

The Influence of Parent/Guardian Attendance
at Instructor Designed Student-Parent Conferences
on Students' GPAs

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FACULTY APPROVAL

The Influence of Parent/Guardian Attendance
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Approved for the Faculty

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ABSTRACT

The purpose of this experimental research study was to determine the extent to which parental attendance at a scheduled parent conference had a positive affect on student grade point averages. To accomplish this purpose, a review of selected literature was conducted, essential baseline data and information was obtained and analyzed, and related conclusions and recommendations were formulated. Data analyzed generally supported the hypothesis that participating 6th grade students at Wilson Middle School demonstrated improved GPAs due to parent and student engagement in instructor designed conferences.

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CHAPTER 1

Introduction

Background for the Project

As stated by Former State of Washington Governor, Gary Locke said; "Research shows that there is no single factor that has more impact on student performance than the active involvement of a family member" ("Governor Locke Announces", 2002, n.p.).

Governor Locke further emphasized that when parents were involved in their child's education, students have demonstrated improvement with higher grades, better school attendance, increased motivation, lower rates of suspension, decreased use of drug and alcohol, fewer instances of violent behavior, and higher graduation rates ("What Research Says", 2002).

The focus on parental involvement in the field of education (kindergarten through 12th grade) has magnified over the last twenty years. After years of research and collected data in this area, the results have been particularly significant. For example,

collected research in the arena of parent involvement overwhelmingly demonstrated that children's learning was positively related to academic achievement.

President, George W. Bush (2001) has been quoted as saying that:

Good education starts in the living rooms of the citizens of this country. It starts with a mom or a dad saying, 'you turn off the TV and practice reading.' It means get rid of the tube and get into the books (No Child Left Behind, n.p.)

In today's complex world, it takes more than a good school and good home to educate children. These two major educational forces, school and home must work together ("Parental Involvement", 2007). Students who enter the school hallways without the support and interest of their guardians were at a large disadvantage in their academic careers and beyond. The African proverb; "it takes a village to raise a child" (Walters, 2001), was a very appropriate phrase when discussing the development and education of America's youth, but the foundation must come from the child's

home.

Statement of the Problem

Lack of parental involvement has been one of the biggest problems facing public schools. School age children and young adults historically have spent 70% of their waking hours (including weekends and holidays) outside of school. Yet, many children have not had adequate support from their parents with their academic careers. Students who have lacked parental interest and involvement in their education have very often not been successful. "Family participation in education was twice as predictive of students' academic success as family socioeconomic status" ("What Research Says", 2002).

Phased as a question, the problem which represented the focus of the present study may be as follows: To what extent did GPAs of participating 6th graders at WMS improved as a result of student and parent involvement in instructor designed conferences?

Purpose of the Study

The purpose of this experimental research study

was to determine the extent to which parental attendance at a scheduled parent conference had a positive affect on student grade point averages (GPA). To accomplish this purpose, a review of selected literature was conducted, essential baseline data and information was obtained and analyzed, and related conclusions and recommendations were formulated.

Delimitations

The sample population involved in the present study consisted of 77 sixth grade students enrolled at Wilson Middle School (WMS), in Yakima, Washington during the 2006-2007 school year. The sample size included approximately one third of the school's sixth grade population. Wilson Middle School is been one of four public middle schools in the Yakima School District (YSD), with students in grades six through eight.

The sample was comprised of 49 female students and 28 male students, ages 11 to 13 years of age. Participants included 12 special education students with various disabilities. The parents/guardians of 21

students were monolingual, Spanish speakers. The study did not address the influence that language barriers had between the guardian and the conferencing teacher, although Spanish speaking interpreters were always used.

Parent conference attendance was determined by whether the parents/guardians met with the assigned teacher in person during the three days of spring conferences. Telephone conferences were counted as a parent absence.

Assumptions

Wilson Middle School's para-professionals were in charge of documenting parent/guardian attendance at the spring, 2007 parent conferences. Their para-professionals escorted the parents/guardians to the correct conferencing teacher, and were accurate in recording attendance.

The teachers of the 77 students included in the study were accurate in their collection of student work, and in evaluating student assignments and assessments. The teachers were also accurate in

assigning each of the 77 students' grades and in correctly and recording data into the grading system used by the YSD.

The secretary at WMS who was in charge of student grades was trained to use YSD's grading software. The grading software accurately computed the GPA for each student included in the study.

The researcher (Ryan R. Johnson) assumed the students included in the sample group were assigned grades with similar standards in mind. The researcher assumed parents of sample group students received the parent conference invitation letter and reminder postcard.

Hypothesis

Participating 6th grade students at WMS will demonstrate improved GPAs due to parent and student engagement in instructor designed conferences.

Null Hypothesis

There was no significant difference between the GPA's of students whose parents attended the spring, 2007 parent conferences, and those whose parents did

not attend spring, 2007 parent conferences.

Significance was determined for $p \geq$ at .05, .01, and .001 levels.

Significance of the Project

There has been a strong emphasis on holding educators and students accountable for learning over the past 20 years. Numerous programs were formulated to assist in the process of holding each party accountable. There has also been a large focus on parental accountability and involvement. The investigator (Ryan R. Johnson) sought to determine whether parental attendance at parent and student conferences had a direct positive effect on student GPAs.

Procedure

Seventy-seven six grade students were included in the study. Data were collected after the spring parent conferences, which were held on March 14 - 16, 2007. The attendance sheet for sixth grade team 6B was used to determine how many students' parents attended the conferences and how many did not attend. The

researcher then collected the overall GPA's of each of the 77 sixth students in the sample. Students whose parents attended the conference were the treatment group. Students whose parents did not attend a conference were the control group. Data collected were then analyzed, using a *t*-test for independent samples, to determine whether parental attendance at parent-teacher conferences resulted in improved student GPAs.

Definition of Terms

Significant terms used in the context of the present study have been defined as follows:

control group. The group in a research study that either receives a different treatment than the experimental group or is treated as usual.

experimental research. Research in which at least one independent variable is manipulated, other relevant variables are controlled, and the effect on one or more dependent variables is observed.

handicap condition. For the purpose of this project, the condition for which a student qualified for special education services under the laws and

standards of the state of Washington was used.

parent. Includes a legal guardian or other person standing in *loco parentis* (e.g. a grandparent of stepparent with whom the child is living, or with a person who is legally responsible for the child's welfare).

parent conference. The meeting held between teacher(s) and the parent(s)/guardian(s) of children in their classes was used. During these meetings, parents were advised of student progress and other areas of their educational process.

parent involvement. The amount of interest parent(s)/guardian(s) had shown in their child's education was used. The amount of parent involvement can vary drastically from such things as attending meetings with educators to volunteering in the classroom or at school.

t-test. Inferential statistics technique used to determine whether the mean of two data groups are significantly different from one another.

t-test for independent samples. A parametric test of significance used to determine whether there is a significant difference between the means of two independent samples at a selected probability level.

treatment group. The group in a research study that receives a new, or novel, treatment, a treatment under investigation.

Acronyms

FRMP. Free or Reduced Meals Program

GPA. grade point average

NCLB. No Child Left Behind Act of 2001

WMS. Wilson Middle School

YSD. Yakima School District

CHAPTER 2

Review of Selected Literature

Introduction

The review of literature and research summarized in Chapter 2 was organized to address:

- Types and Levels of Parental Involvement
- Potential Barriers Between Parents and School
- Working Relationships with Students and Parents
- Parents Are a Child's First Teacher
- Summary

Data current primarily within the last 7 years were identified through an on-line computerized literature search of eLibrary, Proquest, and the internet. A hand-search of selected research materials was also conducted.

Types and Levels of Parental Involvement

Ferrana & Ferrana (2005) described an organizational framework used throughout the country to promote parental involvement in schools. The

framework was important because it linked parents with schools and provided the foundation for a positive outcome for children. The framework was comprised of six strategies designed to maximize student achievement, as paraphrased below:

1. Parenting: This approach helped families establish home environments to support children as students by providing parent education/training, such as family literacy. This strategy also supported school programs to assist families with health, nutrition, and other services.

2. Communication: This strategy provided effective forms of school-to-home, and home-to-school communications about school programs. Schools were encouraged to conference with parents and to provide language translators to assist families. Regular notices, memos, phone calls and other forms of informal communication were recommended.

3. Volunteering: Parents were invited to come into the schools during regular hours to help out in the classroom, in the office or other needed areas.

Parent visits were scheduled so as not to conflict with work commitments. Parents were also called upon to volunteer in many other needed areas without being physically present.

4. Learning at home: This strategy provided information and ideas to families about how to help students at home with homework and other school related activities, decisions and planning. Provision was made for scheduling a regular time and place for home study.

5. Decision making: This approach focused on assuring representation of families in school decision-making. Schools needed to allow parents to have choices in their children's educational path.

6. Collaborating with the community: When parent and community efforts were combined, schools greatly benefited. This strategy allowed the school to be more visible in the community, along with local business support. Collaborating with the community has proven to strengthen school programs, family practices, and students' learning and development.

For each type of parental involvement and practice, there also were goals that schools needed to meet to reach all families, not just those who were easier to engage. This approach provided schools with a structure to help organize specific activities to involve parents in their children's education.

Potential Barriers Between Parents and School

The demographics in the United States have become increasingly more diverse. The constant change in demographics brought new and increased challenges for educators and parents alike. Banda (2007) et al. observed:

Currently, in United States schools, students of color comprise of nearly 40% of the total student population and approximately 22% of these students have some kind of disability. It was predicted that by the year 2020, 50% of the students in the United States will represent diverse, nonwhite backgrounds (p. 24).

Banda et al. further noted that a majority of U.S. public school teachers came from white and middle to

upper class families of differing ethnicity and geographic origin. The diversity among teachers also included age, gender, language communication style, religious beliefs, socioeconomic status, and ability.

Banda et al. described culturally diverse families as frequently passive, rather than being actively involved in their children's education. This may be attributed to numerous barriers including the inability to speak English, an unfamiliar or intimidating educational setting, perceptions that their opinions were not valued by the school and possible direct or indirect discouragement from educators.

One of the major barriers educators faced when working with their student's families was socioeconomic status. As stated by Payne (2003), "In the year 2001, the United States had a poverty rate of 11.7%. There were 6.8 million poor families in 2001 (p.11).

Payne further observed that low student achievement was closely correlated with the lack of

resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement.

Shilper (2005) addressed the influence of poverty on families and children as follows:

In 2004, the United States government defined poverty as; an annual income, for a family with one adult and three children, of less than \$19,223. That works out at \$9.24 an hour or \$4.09 over the federal minimum wage, assuming that person gets forty hours a week and works fifty two weeks a year (p.11).

Another important area examined by Braddock et al. (2006) focused on possible barriers for diverse parents in terms of school involvement was family dynamics. These authorities stated:

In two parent households, 30% of fathers were highly involved in elementary schools, 25% were highly involved in middle schools 23% were highly involved in high schools. Mothers' parent involvement in two parents homes numbers were

much higher, elementary school 68%, middle school 51% and high school 39%. Single parent fathers were highly involved in elementary and middle school 53%. At the high school, fathers were highly involved 27%. Single parent mothers were highly involved 60% in elementary schools, 44% in middle school and 32% in high school (pp. 401-402).

When questioned about the lack of parent involvement and communication, some parents claimed that on most occasions, when the school called home, it was usually because of poor student performance or disciplinary issues. Some parents believed they were only contacted by the school for negative reasons. Other parents/guardians were uncomfortable at their child's school because of their personal lack of success in school, and past, negative experiences (Ramirez, 2001).

Working Relationships with Students and Parents

Building working relationships with parents and students was found to be a major influence on student

achievement. For example, in the Yakima School District, 74.8% of students enrolled qualified for the Free or Reduced Meals Program (FRMP) (Wilson Middle School, 2005). Qualifying for low family income proved to be a strong indicator of poverty. One of the keys to achievement for students from impoverished backgrounds was in creating relationships with their families (Payne, 2003).

The first step in creating relationships between students and adults was to make deposits that formed the basis of the relationships. Examples of relationship deposits were seeking to understand, keeping promises, kindness, clarifying expectations, apologies and being open to feedback. Successful relationships were developed when emotional deposits were made to the student and parent, and emotional withdrawals were avoided. Examples of relationship deposits were seeking to understand, keeping promises, kindness, clarified expectations, apologies, and being open to feedback (Payne).

Said Payne: "No significant learning will occur without a meaningful relationship" (p. 143).

Relationships were often very important to students living in poverty. Building relationships created support systems for students and parents. These support systems were very important for student's success in school.

Parent-teacher conferences were found to be one of the best ways to keep the lines of communication open. Parent-teacher conferences gave parents the opportunity to express concerns or potential worries about their child's schooling. These conferences provided teachers and parents additional time to form a working relationship. "When parents are fully invested, the child will be successful" (Passe-Rodriguez, 2006, p. 35).

Relationships in the field of education have played a huge part in the success of students as well as teachers. Further understanding life's deepest purpose can be found in relationships. Human growth and development, learning theory, classroom

management, and student motivation were intrinsically linked to relationships between teachers, students, and parents (Witmer, 2005).

Witmer identified some major ideas to emphasize when developing relationships between teachers and parents. One important step was to involve and invite parents into the decision-making process when appropriate. Another principle has been to seek out understanding when working with parents and families of students. Educators needed to accept the importance of understanding human needs, making connections with families, and foster healthy relationships.

Parents Are a Child's First Teacher

Strong networking and cooperation between the school and family could better support an environment of enriched learning and character development for students. Cordry and Wilson (2004) stated:

The American family is the rock on which a solid education can be built. I have seen examples all over this nation where two-parent families, single parents, stepparents, grandparents, aunts,

and uncles are providing strong families support for their children to learn (p. 56).

Parental involvement has become a powerful tool to be used by educators. Children spend much more time with their families at home than at school. A majority of children's most important learning must be completed outside of school. Cordry & Wilson observed:

By the time a child turns one, his parents will have 8,750 to provide supervision and care for them. When the child is ready to start school at the age of five, his parents will have accumulated 43,800 hours of time for his development and growth. Each new year the child will spend 1,260 hours with a teacher and 7,490 with his parents (p.56).

The No Child Left Behind Act of 2001 was developed with parental involvement in mind. (DePlanty, et al., (2007) described the law as follows:

The law recognizes that parents are their children's first and most important teacher, and for students to succeed in school, parents must participate actively in their children's academic lives. Parents need to become involved early and stay involved throughout the school years (p. 361).

DePlanty et al. further noted that educational sociologists and researchers who worked together concluded that families provide the social, cultural, and emotional supports that children need to function well at school. Additionally, teachers can provide opportunities for children to have positive interactions with significant adults and other peers to enhance children's academic success.

Summary

The review of selected literature presented in Chapter 2 supported the following research themes:

1. Parental involvement in student education has taken several different forms and has consistently been a key factor in American adolescent academic

success.

2. Recent transformation of the American family resulting from increased, diversity and poverty have created barriers between parents and the educational system.

3. The development of strong working relationships between students, parents and schools have contributed greatly to student academic success.

4. American children spend considerably more time with their parents/guardians than in the school environment which magnifies their role as the child's most significant educator.

CHAPTER 3

Methodology and Treatment of Data

Introduction

The purpose of this experimental research study was to determine the extent to which parental attendance at a scheduled parent conference had a positive affect on student grade point averages (GPA). To accomplish this purpose, a review of selected literature was conducted, essential baseline data and information was obtained and analyzed, and related conclusions and recommendations were formulated.

Chapter 3 contains a description of the methodology used in the study. Additionally, the researcher included details concerning participants, instruments, design, procedure, treatment of the data and summary.

Methodology

The researcher used an experimental research methodology involving a *t*-test for independent samples. This was a parametric test of significance used to determine whether there was a significant difference between the means of two independent samples at a selected probability level (Airasian &

Gay, 2003).

Participants

Participants included two groups of 6th grade students at WMS. Organized into treatment and control groups.

The treatment group (X) was comprised of 54 students. These students and their parents/guardians attended the spring, 2007 parent conferences.

The control group (Y) was made-up of 23 students. These students and their parents/guardians did not attend the spring, 2007 parent conferences.

Instruments

A *t*-test for independent samples provided essential baseline data from which related inferences, conclusions and recommendations were formulated.

Design

The *t*-test design used in this study was selected to allow for a comparison of treatment and control groups. Essential baseline data provided a basis for determining significance between parental involvement

in teacher scheduled conference and possible influence on student GPAs.

Procedure

Procedures employed in the present study evolved in several stages, as follows:

1. In October 2007, the investigator sought and obtained permission to undertake the study from Mr. Ernesto Araiza, WMS principal.
2. On March 14-16, 2007, data were collected from 77 six grade students at the spring parent-teacher conferences. The attendance sheet for sixth grade team 6B was used to determine how many students' parents attended conferences and how many did not attend.
3. In September 2007, the researcher then collected the overall GPAs of all 77 sixth grade students in the sample. Students whose parents attended the conferences comprised treatment group. Students whose parents did not attend the conferences constituted control group.

4. In November 2007, data collected were then analyzed using a *t*-test for independent samples, to determine the significance of parental attendance at the parent-teacher conference and student GPAs.

Treatment of the Data

A *t*-test for independent samples was used in conjunction with the Windows STATPAK statistical software program that accompanied the Educational Research: Competencies for Analysis and Application text (Airasian & Gay, 2003). This allowed the researcher to compare GPA's of treatment and control groups. The following formula was used to test for significance.

Summary

Chapter 3 provided a description of the research

methodology employed in the study, participants, instruments used, research design, and procedure utilized. Details concerning treatment of the data obtained were also presented.

CHAPTER 4

Analysis of the Data

Introduction

The present research study sought to determine the extent to which GPA's of participating 6th graders at WMS improved as a result of student and parent involvement in instructor designed conferences.

Chapter has provided information detailing a description of the environment, hypothesis, null hypothesis, results of the study, major findings, and a summary.

Description of the Environment

Participants involved in the study included two groups of 6th grade students at WMS. A total of 77 students, 28 were male and 49 were female. Twenty-one of the participants had Spanish speaking parents/guardians, and 12 students received special education services. The 77 students were organized into treatment and control groups.

The treatment group comprised of 54 students. These students and their parents/guardians attended the spring, 2007 parent conferences.

The control group was made-up of 23 students.

These students and their parent(s) did not attend the spring, 2007 parent conferences.

Hypothesis

Participating 6th grade students at WMS will demonstrate improved GPAs due to parent and student engagement in instructor designed conferences.

Null Hypothesis

There was no significant difference between the GPA's of students whose parents attended the spring, 2007 parent conferences, and those whose parents did not attend spring, 2007 parent conferences.

Significance was determined for $p \geq$ at .05, .01, and .001 levels.

Results of the Study

Table 1 displayed the 77 participants' overall GPAs. GPAs were obtained in September 2007, after one year of middle school. The treatment group included 54 6th grade students and the control group included 23 students.

Table 1

Overall GPAs of Treatment (X) and Control (Y) Groups,

September, 2007

Student Number	Overall GPA* Treatment Group X 54 Students	Overall GPA* Control Group Y 23 Students
1	3.32	1.37
2	3.96	1.05
3	3.56	2.71
4	3.70	2.07
5	3.62	3.36
6	1.48	2.27
7	3.10	1.25
8	3.08	2.91
9	2.81	2.50
10	3.77	3.37
11	3.68	3.96
12	3.61	1.05
13	2.65	2.85
14	2.55	3.96
15	3.63	2.98

Table 1 Continued

Overall GPAs of Treatment (X) and Control (Y) Groups,

September, 2007

Student Number	Overall GPA* Treatment Group X 54 Students	Overall GPA* Control Group Y 23 Students
16	2.68	3.37
17	3.61	2.83
18	4.00	2.34
19	3.07	1.15
20	2.50	3.07
21	0.63	1.89
22	3.33	2.32
23	3.80	2.28
24	2.26	
25	3.18	
26	2.98	
27	0.74	
28	1.83	
29	2.50	
30	3.60	

Table 1 Continued

Overall GPAs of Treatment (X) and Control (Y) Groups,

September, 2007

Student Number	Overall GPA* Treatment Group X 54 Students	Overall GPA* Control Group Y 23 Students
31	2.70	
32	4.00	
33	1.30	
34	3.45	
35	1.66	
36	1.40	
37	3.22	
38	3.84	
39	3.27	
40	3.08	
41	3.57	
42	3.33	
43	3.36	
44	3.72	
45	3.71	

Table 1 Continued

Overall GPAs of Treatment (X) and Control (Y) Groups,

September, 2007

Student Number	Overall GPA* Treatment Group X 54 Students	Overall GPA* Control Group Y 23 Students
46	3.22	
47	3.32	
48	3.33	
49	3.47	
50	4.00	
51	3.58	
52	3.35	
53	4.00	
54	3.81	

Note: Overall GPA referred to the students' overall grade point average at the end of the 6th grade school year.

Table 2 displayed data collected from the 77 participants' overall GPAs after their 6th grade year

of school at WMS. Group X was comprised of the 54 students whose parents/guardians attended parent-teacher conferences. Group Y was comprised of the 23 students whose parents/guardians did not attend parent-teacher conferences. The *t*-test for independent variables on the Windows STATPAK to accompany Educational Research: Competencies for Analysis and Application, Seventh edition (Airasian & Gay, 2003) was used to calculate data statistics and values. The Sum of Scores in Group X was 166.8960; the Mean of X's was 3.09; the Sum of Squared Scores for X's was 552.51; and the SS of X's was 36.69. The Sum of Scores in Group Y was 57.5600; the Mean of Y's was 2.50; the Sum of Squared Scores for Y's was 161.32; and the SS of Y's was 17.27. The *t*-value was 2.78 and the Degrees of Freedom were 75.

Table 2

t-test for Independent Samples

Statistics	Value
Number of Scores in Group X	54
Sum of Scores in Group X	166.8960
Mean of Group X	3.09
Sum of Squared Scores in Group X	552.51
SS of Group X	36.69
Number of Scores in Group Y	23
Sum of Scores in Group Y	57.5600
Mean of Group Y	2.50
Sum of Squared Scores in Group Y	161.32
SS of Group Y	17.27
t -Value	2.78
Degrees of Freedom	75

Table 3 has presented the distribution of t with 75 degrees of freedom. The distribution of t was used

to determine level of significance and to compare GPA's of students whose parents/guardians attended parent-teacher conferences with those students whose parents/guardians did not attend parent-teacher conferences. Significance was supported for $p \geq 0.05$ at 1.995, and 0.01 level at 2.6492500. Accordingly, the hypothesis was accepted at 0.05 and 0.01 levels, and the null hypothesis was rejected. The null hypothesis was accepted at 0.001 and the hypothesis was rejected.

Table 3

Distribution of t with 75 Degrees of Freedom

df	0.05	0.01	0.001
75	1.995	2.6492500	3.433825
t	2.78	2.78	2.78

Findings

There was significant difference at 0.05 and 0.01 levels between the GPA's of students whose parents/guardians attended parent-teacher conferences and those whose parents/guardians did not attend parent-teacher conferences. There was no significant difference at the 0.001 level. Accordingly, the hypothesis was accepted at 0.05 and 0.01 levels and the null hypothesis was rejected. The null hypothesis was accepted at the 0.001 level and the hypothesis was rejected.

Summary

Chapter 4 focused on the presentation analysis of data. A *t*-test for independent samples was used to compare the GPA's of students whose parents/guardians attended parent-teacher conferences with those whose parents/guardians did not attend conferences. Analysis of data indicated there was significant difference at 0.05 and 0.01 levels. There was no significant difference at 0.001 the level. Therefore, the hypothesis was accepted at 0.05 and 0.01 levels and the null hypothesis was not rejected. The null

hypothesis was accepted at 0.001 and the hypothesis was rejected. The 6th grade students who had parents/guardians attend parent-teacher conferences did show significantly higher GPAs at 0.05 and 0.01 levels. From these data, one may conclude that attendance at teacher scheduled parent-student conferences resulted in improved GPA's of 6th grade participants at Wilson Middle School.

CHAPTER 5

Summary, Conclusions and Recommendations

Summary

The purpose of this experimental research study was to determine the extent to which parental attendance at a scheduled parent conference had a positive affect on student grade point averages. To accomplish this purpose, a review of selected literature was conducted, essential baseline data and information was obtained and analyzed, and related conclusions and recommendations were formulated.

Conclusions

Based on the review of selected literature and major findings produced from the present study, the following conclusions were reached:

1. Parental involvement in student education has taken several different forms and has consistently been a key factor in American adolescent academic success.

2. Recent transformation of the American family resulting from increased, diversity and poverty have created barriers between parents and the educational system.

3. The development of strong working relationships between students, parents and schools have contributed greatly to student academic success.

4. American children spend considerably more time with their parents/guardians than in the school environment which magnifies their role as the child's most significant educator.

Recommendations

As a result of the conclusions cited above, the following recommendations have been suggested:

1. To fully understand factors essential in assuring a student's educational success, teachers should make provisions for parental involvement in the schools.

2. To minimize barriers between parents and the educational system, teachers should maximize their contact with student's parents/guardians.

3. To assure student academic success, educators may develop strong working relationships by making provisions for teacher scheduled parent-teacher conferences.

4. Teachers should provide parents with information and special training designed to help develop parents/guardians as educators within the home.

5. Data analyzed generally supported the hypothesis that participating 6th grade students at WMS demonstrated improved GPAs due to parent and student engagement in instructor designed conferences.

6. Schools/school districts interested in investigating the influence of parent involvement in their child's academic development may wish to utilize information contained in the present study or, they may wish to undertake research more suited to their unique needs.

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