

ABSTRACT

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An Investigation Of The Relationship Between Parents' Perceptions Of Parental Involvement And The Academic Achievement Of Their Children

(Major Professor: Otis K. LoVette, Ed.D.)

The purpose of this study was to examine the relationship between parents' perceptions of certain attributes of parental involvement in various aspects of the schools' environments and student academic achievement. The data were generated from parental responses to a questionnaire soliciting parental perceptions of parent and school relations, administrative leadership, school climate, school culture, curriculum and instruction, and the Louisiana Public School and District Accountability System. The study investigated which aspects of perceived parental involvement and respective demographic data were correlated with student academic success. This causal comparative study examined parental responses on 6,983 questionnaires distributed throughout the state of Louisiana. The thirty-six item questionnaire analyzed the six components of the School Analysis Model (SAM 2000) survey and the demographic data of parents from the 100 schools represented.

Stepwise multiple linear regression, univariate analysis of variance (ANOVA), and Kruskal-Wallis one-way analyses of variance by ranks test were used to analyze the data. Findings from this study indicated that how parents perceived the administrative leadership of the school, the curriculum and instruction of the school, and the school climate were the best predictors of a school's performance score and consequently student academic achievement. A positive significant relationship was found between school climate and academic achievement. Schools whose parents perceived the school climate as favorable had higher school performance scores. When race and education level of parents were analyzed, a significant difference was found between races. White parents appeared to have more positive perceptions of their total involvement than Black parents. This study also showed that parents without a high school degree had less positive perceptions of their total involvement than those parents within other educational levels. Parents who graduated from four-year colleges or universities had the most positive perceptions of their total involvement in the schools.