education at school. Educators continue to

struggle with family engagement, even though research supports the importance and benefits of parent involvement.

3. Future research should examine the level of parent involvement of a single parent household compared to a two-parent household, a working parent household compared to a household with a stay at home parent, and an English-speaking household compared to a dual language household. Efforts must be made to incorporate parent involvement activities that meets the specific sociocultural needs of the families. Educators must find ways to accommodate their specific parent pool.
4. Future research should explore the effectiveness of current teacher education programs and the absence or inclusion of a parent involvement curriculum. Most college and university teacher prep programs do not require students to take any courses on how to work with parents. Teacher prep programs should reflect the realities of the classroom and prepare teachers to effectively work with the variety of families that they may encounter.
5. Future research should examine the current mandated family involvement practices at the elementary, middle school, and high school level. Home-school communication practices should be required of all teachers and should be an integral part of their performance evaluations. This stipulation would likely encourage and enhance the level of home-school partnerships.

## **Conclusion**

There has been plenty of research to support the necessity for parent involvement in education. According to Miedel and Reynolds (1999), when parents are involved, the students have a higher chance of being successful throughout their entire educational career. Lee and

Bowen (2006) added that parent involvement has been shown to be positively related to children's educational performance and may mediate the effects of poverty and has been identified as a possible strategy for reducing the achievement gap.

This qualitative research study explored the underlying drivers of parental self-efficacy among parents of early education students as a means to increase parent involvement. An increase in the enrollment of early education students at the learning center due to parental feeling of inadequacy to assist their children sparked this research study. While there is much research on the benefits of parent involvement, educators continue to struggle with understanding why parents are not involved and finding ways to get families involved.

As with the majority of qualitative research, the analysis of this data is not complete. According to Hatch (2002), in qualitative research, there is always more data that can be adequately processed, more levels of understanding that can be explored, and more stories that can be told. The analysis of this research study revealed important concepts that provide insight that can be reviewed, implemented, and further explored. The purpose of this study was to understand ways to support parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles, to improve parents' self-efficacy and to increase parent involvement in their child's education. In order to guide the research, the following research questions were explored:

- What ways, if any, can parent self-efficacy be improved to enable parents to assist their child in meeting the requirements for early education? Tutorials, resources.
- What ways, if any, can parent involvement be encouraged to help them better assist their child with their education? Invitations, timely opportunities.

The answers to these questions were revealed through four themes, which were factors associated with (a) parental self-efficacy, (b) establishing positive learning outcomes, (c) learning at home, and (d) support from schools. Parent self-efficacy can be improved through encouragement positive reinforcement and the availability of resources to assist them with homework help and other outside learning opportunities. Parent involvement can be encouraged through increased flexibility from schools for working parents, personal invitations, and a consistent open line of communication between home and school.

The findings in this research reinforces a lot of the literature mentioned in Chapter 2. The data gathered in this study reflect the theoretical frameworks used in this study. One of Epstein's six types of involvement, learning at home, was reflected through the data. It is important for schools to provide information and ideas and families on how to best help their children at home. The data gathered confirmed that parents would appreciate support from schools in that regards. Hoover-Dempsey, Walker, and Sandler (2005) parent involvement model was also reinforced in this study. This model suggested that parents become involved due to their specific role in parental involvement, their level of self-efficacy, their perception of the school's invitation for involvement, and their perception of their child's needs and wants in regard to parent involvement. The model also suggested that parent's choices of involvement are affected by the parent's perceptions of their own skills, their resources, and invitations to involvement from their children and schools. The data from this research revealed that the parents' involvement or lack thereof is, in fact, determined by their time, knowledge, and resources. Furthermore, their decisions are often determined by their perceptions of the aforementioned factors.

There were many other similarities and differences between the literature review and the data presented in this research study. Bandura (1994) suggested that parental self-efficacy could

be developed through verbal persuasion. The participants of this study agreed that they would benefit from encouragement from teachers and schools. The participants of this study happened to be African American and Latino and they all had limited parent involvement. Research has shown that ethnicity and race are significant factors that contribute to parent involvement; therefore, this study provides validity to those findings.

Word clouds aren't often used in educational research; however, the use of word clouds was beneficial to the researcher. Similar to Ramsden and Bate (2008), word clouds were useful in assisting the researcher to analyze the responses quickly. The researcher also experienced a couple of the noted limitations such as the inability to analyze the feedback in its entirety and having some of the words being retrieved out of the original context.

The results of this research may increase awareness and knowledge regarding (a) the effects of parental self-efficacy on the decision to become involved, (b) the barriers impacting parent involvement at the early education level, and (c) cultural and financial factors involved in parents' decisions to become involved in their children's education. This research study adds to the parent involvement literature highlighting self-efficacy as an important factor in determining parents' level of involvement and the decision to be involved in their children's education.

If the researcher were placed in a position where parent self-efficacy and parent involvement in early education was involved, the researcher would simply listen to the parent population. There is plenty of research that speaks to increasing parent involvement; however, those methods may not work for all parents. Each school should survey and speak to their specific parent population to see which parent involvement methods are best for them in order to maximize parent engagement on that particular campus.



The researcher enjoyed conducting this study as it was interesting to learn more about the challenges parents face in regard to their child's education. While the researcher's primary interest lies within higher education, an interest in early education has now been attained. The early education years are pivotal to a child's education so it is important that all parents and students are equipped with the tools they need to have a positive learning experience and academic success.

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## APPENDIX A

## IRB Approval



Pepperdine University  
24255 Pacific Coast Highway  
Malibu, CA 90263  
TEL: 310-506-4000

**NOTICE OF APPROVAL FOR HUMAN RESEARCH**

Date: February 09, 2018

Protocol Investigator Name: Brionie Dixon

Protocol #: 17-11-679

Project Title: The Exploration of Parent Self Efficacy and Parent Involvement in Early Education: A qualitative case study of parents of students who are enrolled in an urban learning center in the south bay area of Los Angeles

School: Graduate School of Education and Psychology

Dear Brionie Dixon:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at [community.pepperdine.edu/irb](http://community.pepperdine.edu/irb).

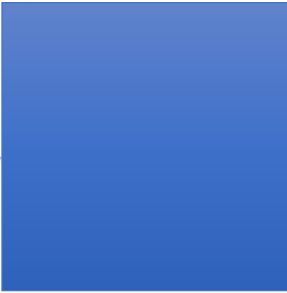
Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

## APPENDIX B

## Site Approval



1/25/2018

Pepperdine University  
Graduate and Professional Schools Institutional Review Board (GPS IRB)  
6100 Center Drive – 5<sup>th</sup> Floor  
Los Angeles, CA 90045

RE: BRIONIE DIXON

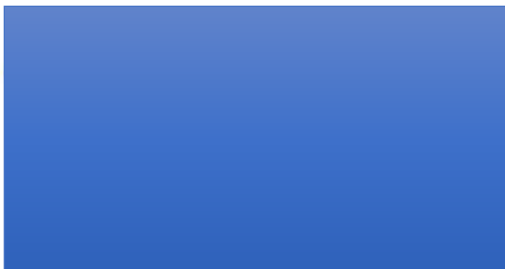


PARENTAL SELF EFFICACY AND PARENT INVOLVEMENT IN EARLY  
EDUCATION

To GPSIRB:

This letter is to convey that I/we have reviewed the proposed research study being conducted by BRIONIE DIXON intended to CONDUCT INTERVIEWS at [REDACTED] and find PARENTAL SELF-EFFICACY AND PARENT INVOLVEMENT IN EARLY EDUCATION acceptable. I/we give permission for the above investigators to conduct research at this site. If you have any questions regarding site permission, please contact: [REDACTED]

Sincerely,



## APPENDIX C

## Consent Forms

**PEPPERDINE UNIVERSITY****Doctoral Student****INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES****THE EXPLORATION OF PARENTAL SELF EFFICACY AND PARENT INVOLVEMENT IN EARLY EDUCATION**

You are invited to participate in a research study conducted by **Brionie Dixon** at Pepperdine University, because you are **a parent of a TK-3<sup>rd</sup> grade student enrolled in an urban learning center in the south bay area of Los Angeles**. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for you records.

**PURPOSE OF THE STUDY**

The purpose of the study is to develop an understanding of a means to support parents of early education students enrolled in an urban learning center in the south bay area of Los Angeles, thereby improving parent's self-efficacy to increase parent involvement in their child's education.

**STUDY PROCEDURES**

If you volunteer to participate in this study, you will be asked to meet for an in –person interview that should take no longer than one hour. The location can be discussed however, for convenience, you will be asked to meet at the Starbucks minutes away from the learning center during the time your child would be in their tutoring session. You will be asked a series of open-ended questions that will be audio recorded for accuracy. If you do not wish to be audio-recorded, the interview can still be conducted as the researcher will simply opt to take notes instead.

**POTENTIAL RISKS AND DISCOMFORTS**

The potential and foreseeable risks associated with participation in this study are minimal. The potential risks include fatigue and boredom due to length of interview.

Pepperdine University Graduate & Professional Schools Institutional Review Board (GPS IRB) Informed Consent

**POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY**

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include: the potential improvement in the self-efficacy of parents, better communication between home and school, increased levels of parent involvement and overall student success in early education.

**CONFIDENTIALITY**

I will keep your records for this study *anonymous* as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected computer in the principal investigators place of residence. The data will be stored for a minimum of three years. The data collected will be transcribed using a third-party service, trint.com, then uploaded to be coded and categorized into themes and subthemes.

Any identifiable information obtained in connection with this study will remain confidential. Your responses will be coded with a pseudonym and transcript data will be maintained separately. The audio-tapes will be destroyed once they have been transcribed.

**PARTICIPATION AND WITHDRAWAL**

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

**ALTERNATIVES TO FULL PARTICIPATION**

The alternative to participation in the study is not participating or completing only the items which you feel comfortable.

### **EMERGENCY CARE AND COMPENSATION FOR INJURY**

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury.

### **INVESTIGATOR'S CONTACT INFORMATION**

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Brionie Dixon at [REDACTED] or [brionie.dixon@pepperdine.edu](mailto:brionie.dixon@pepperdine.edu) if I have any other questions or concerns about this research.

### **RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION**

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or [gpsirb@pepperdine.edu](mailto:gpsirb@pepperdine.edu).

### **SIGNATURE OF RESEARCH PARTICIPANT**

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

**AUDIO/VIDEO/PHOTOGRAPHS** *(If this is not applicable to your study and/or if participants do not have a choice of being audio/video-recorded or photographed, delete this section.)*

- ☐ *I agree to be audio/video-recorded /photographed (remove the media not being used)*
- ☐ *I do not want to be audio/video-recorded /photographed (remove the media not being used)*

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date



## APPENDIX D

## Human Subjects Consideration- CITI Program Completion

English

Text size: A A

Brionie Dixon ID: 6454519 | Log Out | Help

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Main Menu > Previously Completed Coursework

Pepperdine University Reports

Physical Science Responsible Conduct of Research

Physical Science Responsible Conduct of Research

Stage	Completion Report #	Passing Score	Your Score	Start Date	Completion Date	Expiration Date	Completed Modules	Completion Record
1 - Basic Course	24078659	80%	93%	08-Aug-2017	08-Aug-2017		View	View-Print-Share

CITI Conflicts of Interest

Conflicts of Interest

Stage	Completion Report #	Passing Score	Your Score	Start Date	Completion Date	Expiration Date	Completed Modules	Completion Record
1 - Stage 1	23871940	80%	80%	08-Aug-2017	08-Aug-2017	07-Aug-2021	View	View-Print-Share

Information Privacy Security (IPS)

Students and Instructors

Stage	Completion Report #	Passing Score	Your Score	Start Date	Completion Date	Expiration Date	Completed Modules	Completion Record
1 - Basic Course	23871941	80%	80%	08-Aug-2017	08-Aug-2017		View	View-Print-Share

GSEP Education Division

GSEP Education Division - Social-Behavioral-Educational (SBE)

Stage	Completion Report #	Passing Score	Your Score	Start Date	Completion Date	Expiration Date	Completed Modules	Completion Record
1 - Basic Course	23871942	80%	82%	08-Aug-2017	10-Aug-2017	09-Aug-2022	View	View-Print-Share

## APPENDIX E

## Recruitment Material

## PHONE SCRIPT

Hello. May I speak with \_\_\_\_\_

Hi its Brionie, the old director from XYZ learning center, how are you?

I was just reaching out to you to see if you'd be interested in participating in my research study for my dissertation. I remember mentioning it to you last year and its finally that time.

My research explores parental self-efficacy and parent involvement in early education. I've noticed that a lot of parents are enrolling their kids into XYZ because of the new requirements for early education which is causing the younger kids to fall behind before getting a chance to even start. I want to look into that and hopefully do something about it. My purpose is to understand ways to support parents to improve their self-efficacy in relation to their child education and to encourage parent involvement both at home and in school.

I will just need to ask you 7-10 questions. It should take no more than 45 minutes. I would prefer to conduct the interview in person so that I can record it, if that's ok with you.

Let's plan to meet at the Starbucks down the street while \_\_\_\_\_ is getting tutored.

Does that sound good?

Which days work for you?

Thank you so much! I will see you soon.



## APPENDIX F

### Instrumentation

#### INTERVIEW QUESTIONS

1. Why have you chosen to seek outside academic support for your child?
2. Tell me about your ability to make choices about your child's schooling.
3. How confident are you in your ability to help your child develop social skills?  
**[Researcher: Explain]**
4. How do you feel about your ability to connect with other parents at your child's school?
5. In what ways do you express your ability to motivate your child to do well in school?  
**[Explain]**
6. How do you feel about your ability to support your child's learning at home? **[Explain]**
7. How might you ensure that your child's school meets your child's learning needs?
8. How confident do you feel in helping your child cope with his/her emotions?  
**[Researcher prompt: failure, confidence or lack thereof, learning differences, social awkwardness etc.]**
9. How might the school support you in providing a positive learning environment for your children at home?
10. In what ways might the schools encourage you to participate in parent involvement activities?

## APPENDIX G

## Transcriptions

**PARTICIPANT A2****IMG\_0421.mov**

[00:00:00] So are you ready to go and get started. Okay great. Thank you. **So why have you chosen to seek outside support for your child.** I just felt like it was necessary to get them started when they're learning early for their social skills and building their immune systems by exposing them to the more common Kint germs so that they would be prepared or when they actually go to kindergarten and first grade. So that's why I have them here just you know to prep them to make sure they're not behind. I did hear that things are a little bit different in school now and everything's a little bit more advanced. And I just really want my kids to be ahead of the curve. So yeah. **OK so tell me about your ability to make choices about your child's schooling.** Well I mean I would prefer that my kids had a private education. But of course that's not always the best. We do have to do with the public system. So my ability to choose a good public school in our neighborhood you know the inner city definitely makes the options limited. So I was happy when I found of course. So and this day here kind of like a school that they were able to go to because McGinnes we were to learn Spanish all while getting daycare and stuff but you know I do plan to put them in at least a charter so that they could at least have a 10 to one teacher ratio. I'm trying to do the best. It's just that my options are limited.

[00:01:47] So I feel kind of in my ability to make choices. But with the choices I have it kind of causes a bit of a conflict there. So that's definitely understandable. There's only so many options. I do get why you appreciate the charter schools and things like that private education for free. **So how confident are you in your ability to help your child develop social skills.** I'm extremely competent. I'm open with them teaching them how to communicate their feelings and how to take criticism and develop being tough skinned so they don't accept anything or any opinion that someone else have made about them. Wow that's really good teaching them self-esteem self-confidence. From the beginning only it's going to yield good results so that's really good to hear. **And how do you feel about your ability to connect with other parents at your child's school.** I'm a hands on piano and most parents aren't in public school so I really don't connect with them since I rarely see many of them so that's definitely something that the schools need to work on and that needs to bring about a little change **in what ways do you expect your ability to motivate your child to do well in school.** I don't think it is their only job is to go to school and get the grades at a job you get paid. So I have a reward system for them ranging from cash should be cations and even changing their room decor and I both about them to family and friends and make Evansville appreciate it letting them know how it feels when someone is proud of them. Good.

[00:03:27] **So how do you feel about your ability to support your child's learning at home.** I'm confident. I think they excel in school because we're teaching them at home and we have them in all these different centers and stuff that helps them as well. So it's all about taking the time and finding the right opportunities for your child. So like even if I came you know physically support them at home I have things in place to kind of pick up the slack. Although I do wish I could be more involved. But working single moms you know how that goes. **So how do you ensure that your child's school me your child's learning needs.** Well I was going in with a teacher and I meet with the principal. I sure that the learning curriculum will be suitable for my children. You know not all children learn the same. So I do look for schools who are open to custom learning and you know taking the time to figure out what's best for the student and moving them along like machines. So so even if there are bands programs that are selling quicker than the lesson just so they don't become stagnant in their schools. **So how confident do you feel in helping your child cope with his or her emotions.** I was encourage my kids to just keep pushing. I don't really habv them. If your son is not

life.

[00:05:03] So how might the school support you in providing a positive learning environment for your children at home. I think I should go old school with sinning workbooks home with examples. So I get my groove back which will make it easier to help them honestly kids don't remember every step in the lesson but time they get home so some tutorials especially with the new stuff will be good. So in what ways might this encourage you to participate in parent involvement impact parent involvement activities. Excuse me. I am Sandy anyway but I really need because I just feel like I need to participate in when I can. My child. But the schools could send more reminders and more correspondence just to get us excited about it and tell us how it could benefit our child. For other parents who don't really see the importance of being the school as opposed to just take care of everything as far as learning just a little brochure and maybe a little get home or just anything just you know make us feel motivated to come. Like our child needs us to come. You know things like that just help us help them in a sense. Alexis will thank you for participating in this interview. I'm going to go ahead and stop recording.



## PARTICIPANT M1

### IMG\_0424.mov

[00:00:01] OK. So we're going to go ahead and get started. Martial is going to be about questions. You know stop me if you have questions. But yes I am ready to start school. So why have you chosen to seek outside academic support for your child. Well my son and father really wants him to be a head of the class. He's very strict about education and things like that. He was troubled a little bit but I was or you know spending the time with him and his homework at home but I guess my husband just got a good amount of the time. Well tell me about your ability to make choices about your child's schooling. Well initially my child had to attend the schools in the neighborhood which wasn't always the best schools around here have limited resources. But now my child attends a charter school which has been great. My husband and I enrolled him in here while we're used to work at the Learning Center to fill in the Endo's learning gap. So I feel pretty confident in my ability to make positive choices about my child's school. How confident are you in your ability to help your child develop social skills. Well my child really has a mind of its own as you probably saw very charismatic. He gets along with most kids but not others. But I think that's life. I think I encourage my child to be himself. I can only hope that being social positive and polite is part of that.

[00:01:40] How do you feel about your ability to connect with other parents at your child's school and connect with other parents sometimes during the pick up and drop off times at school. But aside from that I don't really have the opportunity to connect because I work full time but I wouldn't mind finding other parents especially those who have the time to be more involved at the school. So in what ways do you expect your ability to motivate your child to do well in school. My child's father is very strict and when it comes to education so that alone motivates my child to do well because he hates to disappoint his father. But we also celebrate all of his successes big or small whatever worth celebrating. We stress the importance of education and all the opportunities he can have if he does well in school right now he wants to be a doctor so he knows how important school is to reading that particular goal. We're right about that. But how do you feel about your ability to support your child's learning at home. I agree with him a lot. I struggle with literacy early on so I'm always on him about reading. I mean he loves it now I think well he loves some reading. I mean he got to be a good topic or whatever but math is a different story. Is definitely not my strong suit. So I think I almost got my son in that regard. But I have others in place to help him with that she needed you got to back a plan. How might you ensure that your child's school meets your child's learning needs. What things aren't going well or if his grades slip or whatever.

[00:03:32] Set up a meeting with the teacher to see what we need to do to make it better. And I appreciate all the help from the center because you know Ashley reaches out to the teachers on my behalf. So it's great that you guys are working for the betterment of my child and it requires minimal effort from me which is a good method. So I'm looking to look at the good part about it though. Absolutely. How confident do you feel in helping your child cope with his or her emotions. Well to be honest my son is feeling any other way than happy. He goes to his father. My son thinks he's a little Manzel he doesn't show me too much of his emotion. However we both allow him to feel what he needs to feel of our longing needs to feel that we are. We encourage him to always talk about it and that's our effort to keep him emotionally stable and well-balanced. How many of us will support you in providing a positive learning environment for your children at home. Well they could have been more collaborative assignments that requires some thought and assistance from parents. My son really just gets these packets of work at home which he hates. So it's hard to have a path of life and at home when home makes my child think of those home packets which he hates so

[00:05:06] So additionally in what ways might the schools encourage you to participate in parent involvement activities I think would be beneficial if they came up with some kind of program like Perez working moms with the non-working moms that always have the time to be in the classroom. So the working man I can maybe feel more part even if it's only a phone or money. Like the teachers you know they're busy. They've got their own busy work loads. They barely had time to teach let alone worry about you know encouraging parents to come. So I think it should be on the parents maybe just you know do a little just some kind of pairing program with other parents who are fortunate enough to have the time or resources to be involved in kind of filling those gaps. Maybe do parent bodies or something where we could just walk amongst ourselves the PTA could maybe even facilitate that kind of thing you know just help us out a little bit because I don't like missing things it's just what it is for right now. So I think something like that might help you out for me right at me. That's a very good idea and definitely something worth exploring. But great great great. Well I want to thank you again Marsha for participating and zom Yeah we're going stop courting.

## PARTICIPANT A2.m4a

[00:00:04] So start recording now right. OK great. OK. So I think it was going to pick up your voice but let me put it towards viewers because I'm louder. So why have you chosen to enroll your child into the learning center? I just feel that is really good for the child development socially and educationally when she starts elementary it's not like a shocker and she is comfortable. And I was at home with her so she was you know used to me and I love her so kind and generous with her. Yeah. So yeah. And then also just yeah just you know I grow up socially I think that most work is super smart because I mean they know how to teach. It's like being a home here like you know we watch our show singing ABC mouse. Yeah we do that kind of stuff. But like they have for real life curriculum. So tell me a little bit about your ability to make choices about your child schooling. Well as far as choosing the right school make sure it's a perfect fit for your kids and for me I like to write my resources. I feel that I do have that ability. I didn't personally when I put her in this school. I didn't go see a lot of schools. I had a friend told me about the school so I checked out the Instagram page.

[00:01:37] I set up a tour and went to go check that out. Oh and also I had some friends with kids that go to school there as well. So that gave me a sense of comfort something happened. I have an extra set of eyes. But I didn't go out of schools. I spoke with the director and I just felt really comfortable I'm really big on vibes and all that. And like I felt comfortable and like I don't let people watch my kids. So I just feel comfortable and like if I could have afforded it, it would have enrolled her right then. But anyway your question as far as looking if I felt like I had to choose, I'd be good like researching schools and like finding out what resources you have just fit my child's needs who has special needs. But for elementary school I'm going to have even worse schools are going to have to start doing that because she'll be going next year. Are you guys. Well I'll read this part but is good enough to go here or work with your uncle. The closest offer there would be Kelso. But here is right. If I could just put them to get great work. Last year the school used to be OK. I really wanted her to go to Adler.

[00:03:11] Now Westport Heights is so much really really the and it was a little west just after but I just didn't get a break. Oh that's news to Carson so says Curtis. But everybody knew it was right and you know school is the school. It's ok there's a bad principal principals in his past he has a black principal so she's not too young but like a black principal diverse it's diverse economically as well. And whether that I was with me when we were lacking. Right now we think everything that black or Latino. Like everything else. I don't know really. So you wouldn't ever tell me about it. This girl in my gas class her daughters doing Teekay there to start kindergarten would you be able to use them with your current dress. No because you have Westchester dress. You know we salute a course. My cousin lives uppish in church and I go why this whole city does not have to be able to get on the bus and you have to live with my cousin literally lives in Westchester like right here. So I go back several times. Leaseholds No I've never been I don't know where I need to go check it out. It's just like gumshoes right. Like that's what people do. I like it because it's a school that is flat. It's not a building. There's the grass and a lot of schools there's no space in the city so you have to take and get the build up. I understand it and you're like that.

[00:04:57] Or like how Drew and age they need to have a Hamhung or they don't have the same size as just a cellphone dreamy. What she told me was that I was like oh I don't know and I had I've already said this is one thing. I mean seeing it just really was like the vessel and I just said we would like to like it's all very challenging. I got to do a lot of altercations because people were like the black kids that we were here. That's nice I was with every school. But the Dalai Lama so. So how confident are you in your ability to help your child develop social skills. My abilities.? As of



yeah no because sometimes I'm socially awkward because I feel like you want to get that. Do you like with young kids how to get them for like a few years. Oh I don't really want to do before 5 because if you want to get this system say I'll let you do after 5 and can't get it will cause that to laugh when I get them to begin therapy. So because they could not get me but they could fix it. So the earlier the better fix it and get them in recovery a way to live that way. But this time when children are little I was like my three my life. So like not even 2. And I was like something different because whatever you call my use your word. And so she can take it.

[00:06:56] And then my other cousin to ask doesn't he would just since and has been Amberjack was like You know I he's like that's a sign like spinning not being dizzy. Oh no words. He also who's like he's bikeway Kydd socially awkward. Yeah that's another. I didn't pick up on it because I know I contact a lot of that he could have been there. So anyway your question I full company but if I do a machine I think I'm glad more African Americans are willing to go. These days the new mom like I'm all here for their feet. I know I'm going to have to go on TV. I've never done so. **How do you feel about your ability to connect with other parents at your child's school?** Do you play by so much me. **I can do it just not too much now Just because they're on weekends. And that's when I try to make my workflow heaviest because I have childcare on weekends. But sometimes, Im like I don't really like you and I don't want to talk to them or hang out really.** Do we sometimes because I like you your moms like our age or are younger and dumber age. Some people think he's like 20 so they're like So you know I was 25 and he has age. Some are like single moms and some are married so they just think this couple older than me but I would probably like coleslaw these days. That's perfect. So you don't really like to commit to what the place **is that is just a matter of if I'm able to attend.**

[00:08:56] **Oh and then mind you, play dates i costs money and I'm usually broke so** I usually have to make it worse because if they're going to like say some new plan if you will lose their house she said you will go to the parents house and got you got a new. Or like you know. Oh that's very deluxe building. You're the man. Whatever that seems like it's like wow I just like how I I'm about to change right here and just like. OK so **In what ways do you express your ability to motivate your child to do well in school.** What ways do I express my ability. Yeah. Like how do you like motivate her to want to succeed in school. **My daughter is motivated with education because she likes to please. Not in a creepy way. She just is naturally a good student. At home she cuts up but at school she is great.** Crazy like you know Bagci just so you really have two guys not like the kind of school she does think she wants to do the. Like if I had to do the job and I know it's not going to paper. I do myself. So she's just like a. I love it so. **Well how do you feel about your ability to support her learning at home.** Murphy I have to say I hope she comes up. **I haven't figured that out. I've been praying and thinking about going to therapy because I don't know what to do with her. She is very head strong.** And she's very harsh like threats like that for life like nothing where to live where the rebel has become strong so they still can't figure it out. Well we've also been trying for some time. But what's the West like as far as like putting on your home. Yes. How do you feel about your ability to do it sounds like you're not going to like it outside the home.

[00:11:03] Well no because it's much like a lot of learning takes place at home is more like homework already when you do that homework Monday per day. Well she doesn't need assistance. **No I do that with her, homework because some of it is to read the directions. But I do it in a way to make sure she is doing as much as possible independently.** So it isn't protection factor here. Right. Like when you read the like me read sort of thing. So I do assist you with that. But I don't mind giving us all the answers. And I when I hope can I make sure I do it in a way that she's doing as much in her thoughts. I'm like I don't like when my mom helps me her homework from nothing to behave the way she does it. She. She's doing it to get her to enhance your life. But they have a

you. No telling how much is worth. So how do you make sure that your child school is meeting their learning needs? you take it with the teacher so you like always check in on what you need. This may be challenging for a night out here. I'm slowly ironing out. You don't need to get different I haven't really faced anything like that. She is a quick learner. than half have to adjust that work but I am the teacher communicates with me, u know like what's going on. I often asks how she's doing because she use to cry a lot and their were kids in the class with behavior issues.

[00:13:20] So yeah I do as a teacher and that I've gone out of school and the kids still couldn't. My kid wasn't one of us output much but given the fact that they are back represent the line when they're not having activities because behavior. I had an issue with that because I hear them is not because your kids don't want to hear because they want her to go to school center anywhere. Part 17 don't leave. I was scares me. Yeah I don't even know. So how confident do you feel in helping your child cope with their emotions, like confidence or failures? she hasn't really had any issues like that like Marlene Dietrich. She's like that if you ever feel like you're going like that social awkwardness. Maybe somebody didn't want to play with her so she's never experienced like a negative emotion. We friends everything. I mean she had my son like Dragon Age. You know we just kind of like Bersatu like we know we are whores like how we always come back. She would more so cry a lot when we would drop her off at school, like separation anxiety. So I would just reinforce what she already knows. Like its ok, I'll be back, your friends are there He got you off to you back. Next time you don't want to come back. Is you aware about that separation right ballast. No I don't mean kids. Really not the muscles. So what happens when she makes mistakes they wind up here. Get over it. Oh yeah I don't make a big deal., if she makes a mistake on homework or something, we just correct it however, if she is tired, she is emotionally disturbed. Mood changes. So that is also a factor. But I don't want her to grow up and be crazy so I don't make her feel like mistakes are the worse thing ever. I have lived his life that I would have he my perfectness yeah. Also with her in Kansas she says she's tired Casey. No I you see that they're really affected by the means like their moves are very leaky so he missed the Happer he will never even tell it like it is today.

[00:16:00] This is a foreign country there's a fight for this. You're going to have a smack where you really try to. Oh I see as you might say a big deal like you know I tried like I don't her own. So I seem like the man you I think I think the whole thing. Yeah that's right. That's good. Oh I feel like a freak out because my parents were like my dad too much grown up for just two more questions was So how might the school help you with creating a positive learning environment at home? like what can the school do to help you with like working with her. She's good in school and she's lucky because she's home with the while she is she has her homework. I like that. I know what you're doing in school and us. She has homework so like we do that at home, they reinforce what was learned but sometimes it just be too much I mean she's for so long that I Homar my word I said yeah like know where they didn't have school. So sometimes we end up doing is when I tell her she just can't she's over it just to fit in and we do in the morning. So I try and force. No we're not going to do in the morning when do you start to catch on to do it. But if not I just have to do things because you can tell that they aren't out of it. So maybe the school could send less homework for like less.

[00:18:05] But then also I understand some children need that requires me and so some of it to do like homework activities that might feel like a fun activities like learning at home could be fun too maybe that homework but then also you have to remember that some parents there's a level of involvement by some of the kids are not doing their homework . So I mean I feel like my kids are fortunate that like I am available do it if I'm not there, someone else will help them with it. Some of. But that's actually you know why so many kids wrote children for homework because they don't have time to get up with it. You know I'm trying to do his homework. I go Hey Mom he felt like she



involvement activities? Well ever so often , they have a parent day , where parents come and teach a skill or share something. Its called "so you think you can teach? And that's pretty cool but that all they really offer. Some parents do STEM presentations. This happen every few months. But most parents work and cant get off to participate. But we are invited so I think its more so on the parents then the school. My views on campus feel like sometimes though that's what the curfew was like a day where the parents come and teach a class. I was like What do you teach the parents. Whenever I see like. So you think you can teach and you know do our project with the kids or do they do business science technology like that. That's not that often but they do do that in time. So that's why we need more opportunities. And I would say yes but much I would say yes but then you have to keep in mind a lot here hearings they work. I don't want to show you why they can't get scholarships and they had the offer to come volunteer. You know the companies say that the school is doing all that they can to encourage their moment. And so what you're saying is that like you don't have that kind of on a schedule.

[00:20:13] Do I feel when I can really help once a day. Prio so you feel like you do go do you if you have time or if you want it to go to. Yeah in the beginning I clean them but that is more so because my separations I didn't want her thinking that like were going to school say know you're going to school and because that was the beginning portion. But now just because of her do with myself. So when you say they allow it it's not like you're not broken. So what things we do besides that kind of stuff. If my parents can't something or even a science fair. But they're not they're outsiders not to go and their is just as you say goodbye but to come I can't do that for you that way. OK. So that is the end of it. So let's pause.

## PARTICIPANT N2

### IMG\_0423.mov

[00:00:01] Are you ready. OK. Let's jump right in. So why have you chosen to seek outside academic support for your child goes to a dual immersion school and they spend the majority of their time studying Spanish. So I needed to get my son additional support for the English part meaning the dual immersion all cool and everything would have all of them are going to be in Spanish during the same years where he needs to be building his grammar writing all that stuff in English you know it's a bit about that's about all it's a bit tough but that's exactly why I sought support from you guys. So tell me about your ability to make choices about your child's school life. I'm confident in my choices. At first I was apprehensive because there weren't many black students at the school but I wanted my son to be bilingual. It's been a struggle but I think I made the right choice. It's going to benefit him in the long run. How confident are you in your ability to help your child develop social skills. That's a good question. I feel like I encourage him to make friends and be himself. But it's only so much I can do while he's at school and just reassure him that he's great and he should make friends at school and I can only hope that that's helpful. How do you feel about your ability to connect with other parents at your child's school. I I really connect I work and I don't have the time to participate in so many activities.

[00:01:32] However at the kids Christmas programs birthday parties or you know classroom events it's fairly easy to converse with other parents. In what ways do you express your ability to motivate your child to do well in school. I get a lot of verbal praise that I stressed the importance of education. I give them gifts for good grades. I put all of his good work on her refrigerator. I consistently encourage him to do well. So how do you feel about your ability to support your child learning at home. Well that's right. And enroll them into a. Excuse me in the first place. I really have the time and I mean he has the patience to help with a lot of his homework. Math has changed and with a dual immersion program I can't even understand the language to assist him so it's quite a few barriers or challenges facing us when it comes to homework. How might you ensure that your school your child's school meets your child's needs. I emailed the teacher from time to time to check and they rarely respond. But how long my son brings home good grades. I assume everything is fine. He brings home threes and fours so I assume that he is doing well and is keeping up with the class. So how confident do you feel in helping your child cope with his or her emotions like social awkwardness or failures or you know learning differences. That's an interesting question. How much how very quiet at home and at school he does play with other kids and he gets invited to parties but there aren't too many kids in his class that looks like him.

[00:03:20] But I think he is confident in his ability to succeed in school. But I'm actually not certain if he feels any social awkwardness or anything like that. I think I need to check in a little bit more on that and just be more mindful to those kind of things. So how might school support you in providing a positive learning environment for your children at home. They can send tutorials for them do math homework. Know. But seriously if they provided parent involvement activities during times that working moms could add to it may help me and my son nurture a loving relationship that will help me my son see home and me as an extended learning opportunity since I'm unable to be a part of his educational journey. It's hard to get a learning environment at home. He does his homework and so-and-so when he's home. He says I better apply one of those videogame. So in what ways might the school encourage you to participate in parent involvement activities. Well you know I've previously offered many opportunities during the weekend or like evenings they could send some pamphlets activities or something home. Me and my son could review together. Teachers and administration because impersonal invites for parents to participate. You know just make it



## PARTICIPANT N1

### IMG\_0420.mov

[00:00:02] OK. So why have you chosen to seek outside support for your child. My kids were struggling with math and English and I wanted to try to help them succeed in their class. OK. So tell me about your ability to make choices about your child's schooling. I researched I always read reviews on education for my children and for different schools so that I make sure that I always choose the right school one with the most activities most resources and free help for the kids is also something that I look for. How confident are you in your ability to help your child develop social skills. Well my kids are in activities such as karate swimming writing reading classes. They always have playdates with their classmates. And of course you know they always have their cousins around there kind of drag race together so they kind of naturally just develop local schools because they just really always had to be social they're always around people. So how do you feel about your ability to connect with other parents at your child's school. Well I'm involved in school helping the teachers I always interact with parents. If I have questions I am confident to ask with no problem. They say there's no questions right. So have I have them I definitely loaded the truck with them. So in what ways do you express your ability to motivate your child to do well in school. I always talk to my kids and tell them that they need a study that they need to do their homework try their best as they can.

[00:01:54] I tell them that I'm their example I'm always studying. I just finished Albion school so they need to be a good thing for the university and good education and steady career and then they know that that's really important to. How do you feel about your ability to support your child's learning at home. Well I just made sure that my kids have access to the internet and books. I try to help them practice with their math and English but you know that's why I bring them here because I do have to work to our full time job and then I'm also was in school so it was not much support I could provide to them. But you know the Internet and all these books interactive learning games that you guys provide. I tried to make sure that they get learn the learning support they need at home. So how might you ensure that your child's school meets your child's learning needs. I keep good communication with my kids teachers this way. Try to make sure they are learning or if they are struggling or if you know they bring home a grade that's not really the usual. I'll follow up with the teacher to see what's the problem. And I could help. How confident do you feel in helping your child cope with things or her emotions. I asked my children about the way they feel. Always assure them that I'm here to support them and give them confidence and trust people learn in different ways and not to be shy to ask questions when they need and understand that subjects are they are tough in class OK. Good good.

[00:03:34] So how might the school support you in providing a positive learning environment regions in at home. Well after this time I'm mostly happy with the school my kids attend. This wasn't always the case I just happened to find a good school now and the teachers I try to always inform me of my kids need help. She also provides extra practice work and they also provide web site for extra support when they're not able to provide it themselves as such as the current economy. I don't know if you heard of that. No I haven't but I'll look into that. Thanks for that. And lastly in what ways might those schools encourage you to participate in parent involvement activities on the school by the parents. They help to help in a class such as gardening group room parents to help out projects. Sometimes the parents to help kids read once a week they do ask for help in a cafe for parents to bring like orange juice no cookies and things like that for the kids to eat. And they also asked us to raise money for their filters. So I guess my problem isn't the opportunities it's you know figuring out ways that working moms or moms with a lot of different kids can help. So that's

## PARTICIPANT W1

### IMG\_0422.mov

[00:00:01] All right well are you ready to jump right on. So why have you chosen to seek outside academic support for your child. Well my son as you know was struggling with English. I work in a education nonprofit and I know that it is crucial that student fundamentals are strong enough to ensure future academic success. And as a ESL student I know firsthand how challenging it is not to learn the fundamentals and struggle later in school. I needed to make sure that my child has the best potential for academic success. That and that daring and that involves seeking support for him that I'm involved in seeking support from inside him. Tell me about your ability to make choices about your child's schooling. I've worked in education through my work with the nonprofits for 10 years now and I'm very kind of navigating the school system as well as my ability to seek support and ensure my child has the support he needs. And how confident are you in your ability to help your child develop social skills. Pretty confident. However I also know that the way I was raised may limit my ability to show him as much as I would like to. I don't know what I don't know. However I teach my child empathy and about giving back to the community and just positive things of that nature. How do you feel about your ability to connect with other parents at your child's school. I'm pretty confident in my ability to connect with other parents however I am very cautious.

[00:01:45] It is very hard to create and teach my child about Empathy kindness inclusion and respect for others and sometimes I'm cautious of who comes into my child's life. Also I am a single mom working two jobs and I am limited in my interactions with other parents but this is something I am actively working on. That's good to hear. So in what ways do you express your ability to motivate your child to do well in school. I do homework with my child when I can we visit the bookstore almost every weekend. Educational games we read every night I communicate to my child in school and learning is the tool by which his brain muscles grows. So he just really enjoys knowing that his brains are getting stronger. That's really cute. So how do you feel about your ability to support your child's learning at home. Because I worked two jobs I know that I could be doing more but I bring him here and I tried my best not to only do homework and read with them but also worked on the educational workbooks and online educational games. So how might you ensure you're at your child's school is meeting your child's Ahern's needs met with the principal and teachers on multiple occasions. I've also met with a counselor and psychologist because I know my child is experiencing a lot of changes in his life and he can either see need social emotional support not shy about asking and advocating for my child as well as seeking advice from educator and very open. I mean they have more experience. And like I said earlier I don't know what I don't know so I'm always open to whatever if it's going to help my child grow in some way.

[00:03:34] That's good. Woma but how confident do you feel in helping your child cope with his or her emotions whether it be failure confidence learning differences social awkwardness and things like that. I'm not confident in this. This is something I work on with my job and lots. My oldest sons best friend has Down syndrome and thus we talk about empathy differences and learning differences you know often so I think I'm pretty good with that. I didn't know that so that was interesting to hear how the schools support you in providing a positive learning environment for your children at home. I'm not quite sure because I think my limitation comes from working two jobs to provide for my boys. I don't know what they could really do to help me with my job situation but OK so in what ways might the school encourage you to participate in parent involvement activities. That's easy. I've struggled with the schools having child care for my other child for example they will have these events but save the little ones aren't loud enough for me. This result in me having to pay for a sitter and in those cases where schools provide child care. There is

## APPENDIX H

## Frequency Report- Hyperresearch

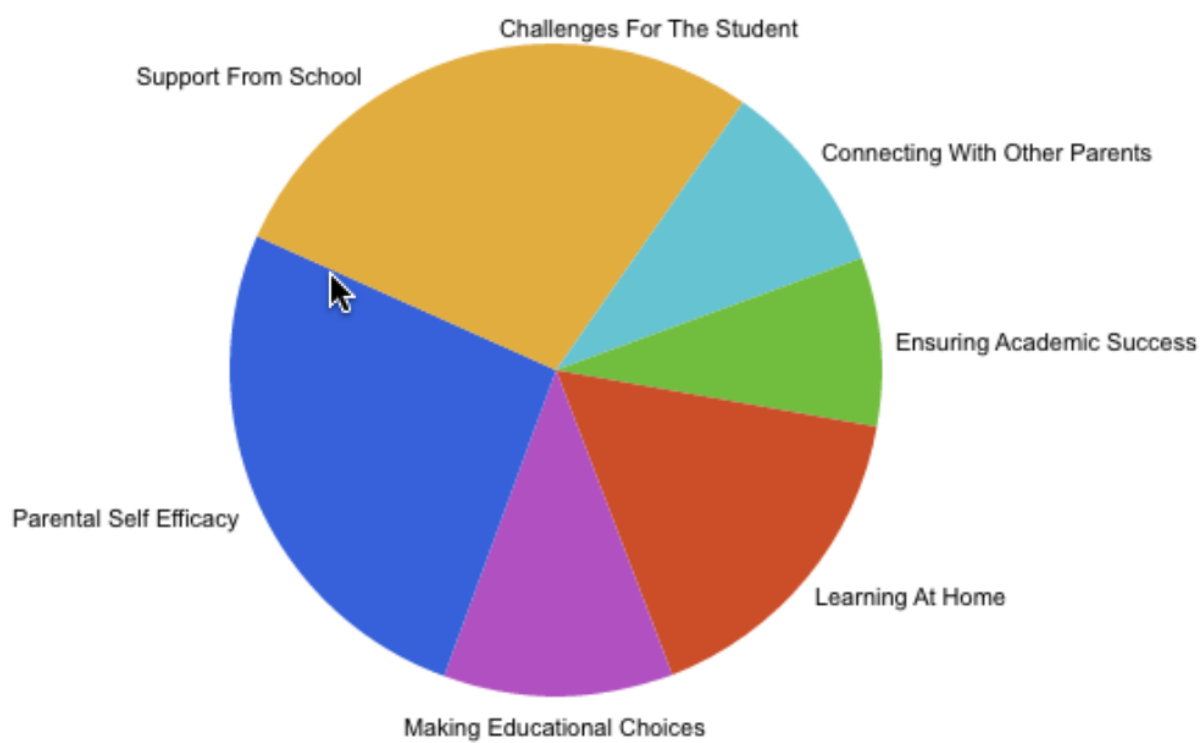


Figure H1. Frequency report – Hyperresearch.