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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN EXAMINATION OF THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT WITHIN AN OJIBWE INDIAN POPULATION

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirement for the

degree of

DOCTOR OF PHILOSOPHY

by

PRISCILLA A. FAIRBANKS

Norman, Oklahoma
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AN EXAMINATION OF THE
RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC
ACHIEVEMENT WITHIN AN OJIBWE INDIAN POPULATION

A Dissertation APPROVED FOR THE
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY

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I am grateful for all that I've been given. Mii-gwech!

Mii-iw!

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ABSTRACT

AN EXAMINATION OF THE
RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC
ACHIEVEMENT WITHIN AN OJIBWE INDIAN POPULATION

BY: PRISCILLA A. FAIRBANKS

MAJOR PROFESSOR: LAWRENCE ROSSOW

This study examined the relationship between parental involvement and academic achievement within an Ojibwe Indian population. The purpose of the study was to determine if a significant relationship existed between extent of participation in Joyce Epstein's six types of parental involvement by parents/guardians of fourth and fifth grade Ojibwe students, and level of academic achievement by their fourth and fifth grade children. The study examined if Ojibwe parents participate to a greater extent in a specific type of parental involvement; and the study intended to determine if the degree of participation is similar for all types of parental involvement for parents of children who are "most" and "least" successful.

Two sources of data were used to examine the relationship. One source, the Parental Involvement Survey questionnaire, consisted of twenty-seven (27) items that measured extent of parental involvement in six Types of

involvement as identified by Epstein. Two additional open-ended questions allowed survey respondents to indicate the parental involvement activities they participated in most at home and at school. The second source of data was the Iowa Test of Basic Skills which provided measures for student achievement in the areas of reading and math.

One hundred fifty-one (151) survey packets were mailed to parents/guardians of Ojibwe fourth and fifth grade students who attended a public school located on an Ojibwe Indian Reservation in northern Minnesota.

After three separate mailings and follow-up phone calls and home visits, a total of fifty-three (53) completed survey questionnaires, along with signed parent and student Informed Consent Forms, were returned in the stamped, addressed envelopes provided. This study had a 37% response rate.

Major findings of the data analyses are listed below:

1. There are significant relationships between the extent of participation in two (2) of Epstein's six types of parental involvement and levels of academic achievement by their children.
2. Ojibwe parents have a significantly higher participation rate in specific types of parental involvement.
3. There is a significant difference between degree of

involvement by parent's/guardian's of "most" successful students, and degree of involvement by parent's/guardian's of "least" successful students.

CHAPTER ONE

INTRODUCTION

The intent of this study was to examine the relationship between parental involvement and academic achievement within an Ojibwe Indian population. Parents of fourth and fifth grade American Indian students attending Cass Lake-Bena Elementary School, a public school located on the Leech Lake Ojibwe Indian Reservation in Minnesota, were surveyed to measure their involvement with their children's education. Test scores from the annually administered Iowa Test of Basic Skills (ITBS) were used to express student academic achievement.

Background

Parental involvement in school activities has long been recognized as having a positive influence on a child's school experience (Brough & Irvin, 2001). Over the past two decades, research has shown that children have an advantage in school when their parents encourage and support school activities (Epstein, 1987, 1995; Epstein & Dauber, 1991; Epstein & Hollifield, 1996; Faires, Nichols and Rinckelman, 2000; Jones and White, 2000; Senechal & LaFevre, 2002; U.S. Department of Education, 1997). The literature regarding this topic cites a variety of specific reasons for

increasing parent participation in education. Research conducted by Raymond J. Wlodkowski and Judith H. Haynes (Carlson, 1991) revealed that parents appear to be a primary influence on a child's motivation to learn. Epstein (1987, 1995) and Griffith (1996) identify parental involvement as one factor that is related to improved student achievement.

Comer (1986) and Powell (1989) suggest our changing society can create a critical social problem of discontinuity between various authorities. Both Comer and Powell further suggest that establishing linkages between home and school can play a major role in creating a desirable context for teaching and learning.

Other benefits of parental involvement reported in the research included improved student behavior, increased student motivation, regular attendance, decreased student dropout rates, a positive attitude toward homework, and increased parental and community support (Liontos, 1991).

However, there is also research that shows these positive results may not be applicable to all students and their parents (Griffith, 1996). A host of intervening family variables influence parental involvement, including family structure, ethnicity, socioeconomic status, and education of parents (Balli, 1996; Brough & Irvin, 2001; Coulombe, 1995). For example, Davies (1987) and Nebgen (1979) suggest that most forms of involvement favor middle-

class people. Davies (1987) further states that this aspect of involvement can increase the advantages that middle-class students have, and work against equity. For example, Whitbeck, Hoyt, Stubben and LaFromboise (2001) report that social discontinuity may result when American Indian children find themselves in an intensive socialization environment that contradicts their traditional values and worldviews. Nebgen (1979) and Kaplan, Liu & Kaplan (2000) also report that parents are more likely to be involved in school activities when they have had positive school experiences themselves and can communicate as equals with middle-class school personnel.

Moles (1987) supports these arguments with demographic characteristics of the involved parent. He describes the typical involved parent as being female, white, high income, and college-educated. Since the culture of the school reflected mainstream middle-class values (Grossman, 1995) and since most teachers were from middle-class backgrounds, children from a different culture were oftentimes at a disadvantage (Slavin, 1997).

One of the ethnic groups for which the research may not apply is American Indians. Involvement in learning activities by American Indian parents has fluctuated throughout history. Before intervention by the United States government, many Indian tribes educated their young

strictly within the extended family environment (DeMoulin, 1992). For example, while Ojibwe parents assumed much of the responsibility for the training of their children, grandparents willingly accepted a good share of the task (Densmore, 1929; Hilger, 1951; Landes, 1937, 1938). Mothers, aunts, and grandmothers taught the girls while fathers, uncles, and grandfathers taught the boys (Hilger, 1951). Educational situations took a variety of forms, but lessons occurred primarily in real life settings through repeated observation and practice. For example, girls were taught by their mothers and other female relatives how to build a wigwam, plant and harvest a garden, harvest and prepare bark, roots, berries, sap and other plant products, prepare and preserve food products and make clothing from animal hides. Boys were taught by their fathers and other male relatives how to make and use tools from plant, stone and animal materials, hunt, trap and clean game animals, harvest and prepare wild rice for cooking and storage and harvest fish.

Throughout the history of American Indian education, parental participation in schools has not always been encouraged. Since the onset of federal and state policy regarding the education of American Indian children, parental involvement has changed from being undesirable to being required (Eder & Reyhner, 1992; Johnston, 1989; La

Flesche, 1963; Price,1973; Udall, 1969).

Educational efforts of the early 1800s focused attention on assimilation of the American Indian student (Lipka, 2002). Educators of this period favored boarding schools located far from the students' homes in order to facilitate the transformation of Indian children from their native culture to that of white civilization (Prucha, 1976). Indeed, the early years of Indian education as shaped by Christian missionaries and the United States government was characterized by the prohibition of parental involvement (Eder & Reyhner, 1992; Johnston, 1989; La Flesche, 1963; Price, 1973; Udall, 1969).

A new educational philosophy that valued native cultures began to emerge in the late 1800s and continued into the 20th century. In the 1890s and early 1900s, several studies were conducted addressing the poor conditions of Indian schools and made recommendations for improvement (Szasz, 1974). As the result, parental involvement came to be viewed as a positive influence in Indian education. Since the 1970s, federal programs have mandated parental involvement by Indian parents in the development, implementation, and review of Indian education programs (Eder & Reyhner, 1992; U.S. Department of Education, 1991.

Need for the Study

Parental involvement has been shown to be effective in improving the educational experience of middle-class students (Davies, 1987; Nebgen, 1979). It has been associated with improved student achievement, creating a desirable context for teaching and learning, improved behavior, increased student motivation, regular attendance, decreased student dropout rates, a positive attitude toward homework, and increased parent and community support (Comer 1986; Epstein, 1987; Liontos, 1991; Powell 1989). However, a review of the research literature over the last 30 years reveals no studies that had been conducted examining the relationship between academic achievement and parental involvement with an Ojibwe Indian population.

While American Indian parental involvement is encouraged through the mandates of federal education programs, the Indian parent does not fit the profile of the parent typically involved with and in schools (Moles, 1987). Brough and Irvin (2001) state that many minority families have "different levels of involvement, in different venues, than white parents" (p. 58). Also, fewer than one third of Indian students who begin kindergarten eventually graduate from high school (Elliott & Day, 1990); schools with higher percentages of Indian students offer college preparatory programs less frequently than schools with low percentages

of Indian students (Elliott & Day, 1990; U.S. Department of Education 1995); many opportunities for college preparation are closed to Indian students, who are more often marked for remediation programs instead of mainstream or advanced classes (Chavers, 2002) and, only a small percentage of Indian people attempt college (Elliott & Day, 1990; Fischbacher, 1974). Because of the unique history of American Indian education, and the cultural differences between Indians and non-Indians, it may be questionable whether research that was conducted with a non-Indian population can be reasonably applied to a Native American population. Of the various studies that could be conducted examining the effect of parental involvement, this study will look at the relationship between parental involvement and academic achievement with one American Indian tribe, the Ojibwe of the Leech Lake Reservation in Minnesota.

Purpose of the Study

The purpose of this study was to examine the relationship between parental involvement and academic achievement within an Ojibwe Indian population. Two instruments were used to determine the relationship, if any. The first, the Parental Involvement Survey, consisted of twenty-seven (27) items which measured parent participation in six types of involvement as identified by Joyce Epstein

(1995). Two open-ended questions allowed respondents to indicate the parental involvement activities they practiced the most. Student achievement was measured by reading and math scores from the Iowa Test of Basic Skills (ITBS). The following questions guided the design of this study.

Research Questions

I. Is there a significant relationship between the extent of participation in Epstein's six types of parental involvement by parents of fourth and fifth grade Ojibwe students and the level of academic achievement in the areas of reading and mathematics by their fourth and fifth grade children?

II. Do Ojibwe parents have a higher participation rate in a specific type of parental involvement?

III. Is the degree of parental participation similar for all types of parental involvement for children who are "most" and "least" successful?

Significance of the Study

This study is significant because it adds to the body of knowledge related to the education of American Indians, specifically the Ojibwe of the Leech Lake Reservation in northern Minnesota. No other studies have been conducted with a population from the Leech Lake Reservation examining

the relationship between parental involvement and academic achievement. Since Ojibwe students graduate from high school at a lower rate than non-Indians, studies examining academic achievement within an Ojibwe population are critical to a better understanding of this phenomenon.

Limitations of the Study

1. Study results may be generalizable only to other American Indian tribes and schools of similar demographics. The sample population consisted of parents/guardians of fourth and fifth grade American Indian students who attended the Cass Lake-Bena Elementary School on the Leech Lake Ojibwe Indian Reservation in Minnesota. The Leech Lake Ojibwe Reservation is one (1) of seven (7) Ojibwe reservations in Minnesota, and one of several that exist throughout north-central United States and south-central Canada. The Ojibwe tribe is an American Indian tribe that is characterized by an Eastern Woodland culture; the Ojibwe langauge is one of many languages in the Algonkian language family.
2. The results were correlational and therefore cause and effect may not be determined.
3. Parental involvement was assessed through a self-report survey and was not based on observed behavior.
4. The documentation of parental involvement was limited to

the six types of parental involvement examined in the Parental Involvement Survey. Other types of parental involvement that may exist were not examined.

5. The ITBS represents but one, of many, important educational assessment tools.

6. The return rate for the parental involvement instrument was 37%. A return rate of 60% or greater may produce different results.

Definition of Terms

1. The term Ojibwe refers to a specific American Indian tribe of Eastern Woodland culture residing mainly in the Great Lakes area of north-central United States and south-central Canada. Chippewa is another term used to identify this tribal group (Nichols and Nyholm, 1979). This study draws its sample population from one of seven Ojibwe reservations in northern Minnesota, specifically, the Leech Lake Reservation. The Ojibwe people refer to themselves as Anishinaabe.

2. American Indian and Native American will be used synonymously to refer to members of the various indigenous tribal groups of North America.

3. The term parent/guardian will be used to refer to the adult in the household who is a legal guardian of the child, is primarily responsible for the health, well-being and

educational needs of the children in the household, and has the most involvement with the fourth or fifth graders' education.

4. The "least" successful student is defined as a student whose ITBS scores rank among the bottom 45% of scores earned by students in grades four and five.

5. The "most" successful student is defined as a student whose ITBS scores rank among the top 45% of scores earned by students in grades four and five.

Assumptions

1. Parents responded honestly and accurately concerning the types and extent of parental involvement examined by the Parental Involvement Survey.

2. Cultural differences may have affected the relationship between parental participation and student achievement differently for American Indians than for non-Indians.

3. ITBS scores in reading and math are valid measures of student achievement.

Chapter Summary

This chapter included a discussion of background information relating to the study, the need for the study, the purpose of the study, research questions, limitations of the study, assumptions, and a definition of terms. Future

chapters include a review of the related literature (Chapter Two), the design of the study (Chapter Three), findings of the study (Chapter Four), and the summary of major findings and recommendations for further study (Chapter Five).

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

This chapter presents a review of literature relevant to this study. The literature search was conducted by computer, using key terms and by reviewing the Comprehensive Dissertation Index, the Current Index to Journals in Education, the Education Index, and the ERIC File. The literature search covers the period from 1977 to 2002, with selected materials relative to American Indian education covering a period from 1900 to 2002.

The review of literature examined five areas which serve as a foundation for this study. The first area examines parental involvement in education through a description of the six types of community/school relationships identified by Joyce Epstein. The second area reviews the relationship between parental involvement and academic achievement. The third area of review examines parental involvement and American Indian, low income and minority families. The fourth area offers suggestions for increasing the parental involvement in education by American Indian, low income, and minority families. Finally, the fifth area offers general findings regarding parental involvement programs.

Research on Parental Involvement in Education

Parental involvement has been defined as a "broad spectrum of activities which have a common theme of seeking to bring together in some way the separate domains of home and school" (Kahn, 1996, p. 60). However, the concept of parental involvement itself has changed, evolved, and expanded to mean much more today than it has in years past. Historically, "parents have been viewed and dealt with as clients, and only recently as partners" (Khan, 1996, p. 60). This evolved concept of parental involvement in education has become known as "home-school partnerships" (Slavin, 1997) and promotes the building of partnerships and collaborative activities between parents and schools (Epstein, 1995).

Joyce Epstein, Executive Director of the Center for the Study of Home-School Partnerships at Johns Hopkins University in Baltimore, Maryland, has identified six major types of collaboration between home and school, with responsibility for each type being shared between the home and school. That is, home-school partnerships can be initiated by either parents or educators. The six types of partnerships are described here:

Type 1: Basic obligations of families. From the brief title of this type of school involvement, one might easily believe responsibility rests solely with the family.

However, as stated previously, all six types can be initiated from the home or the school.

The families' obligation, as defined by Type 1, is to provide a safe, healthy, and nurturing home environment that prepares the child for school. Schools can assist in the development of home conditions that support educational success by providing parents with appropriate information via workshops and literature. A study by Brilliant (2001) reports increased participation in school-related activities by parents who receive training in parental involvement strategies.

Type 2: Basic obligations of schools. Type 2 addresses the obligation of schools to provide information to families regarding school programs and student progress. Communication between school and home can occur in a variety of ways, including notes, newsletters, phone calls, report cards, visits, and parent/teacher conferences. According to Slavin (1997), the form and frequency of the school's communication has a substantial affect on the families' ability to understand the information sent home. By encouraging two-way communication, schools can strengthen home-school partnerships. In a study by Lopez, Scribner & Mahitivanichacha (2001) of high-performing migrant-impacted schools, their findings suggest these schools are successful

because they place parental needs above all other involvement considerations.

Type 3: Involvement at school. Parents and others can be involved at school by volunteering in the classroom or other school locations. Volunteerism may include tutoring, organizing learning materials, or serving as a chaperone for school activities. Families can also be involved at school by attending school functions which include Open Houses, school plays, including various student performances such as sporting and cultural events.

Schools can encourage family involvement at school by conducting specific recruitment and training activities, and by being mindful of family responsibilities when scheduling events (Lopez, Scribner & Mahitivanichacha, 2001).

Type 4: Involvement in learning activities at home. Parents and other family members can be involved in learning activities in the home by monitoring homework, serving as tutors, and by teaching grade-appropriate skills. Schools can facilitate such activities in the home by providing information on how to monitor and assist with homework, and how to reinforce needed skills (Brilliant, 2001).

Type 5: Involvement in decision making, governance, and advocacy. Involvement in decision making, governance, and advocacy can be achieved by participation in PTA, parent advisory councils, planning committees and/or the Board of

Education. Schools support this type of involvement by providing training in leadership skills, decision making, and effective communication and, keeping the pubic well informed about the school.

Type 6: Collaboration with community organizations. Families collaborate with community organizations when they visit the local library, attend cultural events, receive services from health agencies, or benefit from after-school care programs. Schools can encourage family-community collaborations by providing information regarding available community resources (Epstein & Hollifield, 1996).

The Relationship Between Parental Involvement in Education and Academic Achievement

It has long been known that students whose parents are actively involved in their education achieve better than those whose parents are less involved (Brough & Irvin, 2001; Christenson, Rounds & Gorney, 1992; Eccles & Harold, 1993; Enoki, 1995; Epstein, 1995; Epstein & Dauber 1991; Senechal & LaFevre, 2002; Slavin, 1997; Sussell, Carr & Hartman, 1996). While it is accepted that parental involvement in education is desirable, it seldom happens in a way that satisfies all stakeholder groups such as students, parents, teachers and school administrators (Enoki, 1995). Parents are not always clear regarding their role within schools,

and some teachers question their responsibility for involving parents (Ramirez, 1999). Nevertheless, "teamwork and collaboration are more likely to achieve positive results than when school systems and families work alone" (Rosenthal & Sawyers, 1996, p. 194).

Some of the positive effects of parental involvement according to several studies include: Improved student attendance, higher student achievement, lower student dropout rate, improved student behavior; a comfortable school climate, positive teacher-pupil relationships, improved teacher morale, improved parenting skills, and increased support from parents and community for the school (Binford & Newell, 1991; Butterfield & Pepper 1991; Buttery & Anderson, 1997; Epstein & Hollifield, 1996; Kelley-Laine, 1998; Rosenthal & Sawyers, 1996; Sanders & Epstein, 1998; Sussel, Carr & Hartman, 1996; Weldin & Tumarkin, 1999). Considering the multitude of positive effects associated with parental involvement in education, "it is increasingly implicated in school reform and in programs to improve the school success of children at risk, particularly low-income and minority children" (Reynolds, 1992, p. 441). Furthermore, this "emerging alliance between homes and schools comes from the recognition that not only are schools important to parents and families but that schools also need

the support of parents in order to achieve optimum success" (Berger, 1991, p. 209).

Parental Involvement in Education by American Indian, Low Income and Minority Families

"Since schools in America operate within the traditional middle-class framework, children from low-income and minority families have the best chance at a smooth transition from home to school when there are strong home-school connections" (Olmsted, 1991, p. 221). Because Native Americans remain the least educated ethnic group in the nation (College Board, 1999; Reyhner, 1991; Wright, 1991), concerted efforts between home, school, and community are urgently needed in order to improve the academic achievement of Native students.

The role of home, school, and community as co-communicators is the foundation of any partnership program (Chrispeels, 1996). Educational policy makers, researchers, and practitioners have supported student achievement through building relationships between homes and schools and including parents as partners in education (Payne, 1998; Shumow, 1997). As a result, a variety of programs have been developed and implemented in order to increase family involvement in education by Native Americans, low income and minority families; and, parents in general (Butterfield &

Pepper, 1991; Chrispeels, 1996; Olmsted, 1991; Reyhner, 1991; Reynolds, 1991; Wheeler, 1992).

Suggestions for Increasing Parental Involvement in Education by American Indian, Low Income and Minority Families

General findings in the literature for increasing the participation rate of American Indian families in education include the following recommendations: Have ongoing staff development to improve communication patterns with American Indian parents; have respect for and familiarity with the family's language and culture; have at least one person at the school maintain communication with each student's family that focuses on positive contacts with the home, rather than crisis intervention; invite parents to specific events, not just to school in general; offer a wide range of parental involvement activities from which parents may choose; be specific when requesting support; and, provide educational support to parents on parenting, traditional values and issues of adolescence through videos, newsletters, informational meetings, and articles in local newspapers (Butterfield & Pepper, 1991; Reyhner, 1991; St. Germaine, 1995).

Additionally, based on research of the Follow Through educational model, Olmsted (1991) recommends the following strategies when addressing parental involvement of low

income and minority families: Establish program goals that meet the needs of the school and of families; utilize parents and school personnel in decision making, engage in program evaluation and future planning; utilize home visits to contact parents who do not respond to invitations or messages from the school; schedule meetings at times that are convenient for parents; provide transportation to meetings; hold meetings in locations other than the school, such as a local library or neighborhood center; follow informational meetings with student performances; and, develop home learning opportunities that incorporate home materials and home activities that focus on a process rather than on correct or incorrect answers.

It is generally accepted that minority parents do not participate as actively in school as middle class, non-minority parents because of: Cultural differences between home and school (Reyhner, 1991), language difficulties between home and school (Huss-Keller, 1997), and limited teacher training in how to work with minority families (Butterfield, 1994). However, Gordon (1976, p. 10) found that "parents, regardless of region, race or economic status, respond when the school reaches out to them in positive, non-threatening, non-scolding, non-manipulative ways."

General Findings Regarding Parental Involvement Programs

Based on Joyce Epstein's work with many parent involvement programs, five findings regarding such programs for students and families in general are evident:

1) School and family connections should take a developmental course.
2) The program must consider the changing structure of the family.
3) Effective parent involvement programs vary by school.
4) Each program must be tailored to its own needs and available resources.
5) Students at all grade levels need at-home learning opportunities (Wheeler, 1992, p. 34)

Studies of parental involvement programs indicate that those with a "comprehensive parent involvement component have a stronger and longer-lasting positive impact on student achievement" (Chrispeels, 1996, p.302). With the vast amount of research dedicated to academic achievement and its relationship to parental involvement, Indian tribes, organizations, and communities are now promoting parental involvement as a means of improving educational opportunities for Native American children (Butterfield & Pepper, 1990; College Board, 1999; Ramirez, 2001; Reyhner, 1990; Walker, 1988). The types of activities recommended by research to improve home-school relations of Native American and low income, minority families parallel Joyce Epstein's six types of home-school partnerships. This relates to the purpose of this study, which was to determine whether in

fact student achievement was related to Epstein's six types of parental involvement.

Chapter Summary

This chapter reviewed the literature on research of parental involvement, focusing on Joyce Epstein's six types of home-school partnerships, the relationship of parental involvement to academic achievement, issues related to parental involvement of Native American, low income, and minority families, suggestions for increasing parental involvement in education by American Indians, low income and minority families; and, finally general findings regarding parental involvement programs. The next chapter describes the design of the study.

CHAPTER THREE

DESIGN OF STUDY

Introduction

This chapter presents the purpose of the study, research questions to be examined, a description of the population, a description of research instruments, and the research design.

Purpose of the Study

The purpose of this study was to examine the relationship between parental involvement and academic achievement of fourth and fifth grade students within an Ojibwe Indian population. Two instruments were used to determine this relationship, if any. The first, the Parental Involvement Survey, measured parental participation in six types of school involvement activities as identified by Joyce Epstein of Johns Hopkins University Center on Families, Communities, Schools and Children's Learning. The second instrument used, the Iowa Test of Basic Skills Forms K and L, Levels 10 and 11, measured student achievement in the areas of reading and mathematics.

Research Questions

The study was intended to answer the following research questions:

I. Is there a significant relationship between the extent of participation in Epstein's six types of parental involvement by parents of fourth and fifth grade Ojibwe students and the level of academic achievement in the areas of reading and mathematics by their fourth and fifth grade children?

II. Do Ojibwe parents have a higher participation rate in a specific type of parental involvement?

III. Is degree of parental participation similar for all types of parental involvement for children who are "most" and "least" successful?

Population

School

The school involved in this study was the Cass Lake-Bena Elementary School of Public School District #115, Cass County, State of Minnesota. It was the only public school located within the boundaries of the Leech Lake Ojibwe Reservation in northern Minnesota. School District #115 served a total of 1,036 students, 646 elementary students in kindergarten through sixth grade, and 390 middle school/high school students in grades seven through twelve. According

to official school records, 77.61 percent of the total student population was American Indian, with the vast majority being Ojibwe (ISD #115 MARSS Report, 1998). Located in an economically depressed region of the state, 64.2% of the District's student population qualified for free or reduced rate lunches (V. Hoffman, Administrative Assistant, Cass Lake-Bena Elementary School, personal communication, February 13, 2003).

Founded in the early 1970s, the School District's Indian Education Program was well-established and provided a range of services to Native American students enrolled in the District. In order to determine program priorities, the Indian Education program conducted an annual Needs Assessment with input from students, parents, teachers, staff, administration, and community members. Priority concerns identified by the Needs Assessment included: tutorial services, transportation for after-school activities, Ojibwe language instruction in the classroom, assistance with the purchase of school supplies, gym clothing, and class pictures, assistance making traditional dance outfits, and financial assistance with senior graduation expenses.

The drop-out rate for American Indian students in the district has declined substantially over the past 25 years. During the late 1970s and early 1980s, the American Indian

dropout rate was approximately 60%. From 1998-2003 the dropout rate fluctuated between 16-20%. Although the dropout rate for American Indian students declined considerably in recent years, it remained higher than the nearly negligible dropout rate for non-Indian students (L. Frazer, Director of Indian Education, Cass Lake-Bena Schools, personal communication, February 13, 2003). The non-Indian student population was predominately Caucasian, primarily of Scandinavian and/or German descent.

Population Selected for the Study

The population selected for this study consisted of parents/guardians of fourth and fifth grade American Indian students who attended Cass Lake-Bena Elementary School located on the Leech Lake Ojibwe Indian Reservation in northern Minnesota.

This population was selected for three reasons. First, parents of fourth and fifth grade students have had several years experience with their child's education and involvement with the school. Second, the level of parental/school involvement peaks in the elementary school years before declining during the middle and high school years (Brough & Irvin, 2001; Eccles and Harold, 1993; Hickman, et. al., 1995; U.S. Department of Education, 1997). Third, school children in the state of Minnesota are not required to take standardized tests until the third grade

(Michael Yoes, Minnesota Department of Children, Families, and Learning, Roseville, MN, personal communication, July 21, 1999).

For the purpose of this study, parent/guardian was defined as an adult living in the home who was the legal guardian of the child, and was primarily responsible for the health, well-being, and educational needs of the children in the household. In the case of households having more than one person equally responsibility for the health, well-being, and educational needs of the children, parent/guardian was further defined as the person having the most contact with the school. The parent/guardian could have been a biological parent, step-parent, grandparent, other blood relative, or a designee of the Court such as a foster parent.

Parents/guardians of Native American children were identified by official school records of the Cass Lake-Bena School District. Parents/guardians of students identified as American Indian had submitted required documentation of eligibility for Tribal enrollment (at least one quarter degree Indian blood quantum) to the District's Indian Education Program, qualifying them and their school-age children for Indian Education Program services.

The anticipated return rate of the Parental Involvement Survey was based upon a review of past educational surveys

distributed to this population. Approximately 60 percent of American Indian parents had returned surveys in the annually administered Needs Assessment conducted by the District's Indian Education Program (L. Frazer, Director, Cass Lake-Bena Indian Education Office, personal communication, Nov. 23, 1998). It should be noted that survey respondents in the annual Indian Education Program's Needs Assessment were required to identify themselves by descriptors only, such as student, parent/guardian, teacher, staff member, school board member, Indian education committee member, or administrator.

The Parental Involvement Survey used in this study required more specific identification of, and permission from, survey respondents because of the confidentiality of student test scores. Survey respondents (parents) and their children were required to return signed Informed Consent Forms with the completed survey questionnaire. Three separate mailings, with approximately two weeks between each mailing, were followed-up with phone calls and home visits to obtain a 37% response rate of the Parental Involvement Survey.

Instruments

In this section, the instruments utilized in this study are described including purpose, organization, categories,

development and modifications. Two instruments were used in this study. The first was the Parental Involvement Survey which measured level of parent participation in the six types of family/school involvement activities as identified by Joyce Epstein, Director of the Johns Hopkins University Center on Families, Communities, Schools and Children's Learning. The second instrument was the Iowa Test of Basic Skills which provided student achievement data in the areas of reading and mathematics.

Parental Involvement Survey

The Parental Involvement Survey was a self-report questionnaire which consisted of 27 items related to the level of participation in the six types of family/school involvement activities as defined by Epstein. Parents rated their level of involvement for each activity based on a four point likert scale including: NEVER (never or not yet this year), 1-2 TIMES (one to two times this year), FEW TIMES (three or four times this year), and MANY TIMES (five or more times this year).

The Parental Involvement Survey was created using 19 of the original 113 items from "School and Family Partnerships: Questionnaires for teachers and parents in elementary and middle grades" (Appendix A) developed by J. L. Epstein and K. C. Salinas (1993).

Epstein and Salinas' original instrument (1993), asked parents to respond to 113 items relating to: family demographics (12 items), parents' feelings about their child's school (17 items), parent's level of participation in the six types of family/school involvement activities (18), ways in which the school has contacted parents this year (17), number of times parents have been contacted by the school (4), parent's interest in attending a workshop on how to support their child's learning (12), availability of community services (13), homework issues (15), and five open-ended questions.

To ensure the instrument used in this study was relevant to a Native American population, a survey of American Indian parents who attended the 1993 National Indian Education Association (NIEA) conference was conducted to discover specific types of parental involvement activities common among an American Indian population. Parents responded voluntarily to the survey which was available from the University of Oklahoma's American Indian Teacher Corps booth located in the conference Exhibit Hall. The survey included fifteen items related to school activities Native American parents might participant in, and allowed for eight open-ended responses. Twenty-four surveys were completed and returned. An analyses of these responses suggested that American Indian parents were more likely to be involved in

school activities that occurred in the home or the community, which were related to athletics or American Indian culture than any other types of family/school involvement activities.

The resulting Parental Involvement Survey used in this study was developed using nineteen (19) items from Epstein's "School and Family Partnerships: Survey of Parents in Elementary and Middle Grades" (1993). Eight (8) additional items, which were consistent with Epstein's six types of parental involvement, were developed to include activities common among American Indian parents. Finally, two open-ended questions were added to determine the school involvement activities most preferred by American Indian parents at school, and at home.

Of the 27 items measuring level of parental involvement in Epstein's six types of family/school involvement, 5 were related to basic obligations of families including parenting skills and home conditions for learning at each age and grade level (Type 1); 4 items were related to basic obligations of schools including school-to-home and home-to-school communications about school programs and students' progress (Type 2); 4 items were related to volunteers and audiences at the school or in other locations to support the school and students (Type 3); 5 items related to involvement of families with students in learning activities

at home (Type 4); 4 items related to participation of families in school decision-making, governance and advocacy (Type 5); and 5 items related to collaborations with community groups and agencies to strengthen school programs, family practices, and student learning and development (Type 6) (Epstein, 1995). The Parental Involvement Survey appears in Appendix A. A listing of items by Type of involvement are found in Appendix B.

Validation and Reliability of the Parental Involvement Survey

Three experts in the area of parental involvement were asked to evaluate the content validity and item clarity of the Parental Involvement Survey. They were selected on the basis of having published on the topic; and/or having practical experience in a school program addressing parental involvement either in a consultant or staff member role, and having familiarity with Epstein's typology of parental involvement. In each case, experts met one or both selection criteria and were considered to be highly qualified to evaluate the content validity and item clarity of the Parental Involvement Survey.

Three individuals participated in evaluating content validity and item clarity of the Parental Involvement

Survey. They were Joyce Epstein, Frank O. McQuarrie, and Luann Frazer.

Joyce Epstein is the Director of the Center for Research on School and Family Partnerships at Johns Hopkins University, Baltimore, Maryland. She has written, conducted research, and taught graduate courses on school and family partnerships.

Frank O. McQuarrie is a professor of Education at The University of Oklahoma in Norman, Oklahoma. He has extensive knowledge of Epstein's six types of school/family partnerships, and teaches courses on parental involvement at The University of Oklahoma.

Luann Frazer is the director of Indian Education in the Cass Lake-Bena School District in Cass Lake, Minnesota. She is familiar with Epstein's model of six types of family/school partnerships, and has been involved in a variety of school district efforts to increase parental involvement in school activities by American Indian parents.

A meeting was held with each expert describing the nature of the study, the intent of the survey, and directions for reporting his or her opinion of the survey. After the meetings, each expert received a copy of the survey on which to record his/her assessment of each item based on: adequate representation of each category of parental involvement; and item clarity. Respondents were

also asked to make suggestions regarding the addition, deletion, or revision of items. Items were assumed to have content validity and adequate clarity if approved by two of the three experts. Modifications to the survey were made based on feedback from the experts. This resulted in determining the content validity and clarity for the Parental Involvement Survey.

Following the validation and clarity process for each survey item, the instrument was given to six American Indian parents, not to be included in the study, to evaluate the clarity and readability of survey items by Native American parents similar to those involved in the study. Each parent received a copy of the survey and was asked to indicate whether the items and directions were clear or unclear. Parents were encouraged to make suggestions for improvement. Parent responses were used to increase the readability and clarity of survey items.

Reliability of the Parental Involvement Survey was examined using Cronbach's coefficient alpha technique. The Parental Involvement Survey was found to have a relatively high coefficient alpha (a=.87). Coefficient alpha is considered to be one of the most rigorous procedures used to estimate an instrument's internal consistency reliability (Knudson, 1997).

Iowa Test of Basic Skills

The second instrument used in this study, the Iowa Test of Basic Skills (ITBS) Forms K and L, Levels 10 and 11, is administered annually in the spring of the year to students of the Cass Lake-Bena School District. Forms K and L are published in a Complete Battery booklet (13 tests) for each level. The 13 achievement tests in the Complete Battery included the following: Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Usage and Expression, Math Concepts and Estimation, Math Problem Solving and Data Interpretation, Math Computation (optional by school district), Social Studies, Science, Maps and Diagrams, and Reference Materials (Hoover, H.D., Hieronymus, A.N., Frisbie, S.B., Dunbar, S.B., 1993). All questions were in multiple-choice format and had four or five response options each. Students marked their answer choices on a separate answer folder.

Some of the specific purposes the tests were designed to serve are:

> to help teachers determine the extent to which individual students in their classes have the knowledge and skills needed to deal successfully with the academic aspects of the planned instructional program; to estimate the general developmental level of students so that teachers may adapt materials and instructional procedures to meet individual needs; to identify each student's areas of greatest and least development for use in planning individual instructional goals and approaches; to provide achievement information

> that makes it possible to monitor year-to-year developmental changes; to provide information for making administrative programming decisions that will accommodate developmental differences; to identify areas of relative strength and weakness in the performances of groups, which may have implications for curriculum change – either in content or emphasis – as well as for change in instructional procedures (Hoover, et.al., 1993, p. 8).

For the purpose of this study, individual student scores for Reading Total and Math Total represented level of student achievement in the areas of reading and math. Reading Total represents the student's average score in the areas of Reading and Vocabulary. The level 10 (grade 4) battery consisted of 34 items in Vocabulary, and 38 items in Reading Comprehension. The level 11 battery (grade 5) consisted of 37 items in Vocabulary, and 41 items in Reading Comprehension.

Math Total represented the student's average score in the areas of Math Concepts/Estimation, and Math Problems/Data Interpretation. Level 10 (grade 4) included 40 items in Math Concepts/Estimation, and 27 items in Math Problems/Data Interpretation. Level 11 (grade 5) had 44 items in Math Concepts/Estimation, and 30 items in Math Problems/Data Interpretation (Hoover, et.al., 1993).

Time allowed for students to complete the individual tests in Levels 10 and 11 was: Vocabulary, 15 minutes; Reading Comprehension, 40 min.; Math Concepts/Estimation,

30 minutes; Math Problems/Data Interpretation, 30 minutes. Time limits remained the same and the number of questions increased as the test level went up.

In this study, level of student achievement was grouped into two categories. The top 45% of all students' scores for a particular test was defined as "most successful" in that achievement area (i.e. reading or math.) The bottom 45% of all student's scores for a particular test was defined as "least successful" in that achievement area.

Validity and Reliability of the Iowa Test of Basic Skills

The validity of tests that comprise the Iowa Test of Basic Skills was determined during the test development process. The following describes that process, and is taken directly from Technical Summary I (1994, pp. 10-11).

> This process concerns itself with the identification of content that is representative of national instructional emphasis and at an appropriate level. ...The items included on the final version of the tests have been through extensive item bias reviews and analyses during item tryouts and standardization. ...The final test of validity rests with the item-by-item review of the test itself. ...The authors of the ITBS batteries are university-based professional educators and psychometricians who are directly involved in both the practical applications of, and research on, testing design and practices.

Test reliability refers to the accuracy of scores, and stability of scores over time and between test forms. "The reliability of a test is a function of the test content (e.g., reading passages used), length of the test, skills

measured, item difficulty, the standard deviation of the test, item selection procedures used, procedures used to calculate reliabilities, and other factors" (ITBS Technical Summary I, 1994, p. 75). The ITBS Technical Summary I (1994, p. 75) presents "reliability coefficients based on scores from the weighted spring and fall samples averaging approximately 13,000 and 8,000 students per grade, respectively". Average test reliabilities for Levels 9 - 14 (grades 3 and 8) were .86 and .87 for fall and spring, respectively. Specific test reliability for Level 10 Vocabulary was reported to be .88 for both fall and spring; Level 10 Reading was .87 and .88, respectively; Level 10 Mathematics Concepts/Estimation was .86 for fall and spring; Level 10 Problem Solving/Data Interpretation was .83 for fall and spring; Test reliability for Level 11 Vocabulary was reported to be .86 in the fall, and .88 in the spring. Level 11 Reading was .91 in the fall, and .92 in the spring; Level 11 Mathematics Concepts/Estimation test reliability was .87, and .86 for fall and spring respectively. Level 11 Problem Solving/Data Interpretation was .85 for both fall and spring (Technical Summary I, 1994).

Procedures

This section describes the procedures used to collect the data for this study. During individual meetings with

the elementary school principal, superintendent, and director of Indian education, permission to conduct this study was granted. Official approval was granted by the Board of Education of the Cass Lake-Bena Independent School District #115 in Cass Lake, Minnesota, in a regularly scheduled School Board meeting on July 28, 1999.

American Indian students and their parents were identified by official school district records. Students included in this study had provided documentation of tribal enrollment to the School District's Indian Education Office.

First, data collection procedures for ITBS scores are presented. Next, procedures for gathering Parental Involvement Survey data are presented.

Iowa Test of Basic Skills (ITBS)

During a three-day period from April 20 to 22, 1999, the ITBS Forms K and L, Levels 10 and 11 were administered in a uniform fashion to students in fourth and fifth grade as directed in "Preparing For Testing with the Iowa Tests of Basic Skills" (1993).

In November 1999, student test scors from the Iowa Test of Basic Skills were obtained from the Elementary School Office. Total Reading and Total Math scores were recorded for each student. Once test scores were appropriately matched to Parental Involvement Survey questionnaires, students' and parents' names were removed to protect their

anonymity. Students not having a score for both Reading Total and Math Total were dropped from the study.

Parental Involvement Survey

For survey distribution purposes, Parental Involvement Survey Packets were mailed to parents of 82 fourth grade Ojibwe students and 69 fifth grade Ojibwe students. They were asked to mail the completed survey the following day in the addressed, stamped envelope provided.

Parental Involvement Survey Packets included: a cover letter describing the purpose of the study and the researcher's phone number (Appendix C), Parent Informed Consent Form including drawing entry form (Appendix D), Student Informed Consent Form (Appendix E), Parental Involvement Survey (Appendix A), and a stamped, addressed envelope for the return of the completed questionnaire and signed Informed Consent Forms
for parent and student. Drawing entry forms were separated from the Parent Informed Consent Form, and placed in a drawing for one of three prizes including: $50.00 cash, two bingo packets, and dinner for four at a local restaurant.

On September 8, 1999, the first distribution of Survey Packets was mailed to parents/guardians of 82 fourth grade, and 69 fifth grade Ojibwe students. The completed survey was to be returned the following day in the addressed, stamped envelope included in the packet. During the next

week, 16 completed surveys were returned with the required parent and student consent forms. Approximately two weeks after the first mailing, on September 21, 1999, a second distribution of Survey Packets was mailed to parents who had not responded to the first distribution. Thirteen additional surveys were returned after the second mailing.

Finally, for those who had not returned a completed survey questionnaire by October 5, 1999, a third distribution of Survey Packets was mailed. Fourteen additional surveys were returned by October 30, 1999.

As a result of this method, from a total of 151 Survey Packets mailed, 43 completed surveys with signed Parent and Student Informed Consent Forms were returned. Following the mail survey, follow-up phone calls and home visits were conducted over a period of two weeks. An additional thirteen (13) completed survey questionnaires with signed Parent Informed Consent Form and signed Student Informed Consent Form were collected via home visits. A total of fifty-three (53) completed survey questionnaires with signed consent forms were returned as a result of three separate mailings over a two-month period, plus a two-week period of follow-up phone calls and home visits. The final response rate was calculated using the following formula (Tate, 1999):

$$RR = [q/(N-U)] \times 100$$

RR = Response Rate

q = Number of returned survey questionnaires

N = Number of initial survey questionnaires mailed

U = Number of undeliverable questionnaires

RR = [53/(151-8)] x 100

RR = 37

The response rate was 37%.

Of the fifty-three (53) students for whom a completed survey packet was returned, eleven (11) had received remedial education services during the school year; thus, their data were not included in further analysis. One student, for whom a completed survey questionnaire and signed consent forms were returned, did not have test scores available. Data for the remaining 41 students were used for further analyses.

Data Analysis

This section describes the statistics used to analyze the data and answer the research questions for the study.

First, to determine if there were significant relationships between Epstein's six categories of parental involvement and students' academic achievement in reading and math (research question #1), correlations (Pearson correlation coefficients, *r*) were examined for potential relationships between each parent's/guardian's average score

for each of the 6 Types of parental involvement and their child's reading and math scores. In addition to these correlations, additional correlations were run, as supplemental to the main comparisons, in which the relationships between survey items indicative of each of the six types of parental involvement and total scores on the math and reading subscales were examined.

Next, a 1-way analysis of variance (ANOVA) was computed to test the null hypothesis that there are no differences between the 6 Types of parental involvement scores for each of the parents/guardians (research question #2). This analysis produced a significant *F* value, which prompted the use of further post-hoc testing. The post hoc used to examine the differences between the parental involvement scores was Tukey's HSD.

Finally, to determine if statistically significant differences existed between the parental involvement scores for those parents/guardians of students who could be classified as being "least" and "most" successful in respect to math and reading scores from the Iowa Test of Basic Skills (research question #3), simple between subjects (repeated measures) t-tests were conducted. For the purposes of these analyses, the term "least successful students" was operationally defined as those students who scored at or below the 45th percentile on whatever measure

was under consideration. Similarly, the term "most successful students" was operationally defined as those students who scored at or above the 55th percentile on whatever measure was under consideration. The selected percentiles served the purpose of creating groups of relatively equal sizes. This helped to ensure that the variances present in the data were similar to the variances present in the population of Ojibwe parents/guardians and students from which the sample was drawn. The resulting groups were also of a relatively large size. This helped to ensure that the mean scores for both groups were accurate reflections of the mean scores present in the population of Ojibwe parents/guardians from which the sample was drawn.

These data were analyzed using a statistical analysis software package. This software package is: SPSS (Statistics Package for the Social Science), version 10.0.1, SPSS, Inc., 1989-2002.

Chapter Summary

This chapter presented the purpose of the study, research questions to be examined, a description of the population, a description of the research instruments, and research design. Chapter Four will present the results of the data analysis.

CHAPTER FOUR

FINDINGS OF THE STUDY

Introduction

This chapter presents the findings of this study. The major purpose of this study was to examine the relationship between parental involvement and academic achievement of fourth and fifth grade students within an Ojibwe Indian population. Two instruments were used to determine the relationship. The first was the Parental Involvement Survey questionnaire. It consisted of twenty-seven (27) items that measured parental participation in six types of involvement identified by Joyce Epstein (1995). Two additional open-ended questions allowed respondents to indicate the parental involvement activities they practiced the most at home, and at school. The second instrument used was the Iowa Test of Basic Skills (ITBS). Reading and math scores from the ITBS were used as measures of student achievement. Data from these two sources were analyzed to answer three specific questions, which were:

Research Questions:

I. Is there a significant relationship between the extent of participation in Epstein's six types of parental involvement by parents/guardians of

fourth and fifth grade Ojibwe students and the level of academic achievement in the areas of reading and mathematics by their fourth and fifth grade children?

II. Do Ojibwe parents have a higher participation rate in a specific type of parental involvement?

III. Is the degree of participation similar for all types of parental involvement for children who are "most" and "least" successful?

One hundred fifty-one (151) fourth and fifth grade American Indian students were identified for this study by the Cass Lake-Bena Elementary School office personnel from official school records. The parents/guardians of these students were mailed Parental Involvement Survey Packets during a two-month period beginning September 1999. Parental Involvement Survey Packets included: a Parental Involvement Survey questionnaire including a cover letter, a Parent Informed Consent Form, a Student Informed Consent Form, and a stamped, addressed envelope for the return of the completed survey questionnaire and the signed Informed Consent Forms. After the first mailing of Survey Packets to all parents/guardians of the 151 American Indian fourth and fifth grade students, sixteen (16) completed questionnaires

were returned with the signed Parent Informed Consent Form and a signed Student Informed Consent Form. The second mailing of Parental Involvement Survey Packets was mailed to those parents/guardians who did not respond to the first mailing. After the second mailing, an additional thirteen (13) completed questionnaires were returned with a signed Parent Informed Consent Form and signed Student Informed Consent Form. Finally, a third mailing of Survey Packets was conducted for the remaining parents who had not yet responded to either the first or second mailing. After the third mailing, an additional eleven (11) completed questionnaires with signed Parent Informed Consent Form and signed Student Informed Consent Form had been returned by October 30, 1999. A total of forty (40) completed survey questionnaires were collected via mail. Of the 151 Survey Packets mailed, nine (9) had General Delivery listed as the mailing address. Of these nine (9), eight (8) were not picked-up at the Post Office, and were deemed undeliverable.

Following the three separate mailings of Survey Packets, phone calls were made to parents/guardians who had published phone numbers, and who had not responded to the mail survey. An additional thirteen (13) completed survey questionnaires were returned with signed Parent Informed Consent Form and signed Student Informed Consent Form. Through a combined effort of three (3) separate Survey

Packet mailings, and a two-week period of follow-up phone calls and home visits, a total of fifty-three (53) completed survey questionnaires with signed Parent Informed Consent Form and signed Student Informed Consent Form were collected.

Of the fifty-three (53) students for whom completed survey questionnaires and required informed consent forms were returned, eleven (11) had received remedial education services during the school year and were not included in further analysis. Test scores were not available for one (1) student for whom a completed Survey Packet was returned. Data for the remaining forty-one (41) students were used for further analysis.

Respondents to the survey identified themselves according to various relationships to the students. These relationships, along with frequencies and percentages are displayed in Table 4.1 shown below.

Table 4.1 Survey Respondents' Relationship to Participating Students

Relationship	n	%
Mother	29	70.7
Father	6	14.6
Aunt	1	2.4
Grandmother	2	4.9
Legal Guardian	2	4.9
Mother and Father	1	2.4
Total	41	100.0

Findings

Data from the Parental Involvement Survey questionnaire and the Iowa Test of Basic Skills (ITBS) are presented in three sections. The first section includes the number of items as well as identifies specific items from the Parental Involvement Survey questionnaire that are related to each of the six types of parental involvement as identified by Joyce Epstein. This section will also address question one by presenting the relationship between the extent of participation in each of the six types of parental involvement and the level of academic achievement in the areas of reading and math. This first section will be divided into six subsections with each subsection discussing

the findings for one of the six different types of parental involvement.

To answer question two, the second section presents the results of a 1-way analysis of variance (ANOVA) to test the null hypothesis that there are no differences between the 6 Types of parental involvement scores for each of the parents. This analysis produced a significant *F* value, which prompted the use of further post hoc testing. The post hoc used to examine the differences between the parental involvement scores was Tukey's HSD (Honestly Significant Differences.) The results of these tests will be summarized, to include the appropriate table.

Finally, to answer question three, the third section discusses t-test results for each type of parental involvement for parents of students who are "most" and "least" successful in the areas of reading and mathematics. T-test results were examined in order to discover if there were differences between extent and type of parental involvement practices for parents of students who were "most" and "least" successful in the areas of reading and mathematics.

For all significant statistics cited, the level of significance is set at .05, unless otherwise specified.

Question I: Is there a significant relationship between the extent of participation in Epstein's six types of parental involvement by parents/guardians of fourth and fifth grade Ojibwe students and the level of academic achievement in the areas of reading and mathematics by their fourth and fifth grade children?

In order to obtain a consistent measure of parent/guardian participation in each of the six (6) types of parental involvement, the scores for survey items in each of the six categories were averaged to obtain a mean score for each type of parental involvement for each parent/guardian. For example, items a, h, i, m, and r were determined to be indicative of Type 1 activities, and their scores were averaged to obtain an average Type 1 score for each parent/guardian. A response of "never" was calculated as having a score of 0; a response of "1-2 times" was calculated as having a score of 1; a response of "few times" was calculated as having a score of 2; and a response of "many times" was calculated as having a score of 3. This process was repeated for each of the other types of parental involvement. In addition to this averaging within Types of involvement, the two open-ended items at the end of the survey were scored as having a score of 3 for one or more of the six types of parental involvement, and were averaged into the final mean score for each of the Type scores. A

breakdown of survey items into each of the six types of parental involvement is shown in Table 4.2.

Table 4.2 Type Activities and Survey Items.

Type 1: Basic Obligations of Families (to provide a safe, healthy, and nurturing environment that prepares the child for school)

Survey Items: a, h, i, m, r

a. Talked to my child about school.
h. Talked with my child about any TV show.
i. Helped my child plan time for homework and chores.
m. Checked to see that my child completed the school homework.
r. Talked to my child about how important school is.

Type 2: Basic Obligations of Schools (to provide information to families regarding school programs and student progress)

Survey Items: b, j, k, s

b. Visited my child's classroom.
j. Talked about my child with my child's teacher at school.

k. Talked about my child to my child's teacher on the phone.
s. Read notices, notes, and newsletters from school.

Type 3: Involvement at School (volunteering in the classroom and attending school functions)

Survey Items: n, o, u, v

n. Volunteered at school (including in my child's classroom).
o. Attended special events at school.
u. Went to cultural events at the school.
v. Went to athletic events at the school.

Table 4.2 continued

Type 4: Involvement in Learning Activities at Home (monitoring homework, serving as tutors)

Survey Items: c, d, e, f, g

c. Read to my child.
d. Listened to my child read.
e. Listened to or read a story my child wrote.
f. Helped my child with homework.
g. Helped my child study for a test.

Type 5: Involvement in Decision Making, Governance, and Advocacy (participation in PTA, the Board of Education)

Survey Items: l, t, w, y

l. Attended a PTA meeting.
t. Went to Local Indian Education Committee (LIEC) meetings.
w. Was involved in school committees.
y. Attended school board meetings.

Type 6: Collaboration with Community Organizations (visit the local library, attend community events, receive services from community programs)

Survey Items: p, q, x, z, aa

p. Took my child to the library.
q. Took my child to special places or events in the community.
x. Took my child to athletic events in the community.
z. Took my child to cultural events in the community.
aa. My child received services from a community or tribal agency.

Two sets of data were used in order to answer the first question; these data sets were from the Parental Involvement Survey questionnaire, which reflected parental involvement

practices based on type and extent of involvement, and the math and reading scores from the Iowa Test of Basic Skills.

Type 1: Basic Obligations of Families

An examination of the correlations between Type 1 parental involvement scores and math scores from the Iowa Test of Basic Skills was conducted. These analyses indicated no significant correlation between either Type 1 parental involvement scores and math scores $r,(39)=.01,ns,$ or between Type 1 parental involvement scores and reading scores $r,(39)=.25,ns$. An additional examination of the relationships between each of the Type 1 parenting style subitems (a, h, i, m, and r) indicated no significant correlations.

One interesting point can be made about the lack of significant correlations between the Type 1 parental involvement subitems and math and reading scores; two of the Type 1 subitems, "a." (Talked to my child about school.) and "r." (Talked to my child about how important school is.), exhibited no variability in responses. That is, every parent/guardian that responded to these two items (N=41 in each case) answered in the same fashion (many times). This lack of variability in the data can be expected to have a negative influence on the strength of the correlations

between the Type 1 parenting involvement scores, and math and reading scores.

Type 2: Basic Obligations of Schools

An examination of the correlations between Type 2 parental involvement scores and math scores from the Iowa Test of Basic Skills indicated a significant inverse relationship between the two variables, $r(39)=.31, p<.05$. As parental involvement in basic obligations of schools increased, student math scores on the Iowa Test of Basic Skills tended to decrease. There was no significant relationship between reading scores and Type 2 parental involvement scores, $r(39)=.26, ns$. In addition, a further examination of the relationships between each of the Type 2 subitems (items b, j, k, and s) and math and reading scores produced no significant correlations.

Type 3: Involvement at School

An examination of the relationships between Type 3 parental involvement scores and math and reading scores from the Iowa Test of Basic Skills indicated no significant relationships, $r(39)=.02, ns$, and $r(39)=.03, ns$. However, in an examination of the relationships between each of the Type 3 subitems and math and reading scores, one significant correlation did appear. There was a significant direct

relationship between item n (Volunteered at my child's school...) and reading scores, $r(39)=.32, p<.05$. As parents were more involved with volunteer activities at the child's school (to include volunteering in the child's classroom), their children's reading scores on the Iowa Test of Basic Skills were higher.

Type 4: Involvement in Learning Activities at Home

An examination of the relationships between Type 4 parental involvement scores and math and reading scores from the Iowa Test of Basic Skills was conducted and no significant correlations between either math or reading scores and Type 4 parental involvement were present, $r,(39)=.06, ns$, and $r,(39)=.19, ns$, respectively. Similarly, no significant correlations between any of the 5 subitems of Type 4 parental involvement scores (items c, d, e, f, and g) and either math or reading scores were present in the data.

Type 5: Involvement in Decision Making, Governance, and Advocacy

An examination of the relationships between Type 5 parental involvement scores and math and reading scores from the Iowa Test of Basic Skills was conducted and no significant correlations between either math or reading scores and Type 5 parental involvement scores were present,

$r(39)=.10,ns$, and $r(39)=.18,ns$, respectively. Similarly, no significant correlations between any of the 4 subitems of Type 5 parental involvement score (items l, t, w, and y) and either math or reading scores were present in the data.

Type 6: Collaboration with Community Organizations

An examination of the relationships between Type 6 parental involvement scores and math and reading scores from the Iowa Test of Basic Skills was conducted and no significant correlations between either math or reading scores and Type 6 parental involvement scores were present, $r(39)=.15,ns$, and $r(39)=.06,ns$, respectively. Similarly, no significant correlations between any of the 5 subitems of Type 6 parental involvement scores (items p, q, x, z and aa) and either math or reading scores were present in the data.

Question II: Do Ojibwe parents have a higher participation rate in a specific type of parental involvement?

In order to answer the second question, a 1-Way Between Subjects ANOVA (analysis of variance) was employed to test the null hypothesis that there were no differences between scores for each of the 6 Types of Parental Involvement for each parent/guardian. The null hypothesis was rejected because differences among parental involvement type scores were significant, $F(5,200)=76.38,p,<.0005$. A post hoc

evaluation of this effect was conducted using Tukey's HSD and these results are displayed in Table 4.3 below. Scores for Type 1 Parental Involvement (*M*=2.86) were significantly higher than those for Types 2, 3, 5 and 6. Scores for Type 2 Parental Involvement (*M*=2.42) were significantly higher than those for Types 3, 5 and 6. Scores for Type 3 Parental Involvement (*M*=2.07) were significantly higher than those for Types 5 and 6. Scores for Type 4 Parental Involvement (*M*=2.85) were significantly higher than those for Types 2, 3, 5 and 6. Scores for Type 6 Parental Involvement (*M*=1.95) were significantly higher than those for Type 5 Parental Involvement (*M*=1.01).

Table 4.3 Parental Involvement Scores as a Function of Type of Parental Involvement

	Type of Parental Involvement					
	Type 1	Type 2	Type 3	Type 4	Type 5	Type 6
Parental Involvement Score	2.86_a	2.42_b	2.07_c	2.85_a	1.01_d	1.95_e

note: scores with no subscripts in common are significantly different, $p<.05$

Question III: Is degree of participation similar for all types of parental involvement for children who are "most"

and "least" successful?

In order to answer this question, students' scores were separated into high and low math and reading score groups. The 45th percentile was used for the upper bound for those in the "least" successful group for each of the two subscores. The 55th percentile was similarly used as the lower bound for those in the "most" successful group for both of the subscores. Table 4.4 displays the mean, median, and modal scores for both of the subscales (math and reading) as well as the values for the 45th and 55th percentiles. Math and reading scores from the Iowa Test of Basic Skills were available for all 41 students whose parents were involved in this research.

Table 4.4 Distribution of Math and Reading Scores

	Reading Scores	Math Scores
Mean	49.58	48.78
Median	49	40
Mode(s)	65	32.00 and 37.00
Minimum	7	4
Maximum	98	99
45th Percentile Score	44.70	37.00
55th Percentile Score	53.00	44.00

These groupings of students produced relatively equal-sized groups. In regards to the math scores, 19 students had a score falling into the "least successful" group, and 19 had a score falling into the "most successful" group. With respect to the reading scores, 18 students had a score falling into the "least successful" group, and 19 had a score falling into the "most successful" group.

Type 1: Basic Obligations of Families

An independent samples t-test was used to determine if differences existed in Type 1 parental involvement scores for those students categorized as either "least" successful or "most" successful. There was no significant difference with regard to math scores between these two groups, $t(36)=1.28, ns$. Similarly, there were no significant differences in regards to reading scores between these two groups, $t(35)=.95, ns$. There were important differences, however, when Type 1 parental involvement scores were used as the independent variable.

Type 1 parental involvement scores were divided up into high and low score groups according to the same rubric used when segregating "least" and "most" successful students. Here, the 45th and 55th percentile were used as the upper and lower bounds, respectively, for determining high and low score groups. An independent samples t-test was then used to determine if differences in math and reading scores

existed for those children of parents who had either high or low scores for Type 1 parental involvement. Children whose parents had a high Type 1 parental involvement score scored significantly higher on the math subset of the Iowa Test of Basic Skills (M=58.83) than students whose parents had a low Type 1 parental involvement score, (M=40.91), $t(39)=2.50, p<.05$. There were no significant differences between these two groups (high and low Type 1 parental involvement scores) in respect to reading scores on the Iowa Test of Basic Skills, $t(39)=1.83, ns$.

Type 2: Basic Obligations of Schools

An independent samples t-test was used to determine if differences existed in Type 2 parental involvement scores for parents of students categorized as either "least" successful or "most" successful. There were significant differences between these two groups when reading scores were examined as the dependent variable, $t(35)=2.66, p, <.05$; parents of children who were the "most" successful with respect to reading had lower Type 2 parental involvement scores (M=2.21) than those parents whose children were the "least" successful (M=2.59). There were no significant differences between the parents of students who were "least" or "most" successful in math with respect to parents' Type 2 parental involvement scores, $t(36)=1.13, ns$.

Type 2 parental involvement scores were divided into

high and low score groups in the same fashion as the Type 1 parental involvement scores. An independent samples t-test was then used to determine if differences in math and reading scores existed for those students whose parents had either high or low scores for Type 2 parental involvement. There were no significant differences between Type 2 parental involvement scores for parents of students who were "least" and "most" successful in respect to both math and reading scores, $t(37)=1.15, ns$, and $t(37)=.75, ns$, respectively.

Type 3: Involvement at School

An independent samples t-test was used to determine if differences existed in Type 3 parental involvement scores for those students categorized as either "least" successful or "most" successful. There were no significant differences between these two groups when either math or reading scores were examined as the dependent variable, $t(36)=.44, ns$, and $t(35)=.07, ns$, respectively.

Type 3 parental involvement scores were divided into high and low score groups in the same fashion as with Type 1 and Type 2 parental involvement scores. An independent samples t-test was then use to determine if differences in math and reading scores existed for those students whose parents had either high or low scores for Type 3 involvement. There were no significant differences between

Type 3 involvement by parents/guardians of students who were "least" or "most" successful in respect to both math and reading scores, $t(36)=.20, ns$, and $t(36)=.77, ns$, respectively.

Type 4: Involvement in Learning Activities in the Home

An independent samples t-test was used to determine if differences existed in Type 4 parental involvement scores for those students categorized as either "least" successful or "most" successful. There were no significant differences between these two groups when either math or reading scores were examined as the dependent variable, $t(36)=.09, ns$, and $t(35)=1.49, ns$, respectively.

Type 4 parental involvement scores were divided into high and low score groups in the same fashion as with Type 1, 2, and 3 parental involvement scores. An independent samples t-test was then used to determine if differences in math and reading scores existed in those children of parents who had either high or low scores for Type 4 parental involvement. There were no significant differences between Type 4 parental involvement scores for children who were "least" or "most" successful in respect to both math and reading scores, $t(37)=.55, ns$, and $t(37)=.53, ns$, respectively.

Type 5: Involvement in Decision Making, Governance, and Advocacy

An independent samples t-test was used to determine if differences existed in Type 5 parental involvement scores for those students categorized as either "least" or "most" successful. There were no significant differences between these two groups when either math or reading scores were examined as the dependent variable, $t(36)=.33, ns$, and $t(35)=.94, ns$, respectively.

Type 5 parental involvement scores were divided into high and low score groups in the same fashion as the previous parental involvement scores. An independent samples t-test was then used to determine if differences in math and reading scores existed in those children of parents who had either high or low sores for Type 5 parental involvement. There were no significant differences between Type 5 parental involvement scores for students who were "least" successful in respect to both math and reading scores, $t(35)=1.17, ns$, and $t(35)=.10, ns$, respectively.

Type 6: Collaboration with Community Organizations

An independent samples t-test was used to determine if differences existed in Type 6 parental involvement scores for those students categorized as either "least" successful or "most" successful. There were no significant differences between these two groups when either math or reading scores

were examined as the dependent variable, $t(36)=.32, ns$, and $t(35)=.25, ns$, respectively.

Type 6 parental involvement scores were divided into high and low score groups in the same fashion as the previous parental involvement scores. An independent samples t-test was then used to determine if differences in math and reading scores existed in those children of parents who had either high or low scores for Type 6 parental involvement. There were no significant differences between Type 6 parental involvement scores for students who were "least" or "most" successful in respect to both math and reading scores, $t(36)=1.79, ns$, and $t(36)=1.09, ns$, respectively.

Chapter Summary

This chapter presented the findings of the study in three sections. The first section addressed question one by presenting the relationship between the extent of participation in each of the six types of parental involvement and the level of academic achievement in the areas of reading and math. This section was divided into six subsections, each of which discussed the findings for one of the six different types of parental involvement.

The second section addressed question two by presenting the results of a 1-way analysis of variance (ANOVA) to test

the null hypothesis that there are no differences between the 6 Types of parental involvement scores for each of the parents.

To address question three, the third section presented t-test results for each type of parental involvement for parents of students who were "most" and "least" successful in the areas of reading and math. T-test results were examined in order to discover if there were differences between extent and type of parental involvement practices for parents of students who were "most" and "least" successful in the areas of reading and mathematics.

Chapter 5 will present a summary and recommendations.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

Overview

This chapter presents a review of the study, a summary of the findings, and recommendations for further research.

Review of the Study

The purpose of this study was to examine the relationship between parental involvement and academic achievement within an Ojibwe Indian population. Two sources of data were used to examine the relationship. One source, the Parental Involvement Survey questionnaire, consisted of twenty-seven (27) items that measured extent of parental involvement in six Types of involvement as identified by Joyce Epstein. Two additional open-ended questions allowed survey respondents to indicate the parental involvement activities they participate in most at home, and at school. The second source of data was the Iowa Test of Basic Skills which provided measures for student achievement in the areas of reading and math.

One hundred fifty-one (151) survey packets were mailed to parents/guardians of Ojibwe fourth and fifth grade students who attended Cass Lake-Bena Elementary School

located on the Leech Lake Ojibwe Indian Reservation in Minnesota. The survey packets contained a cover letter describing the study, a Parental Involvement Survey questionnaire, a Parent Informed Consent Form, a Student Informed Consent Form and a stamped, addressed envelope for the return of the completed questionnaire and signed Informed Consent Forms.

After three separate mailings and follow-up phone calls and home visits, a total of fifty-three (53) completed survey questionnaires along with signed parent and student Informed Consent Forms were returned. This study had a 37% response rate based on the following formula:

RR= Response Rate

RR=[q/(N-U)] x 100 RR=[53/(151-8)] x 100

q = Number of returned survey questionnaires

N = Number of initial survey questionnaires mailed

U = Number of undeliverable questionnaires

Data collected from the Parental Involvement Survey and student scores from the Iowa Test of Basic Skills were analyzed to address the following research questions.

Research Questions:

I. Is there a significant relationship between the extent of participation in Epstein's six types of parental involvement by parents of fourth and fifth grade Ojibwe students and the level of academic achievement in the areas of reading and mathematics by their fourth and fifth grade children?

II. Do Ojibwe parents have a higher participation rate in a specific type of parental involvement?

III. Is degree of parental participation similar for all types of parental involvement for students who are "most" and "least" successful?

Summary of Major Findings

Question I: Is there a significant relationship between the extent of participation in Epstein's six types of parental involvement by parents/guardians of fourth and fifth grade Ojibwe students and the level of academic achievement in the area of reading and mathematics by their fourth and fifth grade children?

Analysis of the relationships between data from the Parental Involvement Survey and the Iowa Test of Basic

Skills indicates there are significant relationships between the extent of participation in two (2) of Epstein's six types of parental involvement and levels of academic achievement. For example, there was a statistically significant negative correlation between student scores on the math scores from the Iowa Test of Basic Skills and those students' parent's/guardian's score on Type 2 parental involvement (Basic Obligations of Schools). That is, parents who scored higher on items on the Parental Involvement Survey that were indicative of Type 2 parental involvement tended to have children who performed poorly on the math portion of the Iowa Test of Basic Skills.

In addition to this significant finding, additional relationships were present in the data. Although significant relationships did not exist between Type 3 Parent Involvement (Involvement at School) and either student's reading or math scores, one of the Parental Involvement Survey's items that was indicative of Type 3 Parental Involvement was significantly correlated with reading scores from the Iowa Test of Basic Skills. Here, there was a significant direct relationship between item n (Volunteered at my child's school...) and reading scores, indicating that parents who tend to volunteer at their child's school, tend to have children who score well on measures of reading skills on the Iowa Test of Basic Skills.

Question II. Do Ojibwe parents/guardians have a higher participation rate in a specific type of parental involvement?

Analysis employing a 1-Way Between Subjects ANOVA (analysis of variance) indicated that the mean scores for each of the six types of parental involvement varied enough to warrant additional analysis. Tukey's HSD was then used to test the differences between the parental involvement type scores. Although these results are displayed in Table 4.3, the results warrant further discussion. Perhaps the differences between the type scores could be best summarized as shown next in Table 5.1:

Table 5.1 Level of Participation by Ojibwe Parents in the Six Types of Parental Involvement

(Type 1= Type 4)>Type 2>Type 3> Type 6>Type 5

The post hoc evaluation revealed that parents of Ojibwe students display significantly higher Type 1 (Basic Obligations of Families) and Type 4 (Involvement in Learning Activities at Home) scores than any other parental

involvement Type scores. Scores for Type 1 (M=2.86) and Type 4 (M=2.85) parental involvement differed in no statistically significant way. In addition to this, the parents/guardians involved in this study produced Type 2 (Basic Obligations of Schools) parental involvement scores (M=2.42) that were greater then Type 3 (Involvement at School) parental involvement scores (M=2.07), which in turn, were greater than Type 6 (Collaboration with Community Organizations) scores (M=1.95), which again, were greater than Type 5 (Involvement in Decision making, Governance, and Advocacy) scores (M=1.01).

Question III: Is the degree of participation similar for all types of parental involvement for children who are "most" and "least" successful?

In order to answer this question, two methods of parsing and analyzing the data were performed. In order to answer the question most directly, cases were segregated on the basis of students' math and reading scores being either in the top 45% of the distribution or the lower 45% of the distribution. This arbitrary cut-off served two purposes in differentiating between "high" and "low" performers. First, the data were parsed in such a way that the groups were of relatively equal sizes. This helped to insure that the variances present in the data were similar to the variances in the data found in the population of Ojibwe

parents/guardians and students from which the sample was drawn. Second, the groupings produced after separating the cases into "high" and "low" performance groups produced groups that were of a relatively large size. This helped to ensure that the mean scores for both groups were accurate reflections of the mean scores present in the population of Ojibwe parents/guardians from which the sample was drawn.

In addition to separating cases based on being either "high" or "low" performers in respect to reading or math scores, cases were also segregated in respect to parent/guardian parental involvement scores. In this case, a frequency distribution of parental involvement scores was examined and cases were labeled as being either "high" or "low" with respect to each of the six types of parental involvement measured on the Parental Involvement Survey questionnaire. These two groups served as the comparison groups to which the dependent variables (reading and math scores) were compared.

Analysis of the data indicates there is a significant difference between "most" and "least" successful students' parent's/guardian's parental involvement scores. Similarly, several differences were revealed between either "high" or "low" parental involvement when students' reading and math scores from the Iowa Test of Basic Skills were taken into consideration.

For example, those students with parents who were classified as "high" for Type 1 (Basic Obligations of Families) parental involvement scores had significantly higher math scores on the Iowa Test of Basic Skills than did students of parents who were classified as having "low" Type 1 parental involvement scores. In addition, significant differences existed between those students classified as being the "least" and "most" successful in respect to reading scores from the Iowa Test of Basic Skills. Here, students who were classified as "most" successful had parents/guardians who had significantly lower Type 2 (Basic Obligations of Schools) parental involvement scores than did the parents/guardians of those children who were labeled as the "least" successful.

Recommendations for Further Study

It is recommended that further studies be conducted in order to extend the findings of this study. For example:

1. Conduct a broader survey including students in grades three and six to see if the same trends appear in the data.
2. Conduct a qualitative study examining Ojibwe parents'/guardians' concerns with education in general.
3. Replicate the study with thoughtful revisions in the use of inducements in an attempt to increase the

response rate of the Parental Involvement Survey. Particular attention should be given to Maslow's Hierarchy of Needs (Slavin, 1997) when considering types of inducements that are likely to increase parent's/guardian's motivation to participate in the Parental Involvement Survey.

4. Conduct a similar study examining the relationship between teachers' perceptions of extent and type of parental involvement practiced by parents, and academic achievement of parents' children.

Chapter Summary

This chapter reviewed the study, presented a summary of major findings, and offered recommendations for further study. The results of this study provide data which describe the relationship between parental involvement and academic achievement of fourth and fifth grade students within an Ojibwe Indian population. The study also revealed the types of parental involvement activities Ojibwe parents participate in the most.

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APPENDIX A

Appendix A

American Indian Parental Involvement Survey
Survey of Parents of Fourth and Fifth and Grade American Indian students at Cass Lake-Bena Elementary School, Cass Lake, Minnesota during the **1998-1999 school year (last year)**

Dear Parent or Guardian:

You are invited to participate in a study of parental involvement in school activities. This work is part of the requirements for the completion of a Ph.D. degree in Education Administration at The University of Oklahoma.

This survey was designed to measure involvement in school activities by Native American parents. Your answers will provide for a better understanding of parental involvement by American Indian parents and how it relates to the academic performance of their children. I will compare survey results with student's scores on the Iowa Test of Basic Skills (ITBS) given last spring. Please sign the attached Informed Consent form and have your child sign the student's Informed Consent form, so your child's ITBS scores can be matched to your completed survey. **I will treat this information with strict confidentiality.** No names (parent's or child's) will ever be used in this study.

I appreciate your assistance and invite you to enter a free drawing for one of three prizes: fifty dollars cash, two bingo packets, or dinner for four at the Palace Gardens Restaurant. The ticket for the drawing is located on the bottom of the parents' Informed Consent form.

Please return the completed survey and signed Informed Consent forms (parent's and child's) in the stamped-envelope provided with this survey.

Thank you very much for your help!

Sincerely,

Priscilla Fairbanks
Cass Lake, MN 56633

This survey should be answered by the **LEGAL PARENT** or **GUARDIAN** who has the MOST CONTACT with this school about your child.

Who is completing the survey? Please check if you are...

___ (1) mother	___ (5) aunt	___ (9) legal guardian
___ (2) father	___ (6) uncle	___ (10) other relative
___ (3) stepmother	___ (7) grandmother	___ (11) other
___ (4) stepfather	___ (8) grandfather	(describe)_____

Families get involved in different ways at school or at home. Which of the following did you do during last school year (1998-99) with the fourth or fifth grader you had at this school? Please **CIRCLE** one choice for each item.

NEVER	means you **did not do this** last school year
1-2 TIMES	means you did this **ONE or TWO TIMES** this last year
A FEW TIMES	means you did this **THREE or FOUR TIMES** last year
MANY TIMES	means you did this **FIVE OR MORE TIMES** last year

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a. Talked to my child about school.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
b. Visited my child's classroom.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
c. Read to my child.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
d. Listened to my child read.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
e. Listened to or read a story my child wrote.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
f. Helped my child with homework.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
g. Helped my child study for a test.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
h. Talked with my child about any TV show.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
i. Helped my child plan time for homework and chores.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
j. Talked about my child with my child's teacher at school.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
k. Talked about my child to my child's teacher on the phone.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
l. Attended a PTA meeting.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
m. Checked to see that my child completed the school homework.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
n. Volunteered at school (including in my child's classroom).	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
o. Attended special events at school.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
p. Took my child to a library.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES

Continued...
Families get involved in different ways at school or at home. Which of the following did you do **last school year** (1998-99) with the fourth or fifth grader you had at this school? Please **CIRCLE** one choice for each item.

NEVER means you **did not do this** during the last school year
1-2 TIMES means you did this **ONE or TWO TIMES** last year
A FEW TIMES means you did this **THREE or FOUR TIMES** last year
MANY TIMES means you did this **FIVE or MORE TIMES** last year

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q. Took my child to special places or events in the community.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
r. Talked to my child about how important school is.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
s. Read notices, notes, and newsletters from school.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
t. Went to Local Indian Education Committee (LIEC) meetings.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
u. Went to cultural events at the school.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
v. Went to athletic events at the school.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
w. Was involved in school committees.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
x. Took my child to athletic events in the community.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
y. Attended school board meetings.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
z. Took my child to cultural events in the community.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES
aa. My child received services from a community or tribal agency.	NEVER	1-2 TIMES	FEW TIMES	MANY TIMES

1. How have you participated the most <u>at your child's school?</u>

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2. How have you been most involved with your child's education <u>at home?</u>

PLEASE RETURN THE COMPLETED SURVEY TOMORROW OR AS SOON AS POSSIBLE IN THE STAMPED ENVELOPE PROVIDED.

THANK YOU VERY MUCH FOR YOUR INPUT!

Survey includes questions from: Epstein, J.L. and Salinas, K.C. (1993). *School and family partnerships: Questionnaires for teachers and parents in elementary and middle grades.* Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.

APPENDIX B

Appendix B

List of Survey Items by Type of Involvement

Type 1:
Basic obligations of families to provide a safe, healthy, and nurturing home environment that prepares the child for school.

a. Talked to my child about school.
h. Talked with my child about any TV show.
i. Helped my child plan time for homework and chores.
m. Checked to see that my child completed the school homework.
r. Talked to my child about how important school is.

Type 2:
Basic obligations of schools to provide information to families regarding school programs and student progress.

b. Visited my child's classroom.
j. Talked about my child with my child's teacher at school.
k. Talked about my child to my child's teacher on the phone.
s. Read notices, notes, and newsletters from school.

Type 3:
Involvement at school by parents/guardians and other family members such as volunteering in the classroom or other school locations.

n. Volunteered at school (including in my child's classroom).
o. Attended special events at school.
u. Went to cultural events at the school.
v. Went to athletic events at the school.

Type 4:
Involvement by parents/guardians or other family members in learning activities at home such as monitoring homework, serving as tutors, and by teaching grade-appropriate skills.

c. Read to my child.
d. Listened to my child read.
e. Listened to or read a story my child wrote.
f. Helped my child with homework.
g. Helped my child study for a test.

Type 5:
Involvement in decision making, governance, and advocacy

l. Attended a PTA meeting.
t. Went to Local Indian Education Committee (LIEC) meetings.
w. Was involved in school committees.
y. Attended school board meetings.

Type 6:
Collaboration with community organizations

p. Took my child to the library.
q. Took my child to special places or events in the community.
x. Took my child to athletic events in the community.
z. Took my child to cultural events in the community.
aa. My child received services from a community or tribal agency.

APPENDIX C

Appendix C

American Indian Parental Involvement Survey
Survey of Parents of Fourth and Fifth Grade American Indian students at Cass Lake-Bena Elementary School, Cass Lake, Minnesota during the **1998-1999 school year**

Dear Parent or Guardian:

You are invited to participate in a study of parental involvement in school activities. This work is part of the requirements for the completion of a Ph.D. degree in Education Administration at The University of Oklahoma.

This survey was designed to measure involvement in school activities by Native American parents. Your answers will provide for a better understanding of parental involvement by American Indian parents and how it relates to the academic performance of their children. I will compare survey results with student's scores on the Iowa Test of Basic Skills (ITBS) given last spring. Please sign the attached Informed Consent Form and have your child sign the student's Informed Consent Form, so your child's ITBS scores can be matched to your completed survey. **I will treat this information with strict confidentiality.** No names (parent's or child's) will ever be used in this study.

Please return the completed survey and signed Informed Consent Forms (parent's and child's) in the stamped, envelope provided with this survey.

Thank you very much for your help!

Sincerely,

Priscilla Fairbanks
Cass Lake, MN 56633

This survey should be answered by the **LEGAL PARENT or GUARDIAN** who has the MOST CONTACT with this school about your child.

Who is completing the survey? Please check if you are...

___(1) mother	___(5) aunt	___(9) legal guardian
___(2) father	___(6) uncle	___(10) other
___(3) stepmother	___(7) grandmother	(describe)_____
___(4) stepfather	___(8) grandfather	

APPENDIX D

Appendix D

PARENT INFORMED CONSENT FORM

This study is an examination of American Indian parental involvement in education and its relationship to academic achievement. The study is being conducted under the auspices of The University of Oklahoma - Norman Campus by Priscilla Fairbanks, a Leech Lake enrollee, as part of a doctoral program at The University of Oklahoma in Norman, Oklahoma.

The purpose of this study is to discover the types of parental involvement activities American Indian parents participate in the most, and which activities are practiced by parents of high achieving American Indian students.

Responses to items on the Parental Involvement Survey will be compared to student test scores from the Iowa Test of Basic Skills (ITBS). Once a Survey has been matched with a student's test scores, names and all identifying information will be removed from all survey and test material. **No names will ever be used in the report of this study.**

Survey completion time is expected to be approximately 10 minutes.

Participants may **benefit from participation** in this study by being exposed to examples of parental involvement activities associated with improved academic achievement. **Participants will also be entered into a drawing for one of three prizes including: a $50.00 cash award, two bingo packets, or dinner for four at a local restaurant.**

Participation is voluntary, refusal to participate will involve NO penalty or loss of benefits to which the participant is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

You may contact Priscilla Fairbanks at 335-8414 if you have any questions about the research or your rights as a research participant.

PLEASE SIGN BELOW:

I GIVE MY CONSENT FOR MY CHILD'S ITBS SCORES TO BE COMPARED TO MY COMPLETED AMERICAN INDIAN PARENTAL INVOLVEMENT SURVEY.

_____ _____

SIGNATURE OF LEGAL GUARDIAN **DATE**

CHILD'S NAME _____

Please enter my name in the drawing. Winners will be notified by phone or mail on September 20, 1999. COMPLETE AND RETURN YOUR SURVEY TODAY!

Name _____Phone number_____

APPENDIX E

Appendix E

STUDENT INFORMED CONSENT FORM

I give permission for the release of my ITBS scores for the study being conducted by Priscilla Fairbanks. I understand that my name will be removed from the test scores once they are matched with my parent's/guardian's completed Parental Involvement Survey. I also understand that no names will be used in the report of this study.

_____ _____

Student Signature **Date**

If you have any questions, you may contact Priscilla Fairbanks by calling 335-8414 or you may call the Office of Research Administration at The University of Oklahoma by calling 405-325-4757.

Chi-miigwech! (Thank you very much!)