



Parental Involvement Influence on College Student's Academic Performance: A Student-Parent Effort

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Introduction

The average grade school student is told they can be any profession they want to be if they only put their minds to it, but much earlier by some parents. Parental involvement in an adolescent's educational goals early can be a motivational tool used in some college students' performance. However, not all students perform well in college: the academic achievement of a student is impacted by many factors, including their ethnicity and the influence of parental involvement during their primary education (Dohner-Chavez, 2014). Many studies have compared students of different ethnic backgrounds and have found that individuals of Hispanic origin continue to have the lowest educational attainment (Alva & Padilla, 1995). Regardless of ethnicity, parental involvement in a child's education has a definite impact on the child's academic success (Dohner-Chavez, 2014).

Hypotheses

Based on previous research we hypothesized that there is a positive relation between parental involvement and their offspring's grade point average as well as their intention and motivation of obtaining a bachelor's degree or higher.

Method

Participants

The participants consisted of 8% Afro-American or Black (1 male, 1 female), 32.0% Asian American (2 males, 5 females), 4% Caucasian (1 female), 52% Hispanic or Spanish Speaking (4 males, 9 females), and 4% Mixed Asian/Caucasian (1 females). There were 7 male (M = 31.86, SD = 8.51) and 17 female (M = 23.06, SD = 4.24) participants.

Measures

The first section consisted of multiple questions regarding the participants demographic (gender, age, ethnic background, college level, GPA, etc.). The second section consisted of questions regarding motivation. This section was divided into 4 subsections. Participants were asked to indicate how strongly they identified with themselves in a 7-point Likert scale ranging from 1 (not at all true to me) to 7 (very true of me). The subsections were self-efficacy, the confidence of oneself to accomplish a task. The second subsection was intrinsic motivation, motivation that is driven by the idea of challenging oneself. The third subsection was extrinsic motivation, driven by an exterior force for example grades, prizes, or performance. The last subsection was control of learning, which means a student's belief that their efforts will bare fruits. The third section asked the primary reason to seek a college degree, such as "to please my parents", "to make money", "to feel better about myself". Last section asked about intent of obtaining higher education degree.

Procedure

Researchers sent emails to students through Canvas with a link to questionnaire in Google Forms. The questionnaire consisted of a consent form, which contained a description of the study and how the information gathered will be used. Once the participant has consented the researcher to will utilize their responses, completing the research project.

Results

Table 9 Parental Involvement: Attending/Volunteering for Events/Extracurricular

Activities		[My parents attended parent-teacher conferences.]	[My parents attended events like "Back to School" nights.]	[My parent(s) volunteered in my class.]	[My parents volunteered to help with my extracurricular activities (e.g., coach baseball team).]
N	Valid	25	25	25	25
	Missing	0	0	0	0
Mean		3.44	3.04	1.80	2.24
Std. Error of Mean		.289	.297	.200	.284
Std. Deviation		1.45	1.49	1.00	1.42
Variance		2.09	2.21	1.00	2.02

Table 11 Parental Involvement: Encouragement and Support

[My parents helped me develop good study habits.]		[My parents were strict when it came to school.]		[My parents punished me (e.g., took away my TV privileges) if I received bad grades.]		[I believe my parents' encouragement helped me stay focused on my education.]		[My parents think education is the only way to get ahead.]		[I knew that if I ever needed help with school, my parents were there for me.]	
N	Valid	25	25	25	25	25	25	25	25	25	25
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		2.48	3.28	3.08	2.88	3.84	3.04				
Std. Error of Mean		.25	.28	.31	.31	.29	.27				
Std. Deviation		1.23	1.40	1.53	1.54	1.43	1.37				
Variance		1.51	1.96	2.33	2.36	2.06	1.87				

Table 6 GPA of Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	12.0	12.0
	3	12	48.0	60.0
	4	10	40.0	100.0
Total	25	100.0	100.0	

Parental Involvement, Academic Achievement, and College Degree

The results shown in Table 12 it can be seen that there is no significance between parental involvement and academic achievement or the desire to get a college degree.

Parental Involvement, Efficacy, and Motivation

According to the results parental involvement and efficacy as well as parental involvement and motivation have no significant relation to each other ($p > 0.05$).

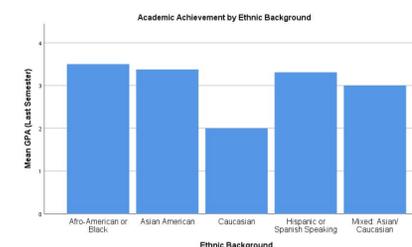
Table 10 Parental Involvement: Checking Grades / Homework

[My parents encouraged me to get good grades.]		[My parents checked to see if I had homework.]		[My parents did not notice when I received good grades.]		[My parents seemed disappointed when I received bad grades.]	
N	Valid	25	25	25	25	25	25
	Missing	0	0	0	0	0	0
Mean		3.60	2.28	3.08	3.76		
Std. Error of Mean		.29	.26	.31	.28		
Std. Deviation		1.44	1.31	1.55	1.39		
Variance		2.08	1.71	2.41	1.94		

Table 19 Academic Achievement and Mode of Studying GPA (Last Semester)

FT	N	Valid	19
		Missing	0
Mean		3.26	
Std. Error of Mean		.15	
Std. Deviation		.65	
Variance		.43	
PT	N	Valid	6
		Missing	0
Mean		3.33	
Std. Error of Mean		.33	
Std. Deviation		.82	
Variance		.67	

Table 12 Comparing Academic Achievement Among Different Ethnic Backgrounds



Discussion

The results did not support the initial hypothesis that there was a positive relation between parental involvement and their offspring's grade point average as well as their intention and motivation of obtaining a bachelor's degree or higher. Since the results held no significant differences it did not help to prove or disprove or hypothesis. In result the study showed that on average most of the participants answered that the parental involvement they received was neutral, thus parental involvement had not as much impact on them. Results showed that Hispanics or Spanish Speaking as well as Asian American held higher academic achievement.

Limitations

It would be in the best interest to add in a question that is a bit more direct, for example "On a scale from 1 (not involved at all) to 5 (very involved), how involved were your parents in your education when you were younger?" So that way there would not be a need to look at the different variables.

Implications

For future studies like this one a bigger sample size would be strongly suggested, and clearer instructions could help clarify some of the participants' confusion.

References

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