

Parental Influence on Academic Achievement: Undergraduate Students' Perspectives at a
Virginia HBCU

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ABSTRACT

The purpose of this study was to identify the perceptions of undergraduate college students regarding the types of supports that their parents/guardians provided to encourage their academic success, as defined by college attendance at a Historically Black College and University (HBCU) in Virginia. The research was conducted among college students attending Virginia State University (VSU). A survey questionnaire was provided to college students to gather data on the various types of assistance reported during their high school years. The survey questionnaire was designed to gather insights on the different types of support activities parents/guardians offered to their offspring, such as participating in school functions, assisting with assignments, and engaging with teachers. The questionnaire also included questions that aimed to shed light on the students' perceptions of how these support activities have influenced their academic achievements. By understanding the students' perspectives on parent/guardian involvement in their education, the survey will provide valuable feedback to educators and parents/guardians on how to improve and enhance their support strategies. Overall, the study's findings could help parents/guardians and educators understand the practices identified as being the most prevalent to improve educational outcomes for their children, as indicated by college attendance. This research is essential for developing effective strategies for improving educational outcomes for all students.

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GENERAL AUDIENCE ABSTRACT

The purpose of this study was to identify the perceptions of undergraduate college students regarding the types of supports that their parents/guardians provided to encourage their academic success, as defined by college attendance at an Historically Black College (HBCU) in Virginia. This research focused on students enrolled at Virginia State University (VSU) and aimed to understand the various types of assistance they received throughout their high school years. A survey questionnaire consisting of 15 questions was designed to collect demographic information and insights related to the support systems employed by parents/guardians. The study engaged a sample of 145 college students across different academic years, from freshmen to seniors, allowing for a diverse range of perspectives.

The study revealed several key findings regarding the role of praise and parent/guardian involvement in students' academic achievement. First, a significant majority of participants (60.69%) reported receiving frequent academic praise, highlighting the importance of positive reinforcement in educational experiences. However, a small percentage (1.38%) stated they never received praise, indicating a need for recognition among some students. Second, 51.72% of respondents acknowledged that their parents or guardians strongly influenced their academic performance, emphasizing the importance of active parental support. Only 8.28% reported a lack of involvement, with over 24% noting moderate engagement. Lastly, 74.48% of participants underscored the necessity of parents/guardians regularly monitoring academic progress,

suggesting that this engagement fosters improved educational outcomes and enhances children's learning experiences.

Through this quantitative analysis, valuable data were gathered via an online platform, which facilitated easy access for participants while ensuring the confidentiality of their responses. The analysis of data provided a deeper understanding of parent/guardian practices and their potential impact on students' academic trajectories. By identifying the specific types of support that were most beneficial, this study sought not only to highlight the vital role of familial influence in the educational journey but also to contribute to strategies that can enhance student success at HBCUs and beyond.

Dedication

This dissertation is dedicated with profound love and gratitude to you, Mom. From my very first step on this journey, your unwavering support and belief in my potential have been my guiding light. Though you are no longer with me in person, your DNA and spirit resonate within me, providing strength and encouragement every day. I feel your presence in every achievement, knowing that you are my steadfast anchor.

I want to take a moment to express my deepest gratitude to the Lord above, who has been my guiding light throughout this journey. It is with a heart full of appreciation that I reflect on how remarkably impactful the individuals He has placed in my life have been. Their encouragement and wisdom have played an instrumental role in transforming what started as a mere fleeting thought into a vibrant and tangible reality.

To my family, your understanding, patience, and unwavering support over the past few years have been the bedrock of my success. I am truly grateful for the countless sacrifices you've made and the encouragement you've provided during both my triumphs and challenges. The love you have shown me is immeasurable, and I carried it with me through all my endeavors, knowing that I was never alone on this journey.

A special acknowledgment is due to my "Elite Eleven" cohort. The bonds we have forged, along with your camaraderie, timely advice, and uplifting encouragement, have been simply invaluable. I am deeply grateful for your willingness to share your talents and offer support whenever needed. Together, we have navigated challenges, celebrated victories, and fostered a community that exemplifies strength and resilience. Thank you for being an integral part of this journey—I could not have done it without you.

Table of Contents

| | |
|--|----|
| Dedication | 5 |
| Table of Contents | 6 |
| List of Tables | 10 |
| List of Figures | 11 |
| Chapter 1: The Introduction..... | 12 |
| Background | 12 |
| Statement of the Problem | 13 |
| Justification of the Study..... | 15 |
| Purpose of the Study | 16 |
| Research Question..... | 16 |
| Overview of the Study..... | 16 |
| Conceptual Framework | 17 |
| Model Explanation | 18 |
| Parental Engagement..... | 18 |
| Parental Education..... | 18 |
| Student Academic Goals and Achievement | 19 |
| Parental Attitudes | 19 |
| Definition of Terms | 20 |
| Study Limitations | 21 |
| Study Delimitations..... | 22 |
| Organization of the Study | 22 |

| | |
|---|----|
| Chapter 2: A Review of the Literature..... | 23 |
| Overview | 23 |
| Background | 23 |
| Literature Review Search Process..... | 24 |
| Parental Influence..... | 25 |
| Influence of Parental Education | 25 |
| Influence of Parental Engagement..... | 26 |
| Influence of Parental Attitudes | 26 |
| Parenting Strategies and Academic Performance | 27 |
| Family School Partnerships..... | 31 |
| Family School Partnership Activities | 32 |
| Family School Partnerships Impact on Academic Achievement | 33 |
| Strengthening Bonds Through Interventions..... | 34 |
| Home-Based Involvement..... | 35 |
| The Power of Positive Homebased Involvement | 37 |
| Negative Effects of Home-Based Involvement..... | 38 |
| Parental Involvement..... | 38 |
| Parental Involvement Activities | 39 |
| Parental Involvement in the Home | 39 |
| School-Based Involvement | 40 |
| Benefits of School Based Involvement | 41 |
| Barriers to Parental Involvement in School..... | 41 |
| Cultural Factors That Hamper Familial Participation | 42 |

| | |
|--|----|
| Improving Familial Participation | 43 |
| Barriers Affecting Student Achievement | 43 |
| Addressing the issues of Low Socio-Economic Status | 44 |
| Summary of Research | 45 |
| Chapter 3: Methodology | 47 |
| Purpose of the Study | 47 |
| Research Design Methodology and Justification | 47 |
| Research Question..... | 48 |
| Site/Sample Selection..... | 49 |
| Instrument Design and Validation..... | 50 |
| Data Collection Procedures | 51 |
| Data Management | 52 |
| Data Analysis Techniques..... | 53 |
| Methodology Summary..... | 54 |
| Chapter 4: Analysis of the Data | 55 |
| Data Summary..... | 65 |
| Chapter 5: Summary of Findings..... | 67 |
| Research Question..... | 67 |
| Identification of Emergent Themes..... | 67 |
| Findings..... | 68 |
| Finding 1..... | 68 |
| Finding 2..... | 70 |
| Finding 3..... | 71 |

| | |
|--|----|
| Finding 4..... | 72 |
| Finding 5..... | 73 |
| Implications..... | 74 |
| Implication 1: Academic Praise..... | 74 |
| Implication 2: Improving educational achievement | 75 |
| Implication 3: Structured Homework Participation | 75 |
| Implication 4: Parental Expectations..... | 75 |
| Recommendations for Future Studies | 76 |
| Summary | 77 |
| References..... | 79 |
| Appendix A: Survey Questions | 90 |
| Appendix B: IRB Approval from Virginia State University | 95 |
| Appendix C: CITI Training on Social and Behavioral Research Certificate..... | 96 |
| Appendix D: Email to Professor for Distribution of Survey | 97 |
| Direct Link to the Survey: Role of Parenting Survey | 97 |
| Appendix E: IRB Approval from Virginia Polytechnic Institute and State University..... | 98 |

List of Tables

| | |
|----------|----|
| Table 1 | 54 |
| Table 2 | 55 |
| Table 3 | 55 |
| Table 4 | 56 |
| Table 5 | 57 |
| Table 6 | 57 |
| Table 7 | 58 |
| Table 8 | 59 |
| Table 9 | 60 |
| Table 10 | 60 |
| Table 11 | 61 |
| Table 12 | 62 |
| Table 13 | 63 |

List of Figures

Figure 1

16

Chapter 1: The Introduction

Background

The educational disparities and challenges faced by African American learners in the United States are of critical importance due to their far-reaching impact on individuals, communities, and society (Teasley, 2019). Research by Hardaway et al. (2020) consistently highlights the profound influence of education on socioeconomic status, opportunities for upward mobility, and overall quality of life. However, African American students often encounter systemic barriers that limit their access to quality educational resources, experienced teachers, and supportive learning environments (Smith et al., 2020). These disparities contribute to a cycle of inequality, hindering the academic achievement and long-term success of African American students as reported in Hardaway et al. (2020). The ongoing resegregation of public schools and the resulting academic disparities further exacerbate these challenges, creating significant obstacles for African American students to overcome (Smith et al., 2020). Moreover, the impact of the COVID-19 pandemic has disproportionately affected African American students, leading to concerning declines in academic performance (Fisher et al., 2022). The pandemic has highlighted and amplified pre-existing educational inequities, making it necessary to address these disparities and provide targeted support for African American students.

Addressing the educational challenges faced by African American students is essential for promoting fairness, justice, and equal opportunities in education (Smith et al., 2020). By acknowledging and actively working to mitigate these disparities, a more equitable and inclusive educational framework that empowers African American students to achieve their full potential and contribute meaningfully to society can be created and sustained as reported by Hardaway et

al. (2020). Efforts to support and uplift African American students in education are vital for building a more just and equitable future for all (Teasley, 2019).

Statement of the Problem

Education plays a pivotal role in shaping social stratification in America. Research consistently demonstrates that individuals with a college degree tend to have higher earning potential, access to higher-status employment opportunities, and greater job security compared to those without a college education (Kim et al., 2015). Moreover, the benefits of higher education extend beyond financial gains, as college graduates often have access to better healthcare, housing, and overall quality of life. As a result, the pursuit of higher education has become increasingly important for individuals seeking to improve their socioeconomic status and opportunities for upward mobility (Kim et al., 2015).

The educational achievements of African Americans who graduate from American higher education institutions continue to be impressive. Accordingly, Teasley (2019) writes that the participation of African American high school graduates in higher education has seen a positive shift over the years. In 2002, only 52% of these graduates enrolled in college the subsequent fall, but by 2012, that number increased to 62%. This upward trend reflects an increasing acknowledgement of the seriousness of higher learning within the African American community (Teasley, 2019). Historically Black Colleges and Universities (HBCUs) often exhibit impressive completion rates that surpass those of comparable institutions (Gordon et al., 2020). However, a considerable disparity remains in educational prospects and outcomes within the Black community, contributing to ongoing disparities. Educational attainment remains a crucial indicator of success and opportunities for intergenerational mobility (Teasley, 2019).

The COVID-19 pandemic has profoundly affected student achievement, resulting in a noticeable decline in overall academic performance (Fisher et al., 2022; Klosky et al., 2022). A survey of school district administrators during the 2020-2021 school year indicated that 34% reported a significant rise in the proportion of high school students receiving poor grades (Fisher et al., 2022; Klosky et al., 2022). These declines in academic performance were particularly pronounced in areas primarily educating African American and Hispanic students or regions with a history of lower academic attainment levels (Fisher et al., 2022; Klosky et al., 2022). A systematic review conducted in 2021 examined worldwide educational setbacks during the COVID-19 pandemic and found that all studies involving students younger than college age reported reductions in scholarly achievement (Klosky et al., 2022).

Child-rearing significantly influences a child's learning journey, as highlighted by Józsa et al. (2019). This point is echoed in the writings of Schmid and Garrels' research, (2021), when they wrote "The family has been recognized as one of the primary contributors to children's and adolescents' success in school" (p. 457). It is seen as a flexible yet influential factor that can significantly enhance student motivation and academic performance (Józsa et al., 2019). When parents engage actively and thoughtfully in their offspring's learning, they can foster an environment that encourages learning and motivation (Schmid & Garrels, 2021).

Significance of the Study

The significance of this study was to explore the connection linking the involvement of parents/guardians and a child's academic performance. To gain insight into this relationship, understanding of the various factors that students deem essential for their academic success was sought. By focusing on students' perspectives, the identification of the specific ways in which parent/guardian support and engagement impact their educational achievements, as well as other

elements that might contribute to a positive learning environment was identified. Prior research by Józsa et al. (2019) and Schmid and Garrels (2021) highlights the important role of parenting in education and stresses the influence of parental involvement (PI) on student success.

According to research findings by Kent and Ricketts (2024), families led by individuals with some post-secondary education, but lacking a bachelor's degree, had 31 cents for every \$1 of riches accumulated by families headed by a 4-year college graduate. Additionally, families led by someone with a high school diploma yielded 22 cents for every dollar of assets accumulated by families led by a 4-year college graduate. Moreover, households commanded by someone with less than a high school diploma possessed merely nine cents for each dollar of wealth held by families headed by a 4-year college graduate (Kent & Ricketts, 2024). These statistics highlight the substantial impact of educational attainment on wealth accumulation and shed light on the persistent challenges faced by individuals with lower levels of education.

Justification of the Study

Over the last four decades, practitioners and educational policymakers have considered parental involvement to be key in enhancing the educational successes of low-income students from ethnic minority backgrounds (Alameda-Lawson, 2014). Despite the well-established benefits of parental involvement in research, the search for effective parental involvement strategies persists, particularly in low-income school communities facing challenges related to poverty and social exclusion (Alameda-Lawson, 2014). Studies conducted by Kim et al. (2015) and Teasley (2019) highlight the significant influence of a college education on lifelong earnings and socioeconomic status. These findings are particularly relevant for African American families and communities, underscoring the importance of addressing disparities that prevent them from benefiting fully from the economic opportunities available in the United States. Understanding

the connection between obtaining a college degree and increased earning potential could serve as a motivating factor for African American students to pursue higher education, contributing to a more skilled and competitive workforce (Kim et al., 2015; Teasley, 2019).

Purpose of the Study

The purpose of this study was to identify the perceptions of undergraduate college students regarding the types of supports that their parents/guardians provided to encourage their academic success, as defined by college attendance at an Historically Black College (HBCU) in Virginia. The goal was to identify specific parent/guardian involvement practices and activities that positively contribute to the academic and personal development of students. By identifying and reviewing specific parent/guardian engagement practices and activities, the aim was to gain awareness of their impact on students' overall development. The goal of this study was to identify recommendations to improve and strengthen parent/guardian involvement activities that could lead to increased positive academic outcomes for those seeking to have their children attend college.

Research Question

This research question is: What are the perceptions of undergraduate HBCU college students regarding the types of supports their parents/guardians provided to encourage their academic success, as defined by attendance in college?

Overview of the Study

This research study sought to identify the various types of support that parents/guardians offer to their college students. Specifically, it focused on understanding how these supports contribute to the academic success of these students, particularly in relation to college attendance. The study used quantitative research to analyze survey data from college students at

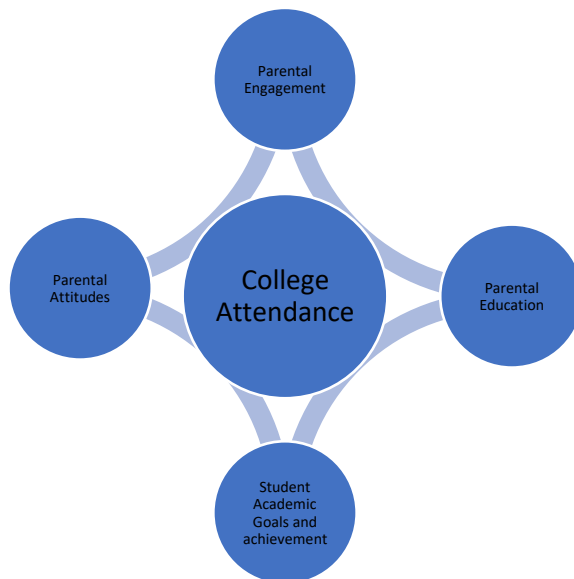
one HBCU in Central Virginia. The study focused on understanding college students' perspectives regarding their parent's/guardian's role in their academic journey. The study explored the various forms of support that parents/guardians provided as informed by prior research and how these supports impacted their children's educational success.

Conceptual Framework

The conceptual framework for this study provides an understanding of the complex interplay between parent/guardian support and academic achievement, incorporating psychological, social, and educational factors. It draws on research studies by Davis-Kean (2005), Meece et al. (2006), Østbø and Zachrisson (2021), Tan et al. (2020) and Wilder (2014). Figure 1 depicts the influences of Parent/Guardian Engagement, Parental Education, Student Academic Goals and achievement and Parental Attitudes.

Figure 1

Model Hypothesizing Parental Characteristics That Influence Student Achievement Shockley, (2024).



Model Explanation

The rationale for hypothesizing parent/guardian characteristics that influence student achievement is grounded in the understanding that parent/guardian involvement, education, and attitudes contribute significantly to a child's academic success. Research shows that when parents/guardians are actively engaged in their children's education, it fosters a supportive learning environment that encourages motivation and persistence. Furthermore, parent/guardian educational levels and their attitudes towards education can shape a child's aspirations and beliefs about their own capabilities, ultimately impacting their performance in school.

Parental Engagement

Parental engagement plays a crucial role in predicting student achievement. As highlighted by Wilder (2014), "The impact of parental involvement on student academic achievement has been recognized by teachers, administrators, and policymakers, who consider it one of the integral parts of new education reforms and initiatives" (p. 377). This underscores the importance of engaging parents in the educational journey to enhance student success.

Parental Education

Davis-Kean's (2025) review of the literature highlights consistent findings that "parent education is important in predicting children's achievement" (p. 294). Research by Tan et al. (2020) suggests that this correlation stems from higher educational levels being associated with higher socioeconomic status (SES). Additionally, it was highlighted that "high-SES parents may be academically and occupationally successful due to their personal drive and determination, which can lead to greater levels of parental involvement" (p. 243). Another contributing factor pointed out by Tan et al. (2020) is that "...these parents support the educational system that

benefits them, making them more likely to engage in their children's success within that same system" (p. 243).

Student Academic Goals and Achievement

Over the last 25 years, goal theories in achievement have gained significant recognition as a vital structure for examining how various learning environments impact a wide array of developmental and educational outcomes. Research in this area consistently demonstrates that students are likely to embrace a more positive and adaptive approach to learning when their schools prioritize an atmosphere focused on mastery, comprehension, and the enhancement of skills and knowledge (Meece et al., 2006). As noted by Meece et al. (2006), "Child development research suggests that schools, along with the family and peer group, are one of the most influential social contexts for children's development" (p. 488). This highlights the critical role that educational institutions play in shaping a child's growth. Further supporting this perspective, Meece (2006) and colleagues emphasize that "Considerable evidence suggests that elementary and secondary students show the most positive motivation and learning patterns when their school settings emphasize mastery, understanding, and improving skills and knowledge" (p. 487). This body of work underscores the importance of creating a cultivating habitat that not only encourages students' scholastic abilities but also fosters their intrinsic motivation and enthusiasm for learning. By focusing on mastery and understanding, educational institutions can significantly contribute to positive motivational patterns among students, thereby setting them on a path toward lifelong learning and success (Meece et al., 2006).

Parental Attitudes

Understanding the relationship between parental attitudes towards student achievement and their practical implications is necessary for parents, educators and policymakers. This

awareness can lead to targeted interventions aimed at fostering positive parental perspectives and enhancing educational outcomes. Østbø and Zachrisson (2022) noted that an extensive meta-analysis by Porumbu and Necşoi (2013) found parental attitudes and involvement are widely defined to be consistently associated with children's academic achievement (p. 811). When it comes to checking homework, Piquart and Ebeling (2019) suggest that merely checking homework or communicating with teachers may not be as effective as instilling a sense of encouragement and positivity in children regarding their educational pursuits. Additionally, the authors highlight those behaviors such as role modeling, providing enriching experiences, and engaging in activities together can further strengthen this relationship between parents and their children's academic success.

Definition of Terms

The terms and definitions listed below focus on various aspects of education. These terms were used often during the study, and are salient towards the establishing of a common understanding of their meanings. Therefore, the following definitions were used as a reference point to ensure clarity and consistency .

Academic Educational Achievement is often measured by several factors, including test scores, grades, and completion of advanced courses Brooks-Gunn and Duncan (1997). However, for the object of this exploration, academic educational achievement is defined as college attendance.

Family-School Partnership (FSP) refers to interventions that take advantage of interconnections between families and educational institutions, as parents and schools mutually advance child development through pursuits that bridge both settings (Zvara et al., 2014).

Home-Based School Involvement (HBI) deals with school-related matters within the home such as discussions, homework help, conversations around education and creating quiet spaces for students to be able to complete assignments (Graves & Wright, 2011; Kwan & Wong, 2016; Morrison Gutman & McLoyd, 2000).

Home School Connections (HSC) looks at the connections between the home and school environments created through telephone and video conferencing, e-mail, letters, and learning management systems (Anthony & Ogg, 2019).

Parental Involvement (PI) comprises those activities that parents engage in while in their home that support and encourage learning (Boyle & Benner, 2020).

School-Based Involvement (SBI) is primarily referred to in the literature as those activities that parents do for the benefit of their children in the school setting. This involves a range of activities which can include serving on the PTA, reading to a class of elementary students, or volunteering at the school library (Smith et al., 2020; Wang & Sheikh-Khalil, 2013).

Study Limitations

As with any study, it is important to acknowledge the possible constraints of the research. In this case, one limitation to consider is the sample size which was limited to only students attending one of four HBCUs in Virginia. While this study was focused on one HBCU in Virginia, the findings may not be generalizable to other colleges and universities outside of this region. Second, the study relies on self-reported data from students, which may be subject to biases or inaccuracies. By only relying on self-reported data from students, the study may not capture the full range of parental support practices and activities that were provided to the students. Last, the study focused solely on parental support practices during high school and does not consider any additional elements that may contribute to academic success in college.

Study Delimitations

Delimitation in a research study refers to the specific parameters established by the researcher that define the scope of the investigation (*Scope and Delimitations in Research / AJE*, n.d.). It includes the choices about what aspects will be examined and what will be intentionally left out, ensuring a focused approach to the research topic. The delimitations of the study were that it focused solely on students attending HBCUs in Virginia and did not include students at other types of institutions. Additionally, the study only examined the perceived effects of parental support on academic success during high school and did not explore the impact of other facets such as socioeconomic status or cultural background on the students' experiences.

Organization of the Study

The study is made up of five chapters, each with a specific focus. Chapter 1 provides background understanding, a statement of the problem, the purpose of the study, presents research questions, provides a study overview, theoretical framework, a definition of terms, and the study's limitations and delimitations. Chapter 2 reviews the literature related to parental involvement and provides a summary of the research. Chapter 3 provides a thorough interpretation of the methodology. Chapter 4 includes an analysis of the data. Finally, Chapter 5 summarizes the findings and provides implications for practitioners, recommendations for future studies, and reflections.

Chapter 2: A Review of the Literature

Overview

This chapter will begin with a background section, providing context for the subsequent discussions. Following this, we explore the Literature Review Search Process, which will set the stage for an examination of several key aspects of parental involvement in education. Next, it will delve into the role of parental influence and engagement, as well as parental attitudes toward education. The review will then transition to parental strategies and their impact on academic performance, emphasizing the importance of family-school partnerships and home-based involvement. Additionally, it will address parental involvement in school-based activities. As the literature review progresses, it will look at the cultural factors that impede familial participation and examine the barriers affecting student achievement. The chapter will wrap up with an overview of the research results, highlighting the main insights gathered throughout the examination of the research.

Background

The research topic examines parental involvement's role in enhancing their children's academic achievement. The purpose of this study was to identify the perceptions of undergraduate college students regarding the types of supports that their parents/guardians provided to encourage their academic success, as defined by college attendance at an Historically Black College (HBCU) in Virginia. The organization of this chapter is based on the emergent themes from the literature review. The identified themes include differences in parenting strategies employed by parents of high-achieving and low-achieving students, varying degrees of parental involvement in their children's extracurricular and religious activities based on their scholastic performance, and the presence of barriers that hindered parents, particularly of low-

achieving students, from initiating contact with their children's school and managing their children's activities effectively.

Literature Review Search Process

Studies were identified for use in this research paper by conducting searches utilizing the Virginia Polytechnic Institute and State University. The search process included several databases such as EBSCOhost, EBSCO Open Dissertations, and ERIC from WorldCat. Some of the keywords used in the search terms were: academic achievement, parent expectations, parent involvement, parent influence, the role of parenting, encouragement, and achievement, parent engagement, parental beliefs, school readiness, student success, socioeconomic status, and academic skills. Article search parameters were confined to the years 1990-2025 and only those articles identified as peer-reviewed were included as part of the research. Exceptions were made for studies that provided historical background and foundational elements. Keyword searches included: Parenting, Home-school partnership, school involvement, parenting styles, parent-teacher, academic achievement, secondary education, school readiness, SES, participation, and academic involvement.

After reviewing the literature, it can be inferred that parental engagement plays a central role in enhancing the academic successes of their children (Józsa et al., 2019; Schmid & Garrels, 2021). It is believed that parents' active participation in their child's education can have a positive impact on their scholarly performance (Østbø & Zachrisson, 2021). The theoretical framework aims to explore the connection between parenting and students' school performance and how this relationship affects their ability to compete and succeed in the knowledge-based economy. This proposes that parental involvement can be categorized into three main types: Home-Based Involvement, School

Based Involvement, and Family-School Partnerships, and that each type of parenting involvement has a different impact on learner academic accomplishments (Boyle and Benner, 2020). The theoretical framework also suggests that the impact of parental involvement on academic performance may be mediated by several factors, including parents' education level, family income, and cultural background (Boyle and Benner, 2020). These factors can affect the types of activities parents engage in and the resources available to support their children's education. It is further posited that students' academic performance influences their ability to compete and succeed in a knowledge-based economy. This influence occurs throughout the learning continuum, from primary school to higher education. Finally, the framework suggests that an examination of the relationship between parenting and academic performance can help identify the types of activities that parents can engage in to support their children's education and improve their ability to compete and succeed in school and beyond.

Parental Influence

Influence of Parental Education

As per Davis-Kean (2005), research consistently demonstrates that parental education significantly influences children's academic success. In a study examining the impact of parental education and household income on child achievement, data was gathered from a nationwide survey of children. Davis-Kean's study included 868 children ranging in age from 8 to 12 years old, with an equal distribution of genders (436 females, 433 males). The sample comprised 49% non-Hispanic European American and 47% African American children. Davis-Kean (2005) also found that parents' socioeconomic status, convictions, and domestic practices are associated with their children's achievement.

Influence of Parental Engagement

Parental engagement significantly influences children's academic success in several ways, such as creating a positive learning atmosphere at home, fostering a sense of pride and a desire to succeed and instilling higher levels of confidence (Józsa et al., 2019). First and foremost, when parents are actively involved in their children's learning, it generates a positive and supportive learning environment at home. This can lead to improved behavior, increased motivation, and higher self-esteem in children, all of which are positively correlated with academic achievement (Józsa et al., 2019). Additionally, parental involvement allows for better communication between home and school. When parents are engaged, they can communicate with teachers, support their children's learning needs, and keep abreast regarding their child's advancement in school (Jeynes, 2018; Józsa et al., 2019). This open line of communication can help identify any challenges early on and provide the necessary support to address them, ultimately leading to improved academic performance. Furthermore, positive parental engagement can instill a value for education in their children. When parents take a lively interest in their offspring's academic pursuits, it sends a potent implication regarding the importance of education (Jeynes, 2018; Józsa et al., 2019). This has the potential to motivate children to take their studies more seriously, set higher educational goals, and strive for academic excellence, all of which contribute to their overall success in school.

Influence of Parental Attitudes

Research has shown that when parents display an active curiosity in their children's schooling and establish high expectations for their academic triumph, students are more likely to perform better in school (Alameda-Lawson, 2014; Jeynes, 2018). Additionally, parents who vigorously participate in their children's schooling—such as attending school events or

discussing school activities—can reinforce the importance of education in their child's life. Positive parental attitudes towards education can create a supportive home environment that promotes a love for school and encourages students to aim distinction (Alameda-Lawson, 2014; Jeynes, 2018). Research by Hardaway et al. (2020) highlights the critical role that parental involvement and communication play in shaping children's attitudes towards learning. When parents articulate their belief in the importance of education and set clear expectations, children are likely to internalize these values, fostering a sense of responsibility and ambition. On the other hand, negative or indifferent parental attitudes can have detrimental effects on student motivation and achievement (Alameda-Lawson, 2014; Wilder, 2014).

Parenting Strategies and Academic Performance

According to Baker (2013), the fundamental objective of the American education system is to cultivate a new generation of globally competitive citizens who possess the skills and knowledge necessary to succeed in the rapidly changing world. The education system strives to provide students with a comprehensive education that nurtures decisive thinking, problem-solving, and innovation, which are necessary for success in both personal and professional life. As a result, the American education system places great emphasis on developing a comprehensive educational program that comprises not just core academic subjects but together with extracurricular activities, such as sports and arts, that contribute to the holistic development of students (Baker, 2013).

Decades of research, education, community advocacy, and policymaking have all pointed to one key factor in ensuring children's academic success: parental educational involvement (Baker, 2013; McNeal, 2015; Smith et al., 2019). Ceballo et al. (2014) suggests that involvement can manifest in various ways, such as volunteering at school or assisting with homework. By

actively participating in their children's learning, parents can help foster worthwhile outcomes and reduce disparities in achievement (Ceballo et al., 2014).

A parent or guardian is the first and foremost teacher of their child. In a meta-analysis conducted by Fan and Chen (2019), the authors examined the relationship between parental involvement and student success, highlighting the vital function of parents as primary educators in enhancing educational outcomes. According to Lumadi (2019), parents are responsible for their children's instruction and education. This belief is widely supported by scholars who recognize the vital role that parents play in their children's academic attainment (Hawes & Plourde, 2005; McGill et al., 2012; Ceballo et al., 2014). Therefore, it is essential for parents to actively engage in their child's education and provide them with the necessary support to ensure their academic growth.

It is widely recognized that parenting plays an essential role in molding children's advancement and scholarly success (Boyle and Benner, 2020). According to research, positive parenting practices, such as warmth, support, and structure, have been found to have a significant impact on children's cognitive, social, and emotional development (Kohl et al., 2000). Moreover, parents who engage in stimulating and responsive interactions with their children from an early age are more likely to set them up for academic success by providing a strong foundation for learning and growth (Bornstein, 2015). As children progress through their schooling journey, it is equally important for parents to remain involved and supportive, as this has been shown to have a positive impact on children's learning triumphs and overall well-being (Fan & Chen, 2019). Waters et al. (2019) highlight that parents can significantly influence their child's development in a variety of ways, which can have either positive or negative effects. Holloway et al. (1990)

contend that parental teaching of discreet social and cognitive skills during early childhood is positively associated with later academic performance. Research has found that parents who engage in stimulating and responsive interactions with their children from an early age are more likely to set them up for academic success by providing a strong foundation for learning and growth (Burchinal et al., 2000). Parental involvement contributes to improving students' academic success and increasing their educational aspirations, as shown in a research study from 2015. In the article "Parent Involvement and Student Performance: The Influence of School Context," McNeal (2015) demonstrated that active participation from parents positively affects both academic achievement and students' expectations for their education. Research by Schmid and Garrels (2021) has highlighted the significant impact that families have on the academic performance of children and teenagers, often being one of the most influential factors in their educational success. By focusing on teaching and nurturing their children from an early age, parents can significantly contribute to their children's success and well-being. Research conducted by Öngören (2021) revealed that when analyzing parents' strategies for fostering their children's readiness for school from an emotional standpoint, it was found that these strategies encompassed aspects such as verbal communication, providing emotional support, and engaging in shared activities and quality time.

Parental involvement is a key factor that contributes to the success of students in their academic and social lives. Research by Fan and Chen (2019) suggests that parental involvement has a positive impact on students' academic achievement, behavior, and attitude towards school. According to Hawes and Plourde (2005), regardless of socioeconomic, marital, or educational status, "Parental involvement is now recognized as essential not only within the world of education but by lawmakers as well" (p. 47). The importance of parental involvement is also

reflected in national and state education policies that strongly encourage parents' active participation in school-sponsored activities, such as volunteering, PTA/PTO membership, and attending parent-teacher conferences (Park et al., 2017). Involved parents not only benefit students but also help schools in several ways. When parents participate in school activities, they become more aware of their child's scholarly progress and the institution's policies and curriculum (Epstein & Sheldon, 2007). It also helps in building a positive relationship between parents and teachers, which improves communication and collaboration between them. According to LeFevre and Shaw (2012), parent visibility in schools includes supporting school field trips, working in the lunchroom, and serving in roles such as Watch DOGS, which is designed to involve fathers and father figures in schools to enhance student safety and promote positive role models (WATCH D.O.G.S., 2024). These activities not only benefit the school but also bring forth the right set of circumstances for parents to become more entangled in their child's school life.

Parental Involvement is a necessary factor in enhancing children's academic performance and overall success. Works by Boyle and Benner (2020), James et al. (2019), Morrison Gutman and McLoyd (2000) have encapsulated the involvement of parents into three primary domains: Home-based Involvement, School-based Involvement, and Home-School Communications. Home-based involvement refers to activities that parents engage in at home to support their child's learning, such as reading with their child, helping with homework, and providing educational materials (Blandin, 2017; James et al., 2019). School-based involvement refers to parents' participation in school-related activities and events, such as volunteering in the classroom or attending parent-teacher conferences (Daniel, 2011; McNeal, 2015). Home-school communication refers to the exchange of information between parents and teachers regarding

their child's academic progress (Anthony & Ogg, 2019). Moreover, research by Holloway et al. (1990) has highlighted that the influence of parents on their children's academic achievement extends beyond their involvement in these three domains. Many psychologists who study the family's influence on school achievement focus on the behavioral interaction between parents and children (Holloway et al., 1990). Parents who have warm and supportive relationships with their children and who provide a structured and nurturing home environment can have a positive impact on their child's academic success (Hughes et al., 2019).

In addition to the three primary domains of parental involvement, Barton et al. (2004) point to other ways in which parents can contribute to their children's academic success. One such way is by creating a positive and supportive learning environment at home. Parents can promote a love of learning by encouraging their children to explore innovative ideas, read books, and engage in intellectual conversations (Barton et al., 2004). Additionally, parents can help their children develop critical thinking skills by engaging in activities that require these skills, such as puzzles, games, and brain teasers (Epstein & Sheldon, 2002). Another way in which parents can support their children's academic success is by fostering a growth mindset, which is the belief that intelligence and abilities can be developed through hard work, dedication, and perseverance (Dweck, 2006). Parents can encourage their children to adopt a growth mindset by praising their effort, persistence, and willingness to take on challenges, rather than solely focusing on their achievements (Mueller & Dweck, 1998).

Family School Partnerships

As society has progressed, so too has the recognition of the importance of PI in a child's education. A few studies have shown that family-school partnerships (FSPs) are integral to student academic success in the school setting (Baker, 2013; Daniel, 2011; Gerdes et al., 2022).

Family School Partnership interventions capitalize on connections among families and schools, as parents and teachers jointly promote child development through activities that link both settings (Smith et al., 2020). According to Joyce Epstein's framework, schools, families, and the community interact in dynamic ways that bolster student learning (Epstein, 2016). The mutual partnership between parents and schools is what sets Family-School Partnerships (FSPs) apart from traditional forms of parental involvement (Daniel, 2011). Unlike traditional involvement, which may often be limited to volunteering or attending parent-teacher conferences, FSPs emphasize a continuous and reciprocal relationship where parents and educators work together towards common educational goals (Daniel, 2011). This collaborative approach cultivates a sense of community and collective accountability for student outcomes (*Framework of Six Types of Involvement – Organizing Engagement*, n.d.).

Family School Partnership Activities

Family School Partnerships encompass a wide range of activities and functions that are directed toward making parents active partners with the schools. According to Daniel (2011), “The notion of family-school partnerships brings together the concepts of parental involvement and parental participation in their children’s educational development” (p. 166). This means that FSPs recognize the home-school relationship as being a dialogical operation between families and learning centers in meeting the needs and interests of students. The goal is to increase student achievement by minimizing social distractions and disruptions in the school environment while simultaneously reinforcing cultural expectations (Blandin, 2017; Lumadi, 2019; Niia et al., 2015).

One of the most crucial aspects of FSPs is that they provide the perfect vehicle for parents to truly engage and influence their students' academic outcomes (Niia et al., 2015).

Because home values and school expectations become intertwined, they provide the student with the necessary structure to create opportunities for success. This process is illustrated in Epstein's work through the lens of shared decision-making (*Framework of Six Types of Involvement – Organizing Engagement*, n.d.). Schools that involve parents in decision-making not only benefit from diverse perspectives but also strengthen families to engage actively in their child's learning (*Framework of Six Types of Involvement – Organizing Engagement*, n.d.). For example, when schools create committees that include parents to discuss curriculum changes or school policies, they actively incorporate the voices of those who are directly affected. This collaboration can lead to more effective programs and initiatives that better serve the community's needs (*Framework of Six Types of Involvement – Organizing Engagement*, n.d.).

Through FSPs, parents become active participants in their child's education, collaborating with teachers to create an environment that supports academic success. This can include activities such as participating in parent-teacher conferences, assisting in the classroom, and engaging in school governance committees (*Framework of Six Types of Involvement – Organizing Engagement*, n.d.).

Family School Partnerships Impact on Academic Achievement

Writings by several researchers (Epstein, 2010; McNeal, 2015; Niia et al., 2017; Schmid & Garrels, 2021) have shown that family school partnerships can have a significant influence on student performance. A research project conducted by Epstein and Sheldon (2007) found that when schools actively involve families in the education process, students achieved elevated grades and test results, better attendance, and increased levels of graduation. In addition, FSPs have been found to have a positive impact on parent-teacher relationships, with parents reporting higher levels of satisfaction with their child's education (Niia et al., 2017).

One of the key components of successful FSPs is communication. Schools must work to establish clear and effective communication channels with parents, which can include telephone and video conferencing, e-mail, letters, and learning management systems (Anthony & Ogg, 2019). Parents must also be encouraged to connect with the educational institution, provide feedback on their child's progress and offer suggestions for improvement (*Framework of Six Types of Involvement – Organizing Engagement*, n.d.). Effective communication between schools and families enhances understanding and creates trust. Schools that regularly update parents about their child's progress and invite feedback to foster an environment where parents feel valued and engaged (*Framework of Six Types of Involvement – Organizing Engagement*, n.d.). This goes beyond phone calls home; it includes utilizing digital platforms that allow for real-time updates, such as apps that track student assignments or grades. In this way, parents can be proactive in their child's education rather than reactive (*Framework of Six Types of Involvement – Organizing Engagement*, n.d.).

Strengthening Bonds Through Interventions

Family-school partnership interventions leverage relationships between families and schools, as parents and teachers collaboratively support child development through various initiatives that bridge both settings (Smith et al., 2020). Such initiatives assume involvement will raise student achievement levels (Park et al., 2017). Engaged parents at school sites are frequently successful in supplementing teacher's instruction, creating safe and orderly schools, and securing more resources (Park et al., 2017). Epstein's writing emphasizes the importance of community involvement. Schools that reach out to local organizations and businesses not only expand resources for students but also create a network of support that benefits everyone. For instance, partnership programs that involve local universities can provide tutoring and mentoring

opportunities for students, while also engaging parents in educational workshops hosted by these institutions (Epstein, 2010). By working in unison, needed information can be communicated through a variety of methods, which can be categorized as either formal or informal. This process operates on large and small scales and can involve individuals who possess knowledge of the information as well as those who do not (Epstein, 2010). This perspective highlights the potential for schools, families, and communities to collaborate effectively to improve educational opportunities for everyone involved (Epstein, 2010).

Family-school partnerships are vitally important to student achievement (Park et al., 2017). FSPs recognize the home-school connection as being a dialogical process between families and schools in addressing the needs and interests of students (Park et al., 2017; Smith et al., 2020). Through FSPs, parents become active participants in their child's education, working with teachers to create an environment that supports academic success (Daniel, 2011). Studies have indicated that FSPs can have a noticeable effect on student achievement, with students experiencing enhanced academic performance, improved attendance rates, and higher rates of graduation (Park et al., 2017). Communication is a key component of successful FSPs, and schools must work to establish clear and effective communication channels with parents (Epstein, 2010). By collaborating, parents and schools can create an educational environment that supports student success.

Home-Based Involvement

Parents' and guardians' active participation in their children's learning activities while at home falls under the umbrella of Home-based involvement (HBI) (James et al., 2019). Parent involvement in home-based activities has emerged as a vital component for fostering children's academic achievement. Renowned researchers, notably Joyce Epstein (2010), have emphasized

the importance of parental involvement in schooling, advocating for strong cooperative partnerships between families and schools. Epstein's work highlights the essential role that parents play not only in supporting homework and learning at home but also in actively participating in school activities, which can greatly enhance a child's educational experience (Epstein, 2010).

The outcomes derived from HBI are based on how researchers define and measure it (James et al., 2019). According to researchers, HBI can be implemented in a myriad of techniques ranging from homework assistance, creating student workspaces within the home, or to reading to younger children (Graves & Wright, 2011; Kwan & Wong, 2016; Gutman & McLoyd, 2000). Home-Based activities can also include visits to zoos, museums, aquariums, national battlefields, Broadway plays, and other experiential learning activities, which can intensify the learning experiences of children through the participation of activity-related in-person experiences such as sporting activities and nature walks (Gutman & McLoyd, 2000).

Another type of HBI is strength-based parenting. (Waters et al., 2019) found that strength-based parenting is an innovative approach that centers on recognizing and nurturing a child's distinct character, strengths, gifts, and competencies, fostering an environment conducive to personal growth and self-discovery. The authors further recognized that this parenting style not only emphasizes positive reinforcement but also prioritizes the development of a child's intrinsic strengths, which can lead to profound outcomes in both academic performance and mental well-being (Waters et al., 2019). By focusing on what children do well, strength-based parenting encourages them to explore their passions and cultivate a strong sense of self, which is essential for their overall development (Waters et al., 2019). The efficacy of strength-based parenting is underscored by Waters et al. (2019), who assert that when caregivers adopt this

framework, children often experience a greater sense of purpose and autonomy in their lives. The authors argue that strength-based parenting can help children develop a sense of purpose, autonomy, and competence, which can lead to higher academic achievement and better mental health outcomes (Waters et al., 2019). This belief in oneself not only contributes to academic success but also lays a strong foundation for mental health, as self-esteem and confidence are crucial in navigating life's challenges (Waters et al., 2019).

The Power of Positive Homebased Involvement

The importance of Home-Based Involvement cannot be overstated. According to a study by Gutman and McLoyd (2000), HBI is positively related to children's academic achievement, regardless of their family background or socioeconomic status. Similarly, a study by Kwan and Wong (2016) found that HBI has a notable beneficial impact on children's academic performance in both reading and mathematics. The study also found that HBI is positively related to children's attitudes towards school, suggesting that HBI can help children develop a positive attitude towards education (Kwan & Wong, 2016).

It has been demonstrated that home-based involvement activities can play a crucial role in determining the academic success of a child, irrespective of their family background or financial status. Stright and Yeo (2014) identify several HBI activities and practices that can help children succeed academically. They suggest that parents can ensure that their children read regularly, help them with homework or studying for tests, provide a quiet place to study, and talk to them about their school day and expectations for achievement (Stright & Yeo, 2014). These practices can help children develop positive study habits, which are essential for academic success. Lastly, parents can help their children develop good study habits by ensuring they read

regularly, providing a quiet place to study, assisting with homework or test preparation, and discussing their school day and performance expectations (Epstein, 2010).

Negative Effects of Home-Based Involvement

The lack of positive HBI can also play a role in academic achievement. A study by Zvara et al. (2014) examined how parental actions mediate the relationship amid two measures of domestic disorder, instability, and disorganization, and how they may be reflected in children's depictions of familial disarray through their drawings. The sample consisted of 962 participants from a longitudinal study of rural poverty, aiming to understand how child, family, and contextual factors influence development over time. The findings showed that, even after accounting for various factors including child and primary caregiver characteristics, there were significant indirect effects of cumulative family disorganization (but not cumulative family instability) on children's representation of family dysfunction through parenting behaviors (Zvara et al., 2014).

Parental Involvement

Engagement from families is vital to the academic success of children (McNeal, 2015; Wilder, 2014). It includes all activities that parents employ in interacting with the school on behalf of their children to provide increased educational outcomes. According to Anicama et al. (2018), PI activities are an essential component of a child's education. Several studies have shown that youngsters whose guardians participate in their education often achieve better results in their studies (McNeal, 2015; Schueler et al., 2017; Tan et al., 2020; Wilder, 2014).

Graves and Wright (2011) discuss the theoretical views of PI and note that it has been defined in a myriad of ways throughout research literature. The ambiguity of a PI definition has resulted in mixed findings regarding its efficacy depending on the definition used. Despite this,

Boyle and Benner (2020) refer to PI activities as being composed of the activities that parents engage in while in their home that supports and encourages learning and school-related development.

Parental Involvement Activities

Studies have indicated that parental involvement does not just involve the formal activities that parents participate in with their children. It also consists of informal influencing activities as well, according to Tan et al. (2020), through “emphasizing the value of education and holding high expectations of their children's academic achievement” (p. 243). This highlights the gravity of parents' attitudes towards education and their children's academic performance. Parents who value education and have elevated expectations for their children tend to have children who are more academically successful. For instance, a study conducted by Fan and Chen (2019) found that parental expectations significantly predicted children's academic achievement. Another study by Davis-Kean (2005) found that parental education expectations and involvement were positively related to children's math and reading achievement.

Parental Involvement in the Home

The kinds of activities that parents participate in with their children at home also overlap with Home-Based Involvement (HBI). According to Tan et al. (2020), parents may be involved at home by discussing learning and school-related issues with their children, supervising their children's homework completion, observing their student's progress in learning, engaging their children in learning activities at home, and reading together with their children. These activities are crucial for a child's academic success and are an essential part of parental involvement.

The benefits of parental involvement extend beyond academic success. It can also lead to better social-emotional outcomes for children. A study by Fan and Chen (2019) found that

parental involvement can increase children's self-esteem, self-efficacy, motivation, and positive attitudes towards school. It can also improve parent-child relationships and reduce behavior problems in children. In conclusion, parental involvement is an essential component of a child's education (Epstein, 2010). It includes all activities that engaged parents utilize to support their children's learning and school-related development. Research findings have shown that children whose parents engage in their education tend to achieve superior academic performance and better social-emotional outcomes (Gonida & Cortina, 2014). Parents who prioritize learning and have high expectations for their children tend to have children who are more academically successful (Gonida & Cortina, 2014). Therefore, it is imperative that schools and parents work together to encourage and support parental involvement in education.

School-Based Involvement

School-based involvement of parents is fundamental for the achievement of children in their scholastic journey. The benefits of PI in schools have been widely recognized and studied in literature. It is referred to as activities that parents do for their children's benefit in the school setting and includes a range of activities, such as serving on the PTA, reading to a class of elementary students, or volunteering at the school library (Smith et al., 2020; Wang & Sheikh-Khalil, 2013). The partnership's effectiveness depends on parents' availability to execute this collaboration. One of the overarching observations in the research is the visibility of parents in the school setting (LeFevre & Shaw, 2012).

Parents' involvement in schools has been shown to have a positive impact on children's academic achievement. According to a study by Fan and Chen (2019), parental involvement is positively associated with students' academic performance. The study found that students whose parents engaged in their work had increased grades, better attendance, and were more likely to

go to college. Similarly, a meta-analysis by Jeynes (2012) found that PI is positively associated with academic achievement across different ethnic and socioeconomic groups. The study found that parental involvement had a greater impact on academic achievement than family background, socioeconomic status, or school resources.

Benefits of School Based Involvement

Apart from academic achievement, PI in schools has several other benefits. According to a study by Hill et al. (2009), PI in schools has a beneficial effect on children's social development. The study found that children whose parents participated in their education had better social skills, were more self-confident, and had better relationships with their peers. Similarly, a study by Epstein and Sheldon (2002) found that PI in schools improved school climate and reduced disciplinary problems.

Barriers to Parental Involvement in School

Parental involvement in schools is important for the scholarly and interpersonal achievements of children Epstein and Sheldon (2002). Schools need to recognize the importance of PI and create opportunities for parents to be involved in their children's education. By creating a partnership between parents and teachers, society can ensure that every child receives the support they need to achieve success in school Epstein and Sheldon (2002). It is important for schools to address the barriers to PI and provide the necessary support and resources to enable parents to be involved in their children's education. With the right support, every parent can be an effective partner in their child's academic journey.

To achieve successful PI in schools, it is important to understand the barriers that hinder parents from being involved. According to a study by Fan and Chen (2019), the most common barriers to PI include lack of time, lack of information, and deficiency of abilities. Schools can

address these barriers by providing flexible opportunities for PI, such as evening or weekend events, and providing clear and concise information about school events and policies. Schools can also provide training and support for parents to develop the necessary skills to be involved in their children's education.

Cultural Factors That Hamper Familial Participation

Effective collaboration between families and schools is essential for student success. However, there are several hurdles that prevent families from engaging in school-based interventions (SBIs). Researchers have identified some of these challenges, including language barriers, socioeconomic status, cultural differences, and familial perceptions regarding schools (Anicama et al., 2018; Dotterer & Wehrspann, 2015; Kwan & Wong, 2016).

According to research by Anicama et al., 2018, language barriers can make it difficult for families to communicate with school staff, which can lead to misunderstandings and miscommunications. Socioeconomic status can also impact a family's ability to participate in SBIs (Kwan and Wong, 2016). Families who grapple with making ends meet may not have the time or resources to participate in school activities, which can lead to feelings of exclusion (Kwan and Wong, 2016).

Cultural differences between families and schools can also pose a challenge. Schools may have different values and expectations than families, which can lead to misunderstandings and conflicts. Additionally, some families may not be aware of the educational system and how it works, which can make it difficult for them to navigate the school system. Despite these barriers, it is key that families and educational institutions collaborate effectively to support student success. To do so, it is important to recognize the importance of understanding one another. This goes beyond formal communication functions like speaking and listening. Understanding is also

influenced by a visible and invisible value system, educational system, lack of awareness or knowledge of cultural differences, and intrinsic belief systems.

Improving Familial Participation

By recognizing and addressing the cultural challenges, schools can foster a more inviting and inclusive atmosphere for families, which can lead to improved student outcomes. Research shows that when families are involved with their children's education, it can lead to higher academic achievement, improved behavior, and increased motivation (Epstein, 2011). While there are several barriers that prevent families from engaging in SBIs, it is important to recognize the importance of understanding and addressing these challenges. By working together, families and schools can establish a nurturing atmosphere that promotes student success.

Barriers Affecting Student Achievement

In today's world, it is no secret that socioeconomic status (SES) plays a crucial role in determining a child's academic success. The disparities between the haves and have-nots continue to exist, and unfortunately, it is the children who bear the brunt of this inequality. As a society, there is a need to recognize the impact of SES on education and strive to bridge the gap to ensure that every child has an equal opportunity to succeed. Numerous studies have shown that SES affects a child's academic performance in various ways. For instance, Arnold and Doctoroff (2003) found that children from low-SES backgrounds are more prone to facing difficulties with language development, which can hinder their academic progress. Additionally, Garrett-Peters et al. (2016) noted that family income poverty is the strongest predictor of school failure and poor school achievement. Students from low-SES backgrounds are less likely to have access to quality education, resources, and support, which puts them at a disadvantage from the start.

Moreover, SES also affects PI, which is a crucial factor in academic success. According to Garrett-Peters et al. (2016) parents from low-SES backgrounds often have limited time to engage in their children's academic and social affairs due to other commitments like work. This lack of PI can have adverse effects on a child's academic progress, as parents play a critical role in supporting their children's learning and development. It is evident that SES is a noteworthy factor in academic attainment, and the negative impact of low SES is felt across ethnic lines. As a society, there is a need to address this issue to make certain that each child has an equal opportunity to succeed. One way to start is by advocating for policies that support families from low-SES backgrounds. For example, initiatives that provide access to quality education, resources, and support can help bridge the gap and level the playing field.

Addressing the issues of Low Socio-Economic Status

In recent years, there have been efforts to address the issue of SES in education. For instance, the Obama administration's "Race to the Top" program aimed to improve the quality of learning in low-income communities by offering incentives for schools that showed significant progress (Kiernan & Mensah, 2011). Similarly, the Every Student Succeeds Act (ESSA) passed in 2015 aimed to provide more funding for low-income schools and ensure that every child had access to quality schooling (Baker, 2014). While these initiatives are a move towards progress, more needs to be done to address the issue of SES in education. The need is clear for the advocacy of policies that support families from low-SES backgrounds and ensure that every child has access to quality education and resources. It is only through collaborative efforts as a society that the gap can be bridged, and every child can have an equal opportunity to succeed.

Socioeconomic status is a crucial factor in determining a child's academic success (Arnold & Doctoroff, 2003). Low SES puts children at a disadvantage from the start, limiting

their access to quality education, resources, and support (Arnold & Doctoroff, 2003). As a community, there is a need to work towards addressing this issue by advocating for policies that support families from low-SES backgrounds and ensure that every child has access to quality education and resources.

Summary of Research

The primary purpose of Chapter 2 was to examine the literature regarding the relationship between parental involvement and academic educational achievement. An emergent theme from the texts reviewed is the significant impact of parental involvement on academic success. The text highlights three main types of parental involvement: Home-Based Involvement, School Based Involvement, and Family-School Partnerships, and how they emphasize the varying impact of each type on academic performance. It also underscores the importance of understanding elements like the educational attainment of parents, family income, and cultural background to tailor support for children's educational needs.

The research suggests that parental involvement plays a critical role in shaping children's academic success and overall well-being. From volunteering at school to helping with homework, parental involvement takes many forms and has a significant impact on children's cognitive, social, and emotional development. Positive parenting practices, such as warmth, support, and structure, have been found to set children up for academic success by providing a sturdy foundation for learning and growth. Parents who engage in stimulating and responsive interactions with their children from an early age are more likely to promote positive outcomes and reduce disparities in achievement. By actively engaging in their children's education and providing them with the necessary support, parents can significantly assist in their children's

progress and advancement, set them up for academic success, and reduce disparities in achievement.

Chapter 3: Methodology

This chapter provides a summary of the methodology used in this study. It begins with an explanation of the study's design, followed by a review of the sampling population and size. The research is centered around the question: "What kind of support do college students report receiving from their parents to encourage their academic success as defined by their attendance at an HBCU in Virginia?" Finally, the chapter explains the data collection procedures, data treatment and management, and the data analysis techniques that will be utilized.

Purpose of the Study

The purpose of this study was to identify the perceptions of undergraduate college students regarding the types of supports that their parents/guardians provided to encourage their academic success, as defined by college attendance at an Historically Black College (HBCU) in Virginia. This study is intended to contribute to the body of research on the forms of parental support that influenced the academic achievements of college students during their high school years. Specifically, this study aims to explore the types of support provided by parents that contributed to the scholarly achievements of students who went on to attend a HBCU in Virginia. By examining the specific ways in which parental support impacted students' educational journeys, this research seeks to shed light on the crucial function that parents play in their children's academic triumph, especially within the context of attending a HBCU in Virginia.

Research Design Methodology and Justification

This research utilized a quantitative methodology by analyzing measures such as frequency, response rates and percentages to gain insights into the respondents' perceptions. Additionally, the analysis considered the college year of participants to better contextualize the data within the dataset. Quantitative research methods are critical for making informed decisions

and drawing reliable conclusions (Creswell & Creswell, 2018). As noted by Creswell and Creswell (2018), quantitative descriptions enable us to examine specific populations' trends, attitudes, and opinions. In this particular framework, the quantitative study aimed to explore the academic support that parents provide to college students during their high school years. The study identified which parental supports college students indicated they perceived to contribute to their college attendance. The research design incorporated a questionnaire to collect data from the students. The study's findings could provide perspectives into parental involvement in students' academic journey, especially for those attending HBCUs.

The findings of this study offer a clearer and more detailed insight into the actions and perspectives that parents can adopt to boost their children's academic achievements, particularly regarding college attendance. The results highlight the importance of an engaged and proactive parenting style. This approach includes encouraging positive attitudes, establishing high expectations, and creating a supportive environment, all of which play a role in helping children succeed academically and pursue higher education. The information provided can help parents in making knowledgeable choices to support their children's academic goals. By identifying strategies and activities, parents can narrow their focus to those that students believe have contributed to support successful educational outcomes.

Research Question

The singular research question guiding this study was: What do college students at one HBCU in Virginia identify as supports their parents/guardians provided to encourage their academic success, as defined by attendance in college? It is assumed that identifying and understanding the particular actions that parents/guardians participate in to promote their children's learning and academic success is valuable. This could help identify strategies to better

support families in their educational involvement and resources, such as workshops that teach effective homework assistance techniques, or offering resources such as educational materials and guides to support parents and guardians in taking initiative and contributing in a meaningful way to their children's education. This not only involves the parents/guardian's general attitude towards education but also their active involvement in activities that support their child's learning, as perceived by the student.

Site/Sample Selection

The student participants for this research were selected using a convenience sampling method. This approach was chosen primarily because the researcher resides and operates within Central Virginia, allowing for easier access to a specific population. Convenience sampling is often favored in research due to its cost-effectiveness, efficiency in terms of time, and straightforward implementation (Stratton, 2021). As noted by Stratton (2021), "Convenience sampling is popular because it is not costly, not as time consuming as other sampling strategies, and simplistic" (p. 373). This method typically involves selecting participants who are readily available within the researcher's geographic area, which can streamline the data collection process. Stratton (2021) further emphasizes that such sampling techniques frequently identify clinical cases or participants who are within close proximity to the researcher's location.

A 15-question survey was developed with the aim of soliciting students' views on the support provided by their parents/guardians throughout their high school experience. This support could be valuable in influencing their college attendance, as well as their academic achievements once enrolled. By considering the different dimensions of parental involvement, the study highlights how such support contributes to students' preparedness for higher education and enhances their chances of success at HBCUs.

Undergraduate students were arranged according to their academic years, allowing for a more nuanced analysis of the perceptions of first-year, second-year, third-year, and fourth-year students at Virginia State University (VSU). The selection of the university was not random but was based on the specific criteria of being a HBCU in Central Virginia. Virginia State University was purposefully selected due to its high percentage of minority enrollment. This research specifically targeted students from the first to the fourth year at VSU.

Instrument Design and Validation

A 15-question survey was designed to gather students' perspectives on the support they received from their parents/guardians throughout their secondary education. To assess the survey's clarity and effectiveness, a pilot test was conducted by sharing it with approximately 10 current college students from other universities. The participants were instructed to complete the survey, which took an average of 10 minutes. During this process, they were encouraged to assess the survey in relation to the study's purpose statement, identifying any discrepancies, areas that lacked clarity, or aspects where the content was not fully aligned with the intended objectives. Feedback from this initial pilot group was instrumental in refining the survey. Based on their responses, the survey was revised to incorporate suggestions. Subsequently, a second pilot survey using the updated questions was sent to an additional 20 college students for further evaluation. This iterative process aimed to gather a broader range of feedback and enhance the survey's overall quality. The final version of the survey (Appendix A) reflects the collective input from both the initial pilot group and the second group of respondents. This thorough approach was taken to create what Roberts and Hyatt (2019) refers to as “The credibility and dependability of the instrument” (p.149). By utilizing these methods, the aim was to ensure that the instrument provided trustworthy questions for research purposes.

Data Collection Procedures

This survey was administered using QuestionPro. Based on the completion times for the pilot participants, the survey's estimated completion time is 10 minutes or fewer. The survey included questions on the following topics: Parental involvement in education includes actions such as providing educational support and participating in academic activities. Supportive parenting practices involve recognizing and praising academic achievements. Academic engagement refers to the constructive feedback that your parents or guardians offer regarding your studies.

The researcher sought approval from the participating university, Virginia State University (VSU), (Appendix B) prior to submission for approval from the Institutional Review Board (IRB) from the Human Research Protection Program (HRPP) through the Virginia Polytechnic Institute and State University. The Collaborative Institutional Training Initiative (CITI) training on Social and Behavioral Research was previously completed (Appendix C). The Institutional Review Board (IRB) approval was also obtained from the Virginia Polytechnic Institute and State University (Appendix E). The researcher conducted the survey in accordance with the approved methodology from Virginia State University.

The researcher directly communicated with professors through email (Appendix D), utilizing the online personnel directory of VSU. Email addresses from the university's publicly accessible website ensured that no privacy regulations were violated. This process identified a total of 247 university professors distributed across 6 colleges: the College of Agriculture, the Reginald F. Lewis College of Business, the College of Education, the College of Engineering and Technology, the College of Humanities and Social Sciences, and the College of Natural and Health Sciences. This organization allowed for a more well-organized communication strategy

by creating distinct e-mail lists for each college. In the email, the purpose of the survey was introduced, highlighting its relevance to the professors and their students. Additionally, the email included a brief overview of the survey's objectives, the estimated time commitment, and assurances of confidentiality for all participants. To facilitate ease of access, the researcher provided direct links to the survey within the email, encouraging professors to share these links with their students. This method not only streamlined the process but also emphasized the importance of student input in the research project.

Professors distributed the survey to students in February 2025. The survey opened on Monday, February 24, 2025, and closed on March 9, 2025. This timeline was developed to encourage participation by ensuring that all students received clear information about the survey's availability and purpose. By providing a two-week window for responses, the initiative aimed to improve the response rate by allowing students the flexibility to complete the survey at their convenience.

During the survey period, the researcher monitored participation rates closely. A reminder email was sent to all professors on Wednesday February 26, 2025, and at the beginning of the second week on March 3, 2025, continuing to urge participation due to a lower-than-expected response rate. After the 2-week period, the survey closed, and preliminary analysis of the data collected began.

Data Management

Responses were gathered through the QuestionPro platform, which facilitated a user-friendly survey process. To reach participants, a link to the survey was distributed to students at VSU through their professors. To protect the anonymity of respondents and uphold ethical standards, several strategies were implemented. First and foremost, the survey design

intentionally excluded the collection of any email addresses or personal identifiers. This choice was made to prevent any link between participants and their responses. Additionally, the survey refrained from asking questions that could reveal personal information, including but not limited to participants' names, ages, parental details, or hometowns.

Data Analysis Techniques

The data were analyzed using descriptive statistics to summarize and highlight the main features of the dataset, including frequency and percentages. Descriptive statistics is a common approach to analyzing survey data. Descriptive statistics are utilized to summarize and characterize data (Gray & Kinnear, 2011). By examining the relationships between different topics covered in the survey, researchers can gain understandings into how various factors impact academic self-efficacy and engagement. According to Gray and Kinnear (2011), descriptive statistics are an essential component of survey research as they provide a means to describe and summarize data in a clear and concise manner. In addition, descriptive statistics enable researchers to communicate their findings to a wider audience in a way that is understandable and accessible. By using descriptive statistics to analyze survey data, researchers can gain insights into how various factors impact academic self-efficacy and engagement. The key metrics considered for this survey encompassed both frequency and percentiles, providing a comprehensive overview of the data. By analyzing frequency, we were able to determine how often certain responses were recorded, offering insights into the commonality of specific trends or behaviors within the surveyed population. Additionally, the use of percentiles allowed us to deepen our understanding of the data distribution. Percentiles help us identify the relative standing of particular data points within the entire dataset, illustrating how a given score compares to the rest. This approach to descriptive statistics provided deeper awareness into the

trends and patterns present in the survey results. In discussing descriptive statistics, Murphy (2021) mentioned that including this information in the methods section of a paper can assist readers in grasping how effectively the employed methods provide insights into the key questions addressed in the study.

Methodology Summary

This chapter provides a review of the methodological design for the proposed research study. The study utilized a quantitative approach and involved the use of a survey as part of a purposeful sample of participants to maintain the study's focus. The questionnaire was designed to identify parental involvement practices and activities of students attending a HBCU in Central Virginia. Additionally, the chapter includes an overview of participant recruitment, sample size and selection, survey use, instrument design and validity, data collection, data management, data analysis, as well as a discussion of the ethical and confidential treatment of data.

Chapter 4: Analysis of the Data

The purpose of this study was to identify the perceptions of undergraduate college students regarding the types of supports that their parents/guardians provided to encourage their academic success, as defined by college attendance at a Historically Black College (HBCU) in Virginia. A survey involving 145 undergraduate students was carried out at a historically black college. To report the data from the survey conducted among undergraduate students regarding the perceptions of parental support for academic success, tables will be used to present the findings. A total of 15 survey items were used to capture perceptions.

The distribution of the college year for respondents is provided in Table 1. First-year students made up the largest segment, with a frequency of 64 individuals. This group accounted for approximately 44.14% of those who completed the survey. Following them, second-year students constituted the second largest segment with a frequency of 34 respondents, representing approximately 23.45% of the participants. Third-year students represented a frequency of 31 individuals, representing approximately 21.38% of respondents, followed by fourth-year students comprising a frequency of 16, representing approximately 11.03% of the respondents. This distribution provided the makeup of the college community and emphasizes the importance of understanding the varying perspectives and experiences among different academic years within the institution.

Table 1

Survey Question 1: Please identify your current college classification? (n=145)

| College Year | Frequency | Percentage |
|---------------------|------------------|-------------------|
| 1st year | 64 | 44.14% |
| 2nd year | 34 | 23.45% |
| 3rd year | 31 | 21.38% |
| 4th year | 16 | 11.03% |
| Total | 145 | 100.00% |

Table 2 shows that 88 respondents, which accounts for over half of the total participants, indicated that they often received praise for their academic achievements. This represents approximately 60.69% of those surveyed. The Sometimes group, which totals 24.83%, represents a smaller portion of participants who received praise at various points, indicating a moderate level of encouragement in their academic endeavors. The lowest number of respondents, 1.38%, reported that they never received praise for their academic accomplishments. Meanwhile, 13.10% indicated that they were rarely praised, suggesting they received occasional recognition but not enough to feel consistently supported. A total of 145 individuals participated in the survey.

Table 2*Survey Question 2: How often did your parents/guardians praise your academic achievement?**(n=145)*

| Degree | Frequency | Percentages |
|---------------|------------------|--------------------|
| Never | 2 | 1.38% |
| Rarely | 19 | 13.10% |
| Sometimes | 36 | 24.83% |
| Often | 88 | 60.69% |

Table 3 displays how often parents and guardians provided constructive feedback to their children during difficult times. A total of 73 participants, or about 50.34%, reported that their parents or guardians often gave them constructive feedback. In contrast, a smaller group of 20 participants, making up 13.79%, indicated that they received such feedback only rarely. Additionally, 44 respondents, approximately 30.34%, stated that they sometimes received constructive feedback.

Table 3

Survey Question 3: How often did your parents/guardians offer constructive feedback when/if you struggled academically? (n=145)

| Degree | Frequency | Percentages |
|---------------|------------------|--------------------|
| Never | 8 | 5.52% |
| Rarely | 20 | 13.79% |
| Sometimes | 44 | 30.34% |
| Often | 73 | 50.34% |

Table 4 displays the level of academic support provided by parents/guardians during high school. The results indicate that 44.14% of participants received support often from their parents or guardians. Meanwhile, 28.97% reported receiving support occasionally throughout their high school years. In contrast, a smaller percentage of 8.28% indicated that they never received any academic support from their parents or guardians.

Table 4

Survey Question 4: During your time in High School, how often did your parents/guardians provide you with academic support? (n=145)

| Degree | Frequency | Percentages |
|---------------|------------------|--------------------|
| Never | 12 | 8.28% |
| Rarely | 27 | 18.62% |
| Sometimes | 42 | 28.97% |
| Often | 64 | 44.14% |

Table 5 provides participant responses related to parental or guardian assistance in preparing for the SAT or ACT assessments. Out of the total respondents, 63 indicated that they did not receive any assistance from their parents/guardians during their preparation for these standardized tests. In contrast, 53 participants reported that they did receive help. Furthermore, 29 individuals in the survey chose not to take the SAT or ACT.

Table 5*Survey Question 5: Did your parents/guardians help you access and/or prepare for the**SAT/ACT? (n=145)*

| Degree | Frequency | Percentages |
|----------------------|------------------|--------------------|
| Yes | 53 | 36.55% |
| No | 63 | 43.45% |
| Did not take SAT/ACT | 29 | 20.00% |

Table 6 presents data on how often respondents felt they received praise from their parents or guardians for their academic achievements. A small percentage, 3 respondents (about 2.07%), reported that they never received any praise for their accomplishments. Additionally, 12 respondents (approximately 8.27%) indicated that they were rarely acknowledged. In contrast, the second-largest group, consisting of 47 respondents (around 32.41%), reported that they sometimes received praise. The majority, 83 respondents (about 57.24%), noted that they often received recognition for their academic efforts.

Table 6*Survey Question 6: How often did your parents/guardians praise you for your academic**accomplishments? (n=145)*

| Degree | Frequency | Percentages |
|---------------|------------------|--------------------|
| Never | 3 | 2.07% |
| Rarely | 12 | 8.27% |
| Sometimes | 47 | 32.41% |
| Often | 83 | 57.24% |

Table 7 presents the educational levels of respondents' parents or guardians, showing differences between male and female figures. For male parents/guardians, the majority—65 individuals—reported having a high school education or less, making up about 44.83% of the total responses. Following this group, 25 males, or approximately 17.24%, hold bachelor's degrees, while 24 males, representing about 16.55%, have postgraduate degrees. Additionally, 11.03% of respondents reported that they do not have a male parent/guardian present. In contrast, the educational attainment for female parents/guardians shows more diversity. Of the respondents, 48 females, or 33.10%, have a high school education or lower. A greater percentage of females have completed higher education: 33 females, or 22.76%, hold bachelor's degrees, and 32 females, approximately 22.07%, have pursued postgraduate education. Only 1.38% of respondents indicated that they do not have a female parent/guardian. Overall, while both male and female parents/guardians primarily fall within the high school education category, female parents/guardians show a higher level of educational attainment compared to their male counterparts.

Table 7

Combines survey questions 7 and 8: Participants report of Education levels of Male and Female Parent/Guardian (n=145)

| Educational Level | Male Guardian | Percentages | Female Guardian | Percentages |
|--|---------------|-------------|-----------------|-------------|
| High School or below | 65 | 44.83% | 48 | 33.10% |
| Associate degree or professional certificate | 15 | 10.34% | 30 | 20.69% |
| Bachelor's degree | 25 | 17.24% | 33 | 22.76% |
| Postgraduate education | 24 | 16.55% | 32 | 22.07% |
| No male/female parent/guardian | 16 | 11.03% | 2 | 1.38% |
| Totals | 145 | 100.00% | 145 | 100.00% |

Table 8 illustrates how students perceive the impact of their parents/guardians on their academic performance. Out of the participants surveyed, 105 respondents, about 72.41%, believe that their parents/guardians have had either a moderate or significant influence on their academic success. In contrast, only 6 respondents, approximately 4.14%, feel that their parents/guardians have had no impact on their academic achievements.

Table 8

Survey Question 9: Which statement best describes the positive impact you believe your parents/guardians had on your academic performance? (n=145)

| Degree | Frequency | Percentages |
|--|------------------|--------------------|
| Had no positive impact on academic performance | 6 | 4.14% |
| Had some positive impact on academic performance | 29 | 20.00% |
| Had a lot of positive impact on academic performance | 76 | 52.41% |
| Unsure or neutral | 34 | 23.45% |

Table 9 illustrates the impact of parents/guardians on students' academic motivation. A total of 67 respondents, which accounts for about 46.21%, reported that parental support significantly contributed to their desire for academic excellence. When we combine the percentage of those who felt a strong positive impact (67 respondents) with those who felt some positive influence (35 respondents, approximately 24.14%), the total percentage rises to around 70.35%. In contrast, only 6 respondents, or about 4.14%, indicated that they experienced no positive impact from their parents/guardians.

Table 9

Survey Question 10: Which statement best describes the impact that your parents/guardians had regarding your motivation to succeed in school? (n=145)

| Degree | Frequency | Percentages |
|---|------------------|--------------------|
| Had no positive impact on motivation to succeed | 6 | 4.14% |
| Had some positive impact on motivation to succeed | 35 | 24.14% |
| Had a lot of positive impact on motivation to succeed | 67 | 46.21% |
| Unsure or neutral | 37 | 25.52% |

Table 10 shows that 75 respondents, or about 51.72%, believed their parents/guardians had a significant positive impact on their ability to achieve better grades. In addition, 35 respondents, approximately 24.14%, felt that their parents/guardians played some role in their academic performance. Conversely, a smaller group of 12 respondents, or about 8.28%, reported that their parents/guardians had no involvement in their academic achievements. Lastly, 23 respondents, equivalent to around 15.86%, expressed uncertainty or were neutral about their parents/guardians' involvement in their education.

Table 10

Survey Question 11: Which statement best describes your parents/guardians' involvement in your education in helping you to achieve better grades? Grades (n=145)

| Involvement Level | Frequency | Percentage |
|--|------------------|-------------------|
| Had no involvement in achieving better grades | 12 | 8.28% |
| Had some involvement in achieving better grades | 35 | 24.14% |
| Had a lot of positive involvement in achieving better grades | 75 | 51.72% |
| Unsure or neutral | 23 | 15.86% |
| Totals | 145 | 100.00% |

Table 11 illustrates the impact of parent/guardian support and encouragement on the academic achievements of respondents during their high school years. Notably, 70 participants, or about 51.72%, indicated that this support significantly influenced their academic success. Additionally, 36 participants, approximately 24.14%, acknowledged experiencing some positive effects from parent/guardian involvement. In contrast, a smaller group of nine respondents, representing around 8.28%, reported that they did not feel any positive impact on their academic success from parental support.

Table 11

Survey Question 12: Did the level of support and encouragement you received from your parents/guardians during your high school years influence your academic success? (n=145)

| Impact Level | Frequency | Percentage |
|--|------------------|-------------------|
| Had no positive impact on academic success | 9 | 8.28% |
| Had some positive impact on academic success | 36 | 24.14% |
| Had a lot of positive impact on academic success | 70 | 51.72% |
| Unsure or neutral | 30 | 15.86% |
| Totals | 145 | 100.00% |

Table 12 displays the influence of positive feedback from parents/guardians on high school students' academic performance. A large number of respondents, 69 individuals or about 47.59%, reported that this encouragement greatly improved their academic performance. On the other hand, 12 respondents, roughly 8.28%, indicated that such positive feedback had no effect on their academic performance.

Table 12

Survey Question 13: Did positive feedback from your parents/guardians affect your academic performance, while in high school? (n=145)

| Impact Level | Frequency | Percentage |
|--|------------------|-------------------|
| Had no positive impact on academic performance | 12 | 8.28% |
| Had some positive impact on academic performance | 33 | 22.76% |
| Had a lot of positive impact on academic performance | 69 | 47.59% |
| Unsure or neutral | 31 | 21.38% |
| Totals | 145 | 100.00% |

Table 13 outlines the different types of support that respondents identified as crucial for their educational success. A significant majority, 108 respondents (approximately 74.48%), emphasized the importance of monitoring academic performance. Additionally, 100 respondents (about 68.9%) highlighted the need for clear expectations and accountability regarding academic achievements, as well as the provision of constructive feedback for improvement. Moreover, 93 participants (roughly 64.13%) indicated that access to essential educational materials—such as textbooks, technology, and tutoring services—was important for their success.

Table 13

Survey Question 14: From the list below, please select all of the types of support from your parents/guardians that you received and felt contributed to your academic success. (n=145)

| Support Selections | Frequency (n=145) | Percentage |
|--|------------------------------|-------------------|
| Checked my grades | 108 | 74.48% |
| Provided clear expectations and accountability for academic performance, along with constructive feedback to help me improve | 100 | 68.97% |
| Provided access to necessary educational resources, such as textbooks, technology, and tutoring services | 93 | 64.14% |
| Provided emotional support and encouragement to pursue my academic goals | 89 | 61.38% |
| Provided opportunities for extracurricular activities and hobbies to foster a well-rounded education and personal growth | 75 | 51.72% |
| Helped with homework | 64 | 44.14% |
| Communicated regularly with teachers | 58 | 40.00% |
| Taught time management skills | 55 | 37.93% |
| Provided a structured and consistent daily routine that allowed for ample study time and minimized distractions. | 44 | 30.34% |
| Encouraged regular reading and trips to the library | 39 | 26.90% |
| Attended PTA events | 34 | 23.45% |

Data Summary

The survey highlights the role of parent/guardian involvement in students' academic success. Key findings reveal that 74.48% of respondents acknowledge the importance of monitoring academic performance, while 68.9% emphasize setting clear goals. Encouragement from parents/guardians enhanced performance, noted by 47.59% of participants. Despite varied educational backgrounds, 72.41% believe parent/guardian support positively impacts grades. Praise is commonly received, with 57.24% feeling frequently appreciated. Support for standardized test preparation varies, with 53 participants receiving guidance. Overall, feedback

dynamics show over 50% receive occasional feedback, with 5.5% reporting no constructive feedback from parents/guardians.

Chapter 5: Summary of Findings

The purpose of this study was to identify the perceptions of undergraduate college students regarding the types of supports that their parents/guardians provided to encourage their academic success, as defined by college attendance at a Historically Black College (HBCU) in Virginia. A total of 145 undergraduate students participated in the study, comprising 64 first-year students, 34 second-year students, 31 third-year students, and 16 fourth-year students. This sample allowed for an examination of the varying levels of support perceived by students at different stages of their college careers.

A survey questionnaire was created to gather data on the types of assistance students received during their high school years. The survey included questions about academic encouragement, emotional support, and participation in college readiness activities. Gaining valuable insights into support systems involved understanding the specific ways in which parents/guardians contributed to students' academic journeys.

Research Question

The singular research question guiding this study is: What do college students at one HBCU in Virginia identify as supports their parents/guardians provided to encourage their academic success, as defined by attendance in college?

Identification of Emergent Themes

The analysis of the survey data highlights several themes concerning the academic experiences and support systems available to students. One of the most striking themes that emerged is the demographic distribution of academic standing among respondents. Notably, first-year students make up the largest portion of the sampled group, comprising 44.14% of the

overall sample. In comparison, fourth-year students made up just 11.03% of the respondents, which is the smallest percentage among the groups surveyed.

Another theme highlighted in the findings is the recognition and praise awarded to students for their academic achievements. A combined 89.65% of participants reported receiving some form of acknowledgment from their parents/guardians. Notably, 24.83% indicated that they sometimes received praise, while a majority, totaling 60.69%, expressed that they often felt appreciated for their academic achievement.

The data highlights disparities in the educational backgrounds of respondents' parents/guardians according to gender. Male parents/guardians are primarily represented among those with high school education or less. In contrast, female parents/guardians show a greater prevalence of higher education attainment.

Finally, the themes converge around the impact of parental involvement on academic performance and motivation, as a large majority (70.35%) feel that their parents have played a crucial role in their academic success.

Findings

Finding 1

Participants reported that they were often praised for their academic achievements, indicating a strong level of positive reinforcement in their educational experiences. The survey results reveal a disparity in the frequency of academic praise received by participants (see Table 2). A majority, accounting for 60.69% of respondents, reported that they were often praised for their academic achievements, indicating a strong level of positive reinforcement in their educational experiences. Additionally, 24.83% of participants fell into the "Sometimes"

category, suggesting that while they experienced praise intermittently, it provided a moderate level of encouragement for their academic pursuits.

In contrast, only a small fraction, 1.38%, indicated that they never received any form of praise for their achievement, highlighting a notable lack of feedback for some individuals. Furthermore, 13.10% of respondents reported being rarely praised, which suggests that their recognition, while present, was infrequent and possibly insufficient to foster a sense of consistent support. Overall, these findings, derived from a total of 145 participants, underscore the importance of praise as a motivational factor in academic settings, while also drawing attention to a minority of students who may not be receiving adequate recognition for their efforts. This pattern of feedback may have significant implications for educators seeking to enhance student motivation and engagement in academic endeavors.

According to research conducted by Pinguart and Ebeling (2019), the way parents communicate their positive expectations to their children plays a fundamental role in fostering academic engagement. They highlight that instilling high expectations and encouraging enthusiasm for learning is often more effective in meeting parental academic aspirations than more direct forms of involvement, such as monitoring homework or maintaining communication with teachers (Pinguart & Ebeling, 2019). This suggests that the emotional and psychological support parents provide can have a stronger impact on a child's academic success. The authors further elaborate on the various parental behaviors that contribute to positive educational outcomes. These behaviors include role modeling—where parents exemplify the values of education themselves—offering encouragement and positive reinforcement, as well as providing enriching experiences related to learning, which might include access to educational materials and opportunities for shared activities (Pinguart & Ebeling, 2019). Such coactive experiences not

only enhance a child's educational environment but also strengthen the parent-child bond, creating a more supportive atmosphere for academic achievement.

Finding 2

Participants reported that their parents/guardians strongly influenced their ability to achieve better grades. The analysis of parental involvement and its impact on academic performance has yielded interesting insights, as highlighted in Table 10. A majority, 51.72% of respondents, reported that their parents/guardians strongly influenced their ability to achieve better grades. This indicates that active parent/guardian support plays an important role in fostering academic success among students. Conversely, only 8.28% of respondents noted a lack of involvement from their parents/guardians, suggesting that a significant portion of students benefit from the positive reinforcement and guidance provided by their families.

Interestingly, 24.14% of respondents acknowledged some level of parental involvement, reflecting a moderate engagement in educational activities that may contribute to academic outcomes. This aligns with the findings of (Ceballo et al., 2013), who assert that there is a strong correlation between parent/guardian involvement in education and improved academic metrics, including grade point averages and student motivation. Moreover, 15.86% of the study's students expressed uncertainty regarding their parents'/guardians' involvement. This ambiguity may stem from varying definitions of involvement and engagement as elucidated by Goodall and Montgomery (2013). The distinction between "involvement," characterized as the act of participating, and "engagement," which implies a deeper emotional connection and sense of ownership in the educational process, highlights the complexity of parental influence on academic achievement (Goodall & Montgomery, 2013).

Finding 3

Participants indicated that it was important for parents/guardians to regularly monitor their children's academic performance. The data from the survey underscores the critical role of parent/guardian involvement in fostering students' academic achievement, linking various influential themes that contribute to this success. Almost three-quarters, 74.48% of respondents, highlighted the importance of regularly monitoring their children's academic performance (see Table 13). This consistent engagement not only serves as an indicator of parental interest but also provides essential support that can enhance a child's educational experience.

A key aspect of parental involvement is participation in homework activities, which is categorized as a home-based type of involvement in children's education. Research by Gonida and Cortina (2014) elucidates that homework involvement is a multifaceted construct that encompasses both quantitative and qualitative dimensions. This ranges from providing concrete support, such as materials and a conducive working environment, to offering more complex guidance that fosters critical thinking and problem-solving skills.

Research conducted by McNeal (2012), drawing on insights from T. Z. Keith (Year), emphasizes the significant role parental involvement plays in shaping students' academic outcomes. Notably, the study suggests that students' perceptions of their parents' engagement can have a pronounced effect on their overall grades. This influence appears to be stronger for grades than for standardized test scores, which tend to measure more fixed abilities. Essentially, grades often reflect the effort and support that students receive at home, underscoring the importance of active parental participation in education.

Finding 4

Participants indicated that establishing clear expectations and accountability by their parents/guardians helped foster their success. Setting clear expectations and responsibilities related to academic performance is necessary for promoting student success. This sentiment was echoed by 68.9% of respondents in the recent survey, reflecting a total of 100 participants (see Table 13). The importance of having defined standards and providing constructive feedback cannot be understated, as they not only guide students towards their academic goals but also help them understand the areas where improvement is needed. This perspective aligns with the findings of a comprehensive meta-analysis conducted by Pinquart and Ebeling (2019) which examined both concurrent and longitudinal associations between parent/guardian educational expectations and child achievement. Their research highlights the significant impact that positive expectations from parents/guardians can have on their children's academic engagement and success. They found that merely monitoring children's homework or maintaining communication with teachers—while important—wasn't as effective as actively conveying expectations for educational success.

The research of Pinquart and Ebeling (2019) highlights that elevated expectations from parents can significantly influence their behavior in ways that support their children's learning and development. Specifically, parents who have high educational aspirations for their children tend to engage in behaviors that foster achievement. This includes creating opportunities for intellectually stimulating activities or providing assistance with homework. Moreover, these parents may also implement a strategy known as differential reinforcement. This involves offering rewards for academic successes while imposing consequences for failures, effectively

reinforcing achievement-oriented behaviors in their children. Parents'/guardians' beliefs about education thus play a critical role in shaping not only the academic environment at home but also the motivations and attitudes of their children towards learning. Ultimately, such dynamics can contribute to a child's overall educational experience and performance.

Finding 5

Participants indicated that their parents/guardians played an important role in providing essential educational resources that positively influenced their academic achievement. The study indicated that out of 145 respondents, 93, accounting for 64%, recognized the significant role that parents/guardians play in providing essential educational resources—such as textbooks, technology, and tutoring services—and how these resources positively influence their academic achievement. This aligns with the findings of Gutman and McLoyd (2000), who emphasized that the family context is crucial, as the home serves as the primary ecological setting for children's development and learning. Parents function as managers of their children's educational environments, not only by curating learning resources within the household but also by actively encouraging, organizing, and supervising their children's access to educational opportunities beyond the home. Furthermore, Gutman and McLoyd (2000) noted that the parents of high-achieving children are often directly involved in their education. They frequently provide tutoring support through practice lessons and problem-solving exercises, reinforcing the concept that parental engagement is essential for academic success. This involvement can take various forms, from helping with homework to facilitating extracurricular activities that bolster a child's learning.

The data suggests that when parents take an active role in their children's education, it fosters a more enriching learning environment that may lead to improved academic outcomes.

This involvement not only helps children feel supported and valued, but it also encourages them to take greater responsibility for their learning. By bridging the gap between home and school, parents/guardians can enhance their children's engagement and motivation, ultimately contributing to their success in the classroom.

Implications

After analyzing the five findings, three key implications have been identified for parents/guardians that could significantly influence their approach to parenting. These implications serve as the cornerstone of our conclusions and highlight the interconnectedness of the findings, showcasing how they relate to one another. Each insight offers valuable guidance, enabling parents/guardians to make informed decisions that foster the well-being and development of their children effectively.

Implication 1: Academic Praise

School divisions and school leaders should consider hosting workshops or informational sessions that can equip parents/guardians with the tools, such as effective communication strategies or positive rewards systems to enhance students' motivation and self-esteem, leading to a more positive and productive learning environment. School leaders, counselors and teachers can engage parents/guardians in meaningful discussions effectively acknowledging and celebrating their child's academic achievements, no matter how small they may seem. When parents/guardians recognize and celebrate both effort and achievement, they not only influence their children's self-image but also foster a lifelong commitment to education, ultimately paving the way for sustained success and personal fulfillment throughout their lives.

Implication 2: Improving educational achievement

School divisions and schools should develop programs designed to actively engage parents/guardians in the learning process. These initiatives could feature workshops on effective study methods, enhancing communication skills, and fostering academic motivation at home. Such efforts not only enhance engagement through attendance at meetings and school events but also encourage more meaningful interactions, like discussing learning topics at home and working with teachers on enriching educational activities.

Implication 3: Structured Homework Participation

School divisions and schools should develop structured frameworks that facilitate parent/guardian involvement in homework processes. Schools can provide resources and training for parents/guardians, outlining effective strategies for helping their children with homework while avoiding over-involvement that can lead to dependency. Workshops regarding resource accessibility such as online tools, books, and study aids that can assist students in completing their homework, could introduce parents/guardians to various techniques, such as encouraging independence and setting a designated homework time. Additionally, schools might consider implementing homework clubs or study sessions where parents/guardians can engage alongside their children, creating a community of learners.

Implication 4: Parental Expectations

School divisions and schools should consider implementing programs that actively engage parents/guardians in the academic journey of their children. Informational sessions such as effective communication techniques or understanding learning styles, could be designed to educate parents about the importance of setting clear academic expectations, how parents/guardians can advocate for their child's educational needs, which can serve as a

foundation for student achievement. Moreover, educating parents/guardians about different learning styles, could help them better support their child's academic journey and tailor their approaches to meet their needs. The concept of differential reinforcement should be integrated into parent/guardian training initiatives, encouraging parents/guardians to recognize the influence of their behaviors on their children's educational outcomes. By fostering an environment where academic achievements are celebrated and failures are viewed as opportunities for growth, parents/guardians can significantly impact their children's motivation and academic performance.

Implication 5: Collaboration with Parents

School divisions and schools can enhance student academic success by actively collaborating with parents/guardians to ensure that vital resources are accessible to all students. This active collaboration between the two entities can create targeted programs that provide students with essential materials such as textbooks, technology, and tutoring services through these partnerships, while simultaneously assisting in eliminating resource disparities. Overall, this synergy not only supports academic achievement but also cultivates a supportive community that values education and the contributions of both families and schools.

Recommendations for Future Studies

The findings of the quantitative study highlight a significant opportunity for future researchers to explore the complex relationship between parent/guardian involvement and student academic success, particularly as it pertains to facilitating college attendance. Understanding this relationship is fundamental, as engaged parenting can serve as a pivotal factor in a child's educational trajectory. Future studies may consider the following:

- Investigate the long-term effects of academic praise on student motivation and achievement. By tracking students over several years, researchers could determine how consistent praise impacts academic confidence and ongoing engagement.
- Investigate the specific communication styles that foster academic engagement. Delving into and understanding how different forms of verbal and non-verbal encouragement affect children's perceptions of their abilities could provide valuable insights for parents/guardians and educators.
- Examine how different cultural backgrounds influence parent/guardian involvement styles and their perceptions of academic support. This could inform culturally responsive educational practices.

Summary

Chapter 5 presents a comprehensive overview of the findings from this study. It focuses on the insights gathered from a group of 145 college students about the support they received from their parents during their academic journeys. The premise of this research was rooted in the long-standing belief that parent/guardian involvement plays a critical role in fostering academic success among students.

The participants were enrolled at one of Virginia's four Historically Black Colleges and Universities (HBCUs), institutions known for their commitment to education and community empowerment. By delving into the students' perceptions of their parents'/guardians' involvement, this research aimed to identify more effective involvement strategies that could significantly enhance academic performance. Furthermore, understanding these dynamics will not only contribute to developing tailored parent/guardian engagement practices but will also facilitate a more efficient use of time and resources for both students and parents/guardians. Ultimately, this

study aspires to optimize the academic journey of students, ensuring a more fruitful return on investment in their education.

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Appendix A: Survey Questions

Survey questions that align to Research Question1

1. Please identify your current college classification:
 - A. 1st year
 - B. 2nd year
 - C. 3rd year
 - D. 4th year

2. How often did your parents/guardians praise your academic achievement?
 - A. Never
 - B. Rarely
 - C. Sometimes
 - D. Often

3. How often did your parents/guardians offer constructive feedback when/if you struggled academically?
 - A. Never
 - B. Rarely
 - C. Sometimes
 - D. Often

4. During your time in High school, how often did your parents/guardians provide you with academic support?
 - A. Never
 - B. Rarely
 - C. Sometimes

D. Often

5. Did your parents/guardians help you access and/or prepare for the SAT/ACT tests?

A. Yes

B. No

6. How often did your parents/guardians praise you for your academic accomplishments?

A. Never

B. Rarely

C. Sometimes

D. Often

7. Please select the present level of education of your male parent/guardian.

A. High school or below

B. Associate degree or professional certificate

C. Bachelor's degree

D. Postgraduate education

8. Please select the present level of education of your female parent/guardian.

A. High school or below

B. Associate degree or professional certificate

C. Bachelor's degree

D. Postgraduate education

9. Which statement best describes the positive impact you believe your parents/guardians had on your academic performance?

- A. Had no positive impact on academic performance
- B. Had some positive impact on academic performance
- C. Had a lot of positive impact on academic performance
- D. Unsure or neutral

10. Which statement best describes the impact that your parents'/guardians' opinions had regarding your motivation to succeed in school?

- A. Had no positive impact on motivation to succeed
- B. Had some positive impact on motivation to succeed
- C. Had a lot of positive impact on motivation to succeed
- D. Unsure or neutral

11. Which statement best describes your parents/guardians' involvement in your education in helping you to achieve better grades?

- A. Had no positive impact on achieving better grades
- B. Had some positive impact on achieving better grades
- C. Had a lot of positive impact on achieving better grades
- D. Unsure or neutral

12. Did the level of support and encouragement you received from your parents/guardians during your high school years influence your academic success?

- A. Had no positive impact on academic success
- B. Had some positive impact on academic success
- C. Had a lot of positive impact on academic success
- D. Unsure or neutral

13. Did positive feedback from your parents/guardians affect your academic performance?

- A. Had no positive impact on academic performance
- B. Had some positive impact on academic performance
- C. Had a lot of positive impact on academic performance
- D. Unsure or neutral

14. From the list below, please select all the types of support you felt were important to your academic success.

- A. Access to necessary educational resources, such as textbooks, technology, and tutoring services.
- B. A structured and consistent daily routine that allowed for ample study time and minimized distractions.
- C. Emotional support and encouragement from my parents/guardians to pursue my academic goals.
- D. Clear expectations and accountability for academic performance, along with constructive feedback to help me improve.
- E. Opportunities for extracurricular activities and hobbies to foster a well-rounded education and personal growth.
- F. Checked your grades.
- G. Attended PTA events.
- H. Helped with homework.
- I. Taught time management skills
- J. Encourage regular reading and trips to the library.
- K. Communicate regularly with teachers.

15. List other parental/guardian actions or support you believe were important to your academic success.

Appendix B: IRB Approval from Virginia State University



VIRGINIA STATE UNIVERSITY
Petersburg, Virginia 23806

OFFICE OF SPONSORED RESEARCH
c/o Institutional Review Board for
the Protection of Human Subjects

January 10, 2025

Bobby Shockley
Virginia Tech
1750 Kraft Dr. SW
Room 2105
Blacksburg, VA 24061

Dear Bobby Shockley,

On behalf of Virginia State University's Institutional Review Board (IRB) for the Protection of Human Subjects the following study, "*The Perceptions of Students Regarding the Supports They Received from Parents/Guardians Related to Academic Success as Defined by Attendance at a Historically Black College or University in Virginia*", IRB#1924-1022 is approved. The approval will expire January 10, 2026.

If modification or continuation to this study are required Federal regulations and VSU, policy requires another review prior to the modification and/or continuation of this study. If you have any questions or concerns feel free to contact me either by phone (804) 524-2444 or email IRB@vsu.edu.

Good luck with your study!

Sincerely,

Tracy Walker

Chair, Institutional Review Board
For Human Subjects

c: Sharon Evans, OSRP
Dr. M. David Alexander, Co-PI/Advisor

Appendix C: CITI Training on Social and Behavioral Research Certificate



Completion Date 01-Apr-2024
Expiration Date 01-Apr-2027
Record ID 45014939

This is to certify that:

Bobby Shockley

Has completed the following CITI Program course:

Not valid for renewal of
certification through CME.

Research Study Design (RSD)

(Curriculum Group)

Research Study Design (RSD)

(Course Learner Group)

1 - Basic Course

(Stage)

Under requirements set by:

Virginia Polytechnic Institute & State University (Virginia Tech)

CITI
Collaborative Institutional Training Initiative

101 NE 3rd Avenue, Suite 320
Fort Lauderdale, FL 33301 US
www.citiprogram.org

Generated on 01-Apr-2024. Verify at www.citiprogram.org/verify/?wd5fdd16b-c290-41e6-9d3b-ad192af18ebb-45014939

Appendix D: Email to Professor for Distribution of Survey

Subject Line: Please share the VSU approved research request with your undergraduate students

Dear Professors:

Greetings! My name is Bobby T. Shockley, and I am a doctoral candidate in the Virginia Tech Educational Leadership and Policy Studies Program under the supervision of my advisor and committee chair Dr. M. David Alexander. I am conducting a research study on The perceptions of students regarding The Role of Parenting in Academic Educational Achievement. The survey does not collect any personally identifiable information. I have been given permission by the Virginia State University Institutional Review Board to conduct this research.

Please forward this email to your undergraduate students with the following message

.....
Subject Line: Join Us in a Research Study – Your Participation Matters!

Dear VSU Student,

My name is Bobby T. Shockley, and I am a doctoral candidate in the Virginia Tech Educational Leadership and Policy Studies Program under the supervision of my advisor and committee chair Dr. M. David Alexander. I am conducting a research study on The Role of Parenting in Academic Educational Achievement. I have been given permission by the (university) Institutional Review Board to conduct this research.

The student participation letter and survey can be accessed through this link: [Student Survey Participation Letter](#)

[Thank you for your assistance in identifying what role your parents/guardians had in your decision to attend the university.](#)

Direct Link to the Survey: [Role of Parenting Survey](#)

Sincerely,

Bobby T. Shockley
Doctoral candidate
Virginia Polytechnic Institute and State University
IRB Protocol #1924-1022
804-307-6837 bshockle@vt.edu

Appendix E: IRB Approval from Virginia Polytechnic Institute and State University



Division of Scholarly Integrity and
Research Compliance
Institutional Review Board
North End Center, Suite 4120 (MC 0497)
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-3732
irb@vt.edu
<http://www.research.vt.edu/sirchpp>

MEMORANDUM

DATE: February 17, 2025
TO: M. David Alexander, Carol S Cash, Bobby Terrell Shockley
FROM: Virginia Tech Institutional Review Board (FWA00000572)
PROTOCOL TITLE: The Perceptions of Students Regarding the Supports They Received From Parents/Guardians Related to Academic Success as Defined by Attendance at a Historically Black College or University in Virginia
IRB NUMBER: 25-106

Effective February 17, 2025, the Virginia Tech Human Research Protection Program (HRPP) determined that this protocol meets the criteria for exemption from IRB review under 45 CFR 46.104 (d) category(ies) 2(i).

Ongoing IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these activities impact the exempt determination, please submit an amendment to the HRPP for a determination.

This exempt determination does not apply to any collaborating institution(s). The Virginia Tech HRPP and IRB cannot provide an exemption that overrides the jurisdiction of a local IRB or other institutional mechanism for determining exemptions.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<https://secure.research.vt.edu/external/irb/responsibilities.htm>

(Please review responsibilities before beginning your research.)

PROTOCOL INFORMATION:

Determined As: Exempt, under 45 CFR 46.104(d) category(ies) 2(i)
Protocol Determination Date: February 17, 2025

ASSOCIATED FUNDING:

The table on the following page indicates whether grant proposals are related to this protocol.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution