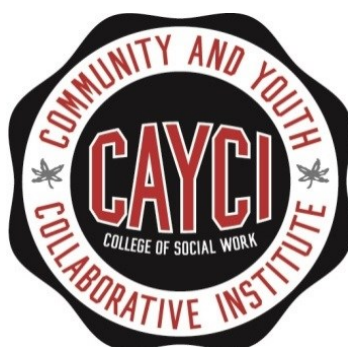


Community and Youth Collaborative Institute
School Experience Surveys



**Technical Report: Parental
Involvement & Support**
Middle/High School Student Version

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PARENTAL INVOLVEMENT & SUPPORT

Middle & High School Student Version

I. Definition of Construct

The *Parent Involvement & Support* scale assesses the degree to which students feel that their parents and guardians are involved in their learning and support their educational growth.

II. Relevance for Practice

Evidence from the literature demonstrates that higher levels of experienced parental/guardian involvement and support in middle and high school relate to improved academic outcomes, including grade point average and standardized test scores (Rogers et al., 2009; Lagace-Seguin & Case, 2010).

III. Scale Description and Instructions

A. Items

1. My parents help me with my schoolwork.
2. My parents talk to me about what I do in school.
3. My parents ask me about my schoolwork.
4. My parents push me to work hard at school.

B. Response Options

Response options for each item include the following:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Disagree or Agree
- 4 = Agree
- 5 = Strongly Agree

C. Instructions for Respondents

The following questions ask you about your parents and/or caregivers. For each of the following statements, please fill in ONE circle that best represents your answer.

D. Instructions for Scale Administrators

For complete instructions on how to administer the survey, reference the “Student Survey Directions” that are printed within the survey itself. Once each student has a survey, explain that the purpose of the survey is to learn more about their experiences at school. They should mark one answer per statement, selecting the choice that best reflects how they feel.

As students finish, look thoroughly through the surveys to make sure that they didn’t miss any items or questions. Please remember that students do NOT have to answer every question, but do encourage them to complete as much of the survey as possible. Remind students that their answers will help the school know how to best support them.

IV. Scoring Procedures

An average of the response scores from the 4 items should be calculated and used as an indicator of parental involvement and support, with higher scores reflecting greater levels of involvement and support from parents.

V. Psychometric Properties of the Scale

A. Description of Sample

Participants used to test the psychometric properties of the scale included 5107 middle school (6-8th grade; 44.1%) and high school (9-12th grade; 54.7%) students from around the state of Ohio. The participants included 2585 males (50.6%) and 2448 (47.9%) females. The majority of students identified themselves as White/Non-Hispanic (85.5%), Mixed/Multi-Racial (8.3%), African American (3.2%), Latino/Latina (0.9%), or Asian (0.8%), and 47.3% indicated they received a free or reduced lunch. Data on these students were collected as part of a needs assessment within each school's improvement planning process. Some data were collected using the online instrument, whereas others were collected via paper/pencil survey.

B. Basic Descriptive Statistics and Relevant Group Differences

| Sample | Mean | SD | Range | α |
|-----------------------------------|------|------|-------|----------|
| Full Sample ($N = 5107$) | 3.78 | .97 | 1-5 | .85 |
| Gender | | | | |
| Males ($n = 2585$) | 3.75 | .98 | 1-5 | .84 |
| Females ($n = 2448$) | 3.82 | .96 | 1-5 | .85 |
| Race/Ethnicity | | | | |
| White/Non-Hispanic ($n = 4434$) | 3.80 | .96 | 1-5 | .85 |
| Other ($n = 777$) | 3.66 | 1.02 | 1-5 | .84 |
| School-Type | | | | |
| Middle School ($n = 2304$) | 3.97 | .88 | 1-5 | .81 |
| High School ($n = 2834$) | 3.62 | 1.02 | 1-5 | .86 |

Note. Group specific data omits students who did not indicate their status. All groups were significantly different ($p < .05$). The effect sizes (η^2) for each comparison indicated that group membership accounted for less than 1% of the variance in the scores, with the exception of school level where group membership accounted for 3.2% of the variance.

C. Maximum Value Percentages and Classification of Scores

| Percentages | | Classification of Scores | | |
|---------------|------------------|--------------------------|----------|-------------------|
| Maximum Value | $\frac{1}{2}$ SD | Excelling | Emerging | Needs Improvement |
| 75.6% | 9.7% | 85+ | 84-66 | <66 |

Note. The max value percentages reflect the scale mean divided by the number of response options in the scale. This value allows the subscale to be compared with other measured constructs measured in the CAYCI surveys, thereby providing relative information regarding the extent to which students' experiences are favorable across constructs. The classification of scores provides ranges of values based on the maximum value percentage plus or minus $\frac{1}{2}$ SD percentage. Based on these cut points, schools may determine where they stand on students' experiences of parental involvement and support relative to normed data.

D. Relationship between Parental Involvement and Support scores and other Student Perception Constructs

| Construct | <i>r</i> = |
|-----------------------------------|------------|
| Academic Motivation ^a | .37* |
| School Connectedness ^a | .36* |
| Academic Press ^a | .34* |
| Self-Reported Grades ^b | -.23* |
| Support for Learning ^c | .52 * |

Notes. ^a Average scores on the respective subscale from the Perceived School Experience Scale (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). ^b Students responded to the question “On average what grades do you get in school?” with response options ranging from 1 (mostly A’s) to 9 (mostly F’s). ^c Average score on the Support for Learning Scale (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). * Relationship significant ($p < .01$).

E. Differences in Parental Involvement and Support scores across School Performance Designations

| School Designation | Mean | SD |
|-----------------------------|------|-----|
| Academic Emergency | | |
| Academic Watch | | |
| Continuous Improvement | | |
| Effective ($n = 2041$) | 3.89 | .91 |
| Excellent ($n = 2250$) | 3.80 | .95 |
| Excellence with Distinction | | |

Note. Designations were significantly different ($p < .05$), however the effect size (η^2) indicated that group membership accounted for less than 1% of the variance in the scores.

F. Factorial Validity

A confirmatory factor analysis (CFA) was conducted using robust maximum likelihood estimation procedures in LISREL 8.71 (Scientific Software International, Inc., Chicago). The CFA model specified that the 4 items loaded on a single latent Parental Involvement and Support factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled. The data were input using the asymptotic covariance matrix.

The overall fit of the model to the data was good based on commonly recommended cut off values for evaluating model fit (see Hu & Bentler, 1999), S-B $\chi^2 = 3.29$, $df = 2$, $p = .08$; RMSEA = .011 (90% CI = .000-.032), SRMR = .01; CFI = 1.00, TLI = 1.00. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .60. The modification indices did not suggest any major areas of local strain.

| Item | Loading | Uniqueness |
|--|---------|------------|
| My parents help me with my schoolwork. | .69 | .53 |
| My parents talk to me about what I do in school. | .85 | .27 |
| My parents ask me about my schoolwork. | .87 | .25 |
| My parents push me to work hard at school. | .66 | .57 |

VII. Past and Future Scale Development

An initial version of the Parental Involvement and Support scale included 4 additional items: (1) “My parents visit my school,” (2) “My parents make me follow certain rules when I’m home,” (3) “My parents talk to me about my life,” and (4) “My parents go to meetings at my school.” Results from preliminary analyses indicated that these items did not fit well with the other scale items. Thus, the current recommendation is to use the 4-item version of the measure as described in this report. Future scale development work may consider adding additional items to capture a broader range of parental behaviors reflecting involvement and support. Further work is also needed to validate the Spanish version of this scale.

VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the Parental Involvement and Support scale with middle and high school students. The use of this measure could provide valuable information about levels of parental/guardian involvement and support experienced in middle and high school and how they relate to improved academic outcomes, including grade point average and standardized test scores.

VIII. References

- Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.
- Anderson-Butcher, D., Amorose, A.J., Iachini, A., & Ball, A. (2012). The development of the Perceived School Experiences Scale. *Research on Social Work Practice, 2*(2), 186-194.
- Hu, L. & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6*, 1-55.
- Jeynes, W. (2007). The relationship between parental involvement and urban secondary school student academic achievement. *Urban Education, 42*(1), 82-110.
- Karbach, J., Gottschling, J., Spengler, M., Hegewald, K. & Spinath, F.M. (2012). Parental involvement and general cognitive ability as predictors of domain-specific academic achievement in early adolescence. *Learning and Instruction, 23*, 43-51.
- Rogers, M., Theule, J., Ryan, B., Adams, G. & Keating, L. (2009). Parental involvement and children’s school achievement. *Canadian Journal of School Psychology, 24*(1), 34-57.

IX. Recommended Citation of Scale

When using the Parental Involvement and Support scale for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys: Parental Involvement and Support Scale in Middle School and High School. Columbus, OH: College of Social Work, The Ohio State University.

If this scale is used along with additional Community and Youth Collaborative Institute School Experience Surveys, then the following citation would be appropriate to cover all scales:

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.