

THE IMPACT OF FAMILY INVOLVEMENT ON ACADEMIC SUCCESS IN HIGHER LEARNING INSTITUTIONS

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Abstract

Although several government and state programs such as TRIO and McNair Scholars have been created to narrow the achievement gap between Black and White students in American higher learning institutions, disparities between these groups still exist. This study examines the effect of parental involvement on students' academic achievement while comparing Black and White students in order to determine what influence family involvement plays on academic success in college.

Keywords: parental involvement, family involvement, academic success, academic achievement, Black students

Introduction

Parental involvement has grown rapidly among college students. Millennial college students have closer bonds with their parents and family than previous generations. Factors related to student mental health, financial support, and safety of the campus have impacted the increase of parent's interest in their students' overall health and well-being, as well as their academic success (Oyserman, Brickman, & Rhodes, 2007). The influence of parents can be beneficial or detrimental to the student. Family dynamics, ethnicity, culture, educational background, and socioeconomic status affect the amount of parental or family involvement (Harper, Smith, & Davis, 2018).

Parental involvement is defined as the degree to which parents are interested in, knowledgeable about, and willing to play an active role in the activities of their child (Edelman, 2013). Parenting practices, as well as cultural and socioeconomic backgrounds, impact the level of parental involvement. A warm and supportive parent-adolescent relationship enhances academic outcomes for most students. Minority families may use a "more directive, strict, and no-nonsense approach" that benefits students of color in excelling academically (Wang, Hill, & Hofkens, 2014). Jeynes (2017) discusses the need for

updated research related to minority students, specifically Latino students and parental involvement. Cultural differences impact parental engagement, as well as affects how families define parental involvement.

This article explores the factors that influence Black students' academic achievement in higher education, with particular focus on the impacts of family involvement on students' academic achievement in higher learning. Miranda, Webb, Brigman, and Peluso (2007) explained, specifically, that Black and Hispanic children continue to lag behind their White counterparts in nearly every elementary and secondary subject, and this disparity continues into post-secondary education. The central question considered here is the extent to which family involvement relates to a student's academic success in college.

Although more Black students are enrolling in higher learning institutions, Black students continue to have lower success rates in higher education (Harper, et al., 2018). Black students may value education, but due to negative educational experiences and low expectations set by educators their attitude toward education can be tarnished and cause students to become less motivated to succeed academically (Thomas, 2017). Influences outside the educational system, like parental and family support, could offset the adverse educational experiences. To this end, Smith (2018) suggested that the definition of academic achievement may vary based on family education backgrounds. First generation students may perceive enrolling in and attending college as a success. Furthermore, building social networks and developing their cultural identity may be recognized as success over grade point averages in some minority families (Smith, 2018). Examining family involvement's influence on academic achievement will aid in understanding and assisting administrators, educators, parents, and students in helping students meet their academic goals.

Review of Literature

While research on academic achievement of Blacks in elementary and secondary education is plentiful (Akiba, 2007; Bailey & Bradbury-Bailey, 2007; Miranda et al., 2007; Wiggan, 2007), there is a need for more research on parental involvement in post-secondary education to assess factors that influence the collegiate academic achievement of

Black students. Despite the creation of several national efforts to even the playing field for all students to have access to higher education and to receive a degree from post-secondary institutions (Harper et al., 2018; Smith, & White, 2015), a noticeable disparity remains between the numbers of Black students applying, attending, and graduating from post-secondary education institutions compared to White students.

During the 1960s, the educational reform created the largest pre-collegiate programming for underrepresented students (Roach, 2004). Federal grants and programs, such as TRIO, were developed to close the educational gap in America (Graham, 2011). College preparation programs, such as Upward Bound and AVID are a common approach to raising the post-secondary enrollment rate among underrepresented groups because fewer are enrolled compared to White students. While these pre-collegiate outreach programs have had some success, there still is a gap in enrollment and success as measured by graduation within six years of enrollment. The *Digest of Education Statistics* (2016) indicated that 39% of Black students graduated with at least a bachelor's degree within six years after starting compared to 63% of White students. Individual states' graduation rates vary but not significantly from the national average.

Parental involvement affects student enrollment and completion. Among Black students, Perna and Titus (2005) report that parent-student discussions about education-related issues – such as course selection, school activities, grades, plans to take ACT, and college applications – had a significant impact on post-secondary enrollment, although this impact was smaller among Black students than other racial or ethnic groups. They also found that increased parent-initiated contact to the institution about academic issues was correlated with a positive influence in enrollment of Black students at four-year institutions. Jeynes (2007) indicates that parental involvement has a significant impact on Blacks. According to Leach and Williams (2007), social dominance theory and “stereotype threat” explain that “subordinate status, and not race, places Black children at a disadvantage because it translates into differential access to, and their families' possession of, social, economic, and cultural capital” (p. 51). This research indicates that differences in types and quantities of family involvement may help explain different student success rates.

Family Involvement

Family involvement has already been shown to impact student success. Several studies on academic achievement in Kindergarten to 12th grade (K-12) show that parental involvement makes a difference in an individual's education (Jeynes, 2007). Parental involvement may be categorized in various ways: parental participation in school events, direct educational communication, parental engagement related to school activities and learning, and parenting styles are a few activities linked to effective parental involvement impacting student success (Jeynes, 2017). For many students, parents continue to be a primary support system even in post-secondary education (Garrison, 2013). Carney-Hall (2008) explained parental involvement has increased over the previous few years within post-secondary education due to campus environments, increased technology allowing instant communication, and shifting family dynamics.

Enrollment rates in a post-secondary institution vary based on socioeconomic status (SES) with lower enrollment for lower-income students (Rowan-Kenyon, Bell, & Perna, 2008). One factor affecting this enrollment disparity is that parents may lack the knowledge and confidence to assist their children in searching and applying for post-secondary enrollment. Further, it is common for lower SES high school students to be placed in a less rigorous educational track, leaving them less equipped to compete for post-secondary enrollment and financial aid. Whereas higher SES families have different knowledge and resources to support or supplement their students' education with preparation programs, tutoring services, advising, college visits, and with technological devices which increase the amount and frequency of communication with the enrollment offices at post-secondary institutions. In this regard, Perna and Titus (2005) consider parental involvement as a form of social capital that provides students with the necessary resources that facilitate enrolling into a two year or four-year college program. As it relates to higher education, social capital refers to knowledge of the campus environment and values, access to human and financial resources, familiarity with terminology, and the general function of a higher education setting (McCarron & Inkelas, 2006). McCarron and Inkelas found that the odds of enrolling into college increased in frequency when parents discussed college or university related topics with their student. Additionally, enrollment

increased as parents encouraged volunteer contact with the college/university about academics. In contrast, the odds of enrolling decreased as parents initiated contact with their child's K-12 schools about behavioral issues (McCarron & Inkelas, 2006).

Socioeconomic status, home environment, and parental education are factors that contribute to a student's success at any level of education. Carney-Hall (2008) explained that parental involvement affects several components of the college experience, from completing the admission application to financial aid paperwork, as well as meeting with an academic advisor. Jeynes (2007) conducted a meta-analysis of 77 studies to determine the overall effect of parental involvement on students' academic achievement in K-12 education, which showed clearly that parental involvement is associated with higher student achievement. Jeynes reported that the largest effect of parental involvement emerged from parental expectations while parental style and reading with their child had less effect than parental expectations.

McCarron and Inkelas (2006) studied the role of parental involvement on first-generation college students. Parental involvement was measured by how often parents helped with homework and how frequently discussions about school courses, preparation requirements, and going to college occurred between parent and student. A multiple regression on seven independent variables indicated that parental involvement, when defined this way, was the best predictor of college success among first-generation students.

Shoup, Gonyea, and Kuh (2009) found positive outcomes from parental involvement in college. Despite the stigma that too much involvement by parents may diminish a student's ability to be successful in college, their study found that students with highly involved parents experienced higher levels of engagement, educational gains, and satisfaction. Therefore, family support has a huge impact on academic success.

The literature on achievement and parenting has generally focused on parenting styles and how these styles influence academic outcomes. Davis-Kean (2005) examined how parents' education indirectly influences academic achievement, concluding that parents' education and family income influence achievement indirectly through their association with parents' educational expectations and behaviors; these factors result in student developing learning skills and practices that contribute to academic success. Davis-

Kean (2005) also showed that the amount of schooling that parents receive influences the interaction with their student in promoting academic achievement. Parental education expectations might explain why in some cases where students were low SES but experienced high achievement outcomes. These parents may have a better psychological balance of stimulation and demand for the child as they themselves experienced academic success (Davis-Kean, 2005).

Theoretical Framework

The ecological perspective is widely used throughout educational research to explain high school retention and academic success on elementary, secondary, and post-secondary levels. Bronfenbrenner (1979) established five ecosystems, which supports the notion that students are affected by all areas of their environment; the overlapping ecosystems (spheres within a person's environment) can directly or indirectly influence students' decisions and choices to excel in school. Students are directly influenced by their closest ecosystems, the microsystem and mesosystem. The microsystem consists of people and institutions that directly affect the student's life including family, peers, and schools. The mesosystem is the relationship between the microsystems, such as, the interconnection of the parent and the student's college or university. The ecological perspective illustrates the impact ecosystems may have on the student's decisions and abilities to excel in higher learning institutions.

This study used the ecological perspective to express the value of family involvement in a student's academic career, focusing on the student's collegiate experience. Various factors – such as the student's family educational background at the microsystem level, the amount of encouragement or assistance given to the student by the family at the microsystem level, or even the values that were instilled by the family – may influence the choices and goals set by the student indicative of the mesosystem level. Thus, the ecological perspective provides the framework that establishes family involvement as a primary factor in academic success.

Methodology

Participants

Participants for the study included 132 first year students from a large university in the southeastern United States. These participants were recruited from a first year seminar course required for all first year students. The mean age of participants was 19.77 years with 69 males (52.3%) and 63 females (47.7%) participating in the study. There were 45 Black (34.1%), 76 White (57.6%), two Hispanic (1.5%), four Asian (3%) and five students (3.8%) that chose “other” as their race that comprised the sample. At the time of the survey, 31 students (23.5%) had completed one semester of college, 86 students (65.2%) had completed two semesters, nine students (6.8%) had finished three semesters, five students (3.8%) had completed four semesters, and one student (0.8%) had finished five semesters. Each of the students surveyed was classified as a freshman because they had earned fewer than 30 credit hours.

Instrument and Data Analysis

The research questionnaire consisted of three parts. The first was comprised of a demographics sheet, second was the Family Involvement Scale (see Appendix A), and the third questionnaire assessed academic success. Cumulative university grade point averages (GPA) were used to assess student academic performance as freshman (determined by earned hours). Participants gave consent to have their cumulative first year GPAs used within the study.

The demographics portion of the survey was split into four sections: academic influences, family structure, parents’ education, and student information. The academic influences section focused on family members or an influential person that was most highly involved in the participant’s academic career. The family structure section included questions about whom the participant lived with during high school, how long their parents were married, and how many hours per week their parents worked. Information about parents’ education was comprised of two questions asking for the educational attainment of the mother and father of the participant. Finally, participants were instructed to provide personal information that included their race/ethnicity, sex, age, number of

credit hours completed, and age of the person that was most highly involved in their lives. Personal identification information was not used in any part of this study.

In a pilot study, 33 students completed the questionnaire to determine content validity. Feedback regarding the instrument was obtained regarding clarity of questions and formatting of the questionnaire. The researcher developed a more concise and clear questionnaire from students' responses based on an analysis of the pilot sample. The revised survey (See Appendix A) was composed of 24 forced choice questions using a four-point Likert scale and two categorical yes/no questions. The pilot survey was also analyzed for reliability. The Family Involvement in the High School section of the survey had a reliability rate of .89 while the Family Involvement in College section had a reliability rate of .86. Academic success was measured by participants' GPA, and cumulative university GPAs were used to assess student academic performance as freshmen (determined by earned hours). This information was provided by the participants.

Results

While there were several independent variables (race, family involvement, family structure, parent's education, and academic influences) in the data collected, only two pertained to this study: race and family involvement. The dependent variable was the student's stated GPA. Four hypotheses were analyzed at the confidence level of $p \geq .05$.

Hypothesis One stated that academic achievement in higher learning institutions differs in Black and White students. An independent t-test was used to analyze this hypothesis, revealing a significant statistical difference between the GPA of Black students (2.12) and that of White students (2.49). Statistical evidence supports the fact that academic achievement in higher learning institutions differs between White and Black students ($t = -2.25, p = .03$).

Hypothesis Two stated that parental involvement during high school will be related to student success in college. The correlation showed that there was no significant statistical evidence that family involvement during high school ($M = 35.02, SD = 9.12, N = 132$) is related to student success in college ($r = .121, p = .17$).

Hypothesis Three stated that family involvement of students in higher learning institutions will be related to student success in college, were assessed using correlational

analyses. The correlation revealed that there is no significant relationship between family involvement while students attended an institution of higher learning ($M = 24.61$, $SD = 6.80$, $N = 132$) and student success in college ($r = .001$, $p = .99$).

Hypothesis Four stated that there would be a difference between the relationship of family involvement and academic achievement when comparing Black and White students in higher learning. A two-way ANOVA was conducted with GPA as the dependent variable and race (Black and White students only) and score on the Family Involvement survey was a continuous variable, for purposes of this analysis, the scores were converted to a categorical variable. Based on the means of the respondents' scores of the Family Involvement Scale, they were categorized as "high," "medium," and "low." "High Family Involvement" ranged from 9 to 18.4 with a mean of 14.75. "Medium Family Involvement" ranged from 18.5 to 27.4 ($M = 23.11$), and "Low Family Involvement" ranged from 27.5 to 36 ($M = 32.16$). The results, which are displayed in Table 1, revealed that the hypothesis was not supported.

Table 1. Two-way Analysis of Variance Descriptive Statistics

<i>Family Involvement</i>	<i>Race</i>	<i>GPA</i>	<i>SD</i>	<i>n</i>
<i>High</i>	Black	2.17	.97	13
	White	2.52	.93	28
	<i>Total</i>	<i>2.41</i>	<i>.94</i>	<i>41</i>
<i>Medium</i>	Black	2.10	.98	21
	White	2.39	.89	38
	<i>Total</i>	<i>2.29</i>	<i>.92</i>	<i>59</i>
<i>Low</i>	Black	2.11	.61	11
	White	2.81	.68	10
	<i>Total</i>	<i>2.44</i>	<i>.72</i>	<i>21</i>
<i>Total</i>	Black	2.12	.88	45
	White	2.49	.88	76
	<i>Total</i>	<i>2.36</i>	<i>.89</i>	<i>121</i>

Note: The dependent variable is academic achievement that was measured by grade point average (GPA).

There was a significant main effect for race and academic success in college measured by GPA [$F(1, 115) = 6.08$, $p = .02$]. No statistical significance was found for the main effects of family involvement in college [$F(2, 115) = .44$, $p = .64$] or the interaction effect of family involvement in college and race [$F(2, 115) = .42$, $p = .66$]. Refer to Table 2 for specific results of the two-way ANOVA.

A second two-way ANOVA was conducted with GPA as the independent variable and the yes/no answers to the statements that stated “attended freshman orientation” and “completed a Partners in Education form” as the independent variables (Table 2). No statistical significance was found for the interaction effect of these questions [$F(1,120) = .61, p = .44$]. In addition, the main effect for the statement about freshmen orientation was not statistically significant [$F(1,120) = .08, p = .78$], nor was the main effect for the statement referring to completing the Partners in Education form significant [$F(1,120) = .12, p = .73$].

Table 2. Two-way Analysis of Variance: The Impact of Family Involvement and Race on Academic Achievement in College

<i>Source</i>	<i>SS</i>	<i>Df</i>	<i>F</i>	<i>p</i>	<i>MS</i>
<i>Family Involvement</i>	.70	2	.44	.64	.35
<i>Race</i>	4.78	1	6.08	.02*	4.78
<i>Family Involvement x Race</i>	.65	2	.42	.66	.44
<i>Error</i>	90.43	115			.79

* $p > .05$

Discussion

The achievement gap between Black and White students remains a concern at every level of education. In post-secondary education, the achievement gap has become even more important due to the fact that college and university funding in some states is based on student retention and graduation rates. The ecological perspective that includes the family environment seemed to be a plausible first step into investigating a solution to closing the gap in academic achievement between Black and White students. This study's primary aim was to examine family involvement in relation to academic achievement in post-secondary education.

Concern about Black students and academic success is an ongoing issue. Small and Winship (2007) reported that 77% of Black students compared to 90% of White students graduate from elite colleges. They suggest that the average Black student in elite higher education institutions are less prepared academically than their White counterparts and have to work harder to achieve tasks that may come easily for White students. The findings

from this study support studies conducted by Leach and Williams (2007) and Miranda and colleagues (2007). These studies suggested that White students have higher levels of academic achievement, measured not only in GPAs but through graduation rates and standardized test scores as well.

Roach (2004) proposes that Black students are expected to reach the same academic standards as their White classmates without having experienced the same preparation. Expectations of school administrators and instructors could be a factor that accounts for the differences in GPA as related to race. This study took place at a Predominately White Institution (PWI), thus suggesting that this environment could have had an influence on the Black students' ability to achieve academically. Greer and Chawalisz (2007) stated that students who attended PWI experienced more environmental, interpersonal, and intragroup stress than students at Historically Black Institutions (HBI). Eubanks and Weaver (1999) suggest that Black students need "teachers who look like them, who share similar cultural experiences and who can be role models to demonstrate the efficacy of education and achievement" (p. 452).

The second and third hypotheses that family involvement would be related to student success during college did not reveal any significant findings on collegiate academic achievement. These findings contradict Jeynes (2007), who discovered that subtle parental involvement, such as parental style and expectations, and demonstrative parental involvement, such as parental attendance and participation at school functions, positively affects students' educational outcomes of school-aged children. Yan and Lin's (2005) findings also contradicted the research findings. They explain that students tend to perform well in school when parents convey high expectations for academic achievement and have regular interactions with their student.

The majority of research on family involvement has focused on achievement in elementary and secondary levels of education (Jeynes, 2017; Wang, et al., 2014). While the college experience is different from elementary and secondary education settings, it is possible that the positive social and cultural factors associated with entering college serve to lessen the impact of family involvement. One example might be a young adult's increased level of autonomy (Graham, 2011). The ecological model (Bronfenbrenner, 1979) could be

used to explain this difference in terms of a shift of primary or influential groups within the model. This thought may appear to be speculative, but many college students' interactions with peers are more frequent than interactions with family. In addition, students may be exposed to diverse attitudes and experiences as they have contact with others who come from different cities, states, countries and who have different cultural values. Albert Bandura's Social Cognitive Theory reinforces that behaviors, the environment, and student's cognition all factor into processing and learning of the individual. Therefore, as the influence of peers or friends in the college environment becomes more important, family influence may diminish somewhat.

The fourth hypothesis supposed that there would be a difference between the relationship of family involvement and academic achievement when comparing Black and White students in a higher learning institution. As this hypothesis was not supported by the data, this finding contradicts Anguiano's (2004) study that found that the effect of traditional parental involvement on high school completion significantly depended on ethnicity. Although Anguiano's study excluded Blacks, it provides the foundation and need for the study of ethnicity and family involvement. He found that the effect of traditional parental involvement was significantly different for Asian Americans compared to European Americans, but not Hispanics or Native Americans. He also found that the interaction between parental advocacy involvement and ethnicity was significant when comparing Hispanics with European Americans and Asian Americans with European Americans. Again, the research focused on high school, where students have physical interaction with their family on a daily basis. Thus, family involvement in college, no matter the race of the student, may be different and less intrusive for those that live away from home.

The two items on the Family Involvement in College survey that were analyzed separately [i.e., one on attendance at freshman orientation and the second about the Partners in Education (P.I.E.) form] may not be expected to influence students' GPAs. This is particularly true for the question that indicated whether or not the family member attended freshman orientation. The second question, however, could possibly have had a greater influence on academic success as it indicated whether or not the student signed the

P.I.E. form. This form gives family members permission to contact university advisors and professors regarding the student's academic performance and overall well-being. Data indicated that only 24 students signed the form while 100 did not. The fact that the majority of the students knew family members could not have access to their academic progress may be the reason for the lack of significant findings here. Also, the students' unfamiliarity with the P.I.E. form may have influenced findings as well.

Limitations and Recommendation for Future Research

The first limitation was the data collection process. Time was a major factor for the data collection because collection took place towards the end of the semester. Some surveys were administered during final exams. Another limitation was that all participants were from the same institution of higher learning. Including a sample of students at other schools may provide a broader perspective on family involvement related to college experiences, academic success, and greater generalizability. This study was also focused solely on variables that reflected race, family involvement, and academic achievement. The instrument itself could have been a limiting factor because of its narrow perspective on family involvement. Examining other factors, such as family structure and family income, in relation to the variables mentioned above could provide more statistical significance.

There are three major suggestions for further research. The first suggestion is to continue research on family involvement within higher learning institutions. There is a vast amount of research that focuses on family involvement in elementary, middle school, and high school, but the literature on college and universities is small and underdeveloped (Small & Winship, 2007). Continuing to research family involvement in college will assist parents and educators to better prepare all students for their college academic career.

The second suggestion is to complete a qualitative study on the effect of family involvement on academic achievement among Black and White students in post-secondary institutions. Wiggan (2007) asserted that although there is ample research on academic achievement, students' perspectives on the meaning of achievement is lacking. Qualitative research will allow researchers to ask questions to help clarify contradictions about academic achievement. In addition, qualitative research will provide a clearer understanding of students' perception of what constitutes family involvement.

The last suggestion for future research is to conduct research focusing only on Black students. Comparisons of gender and GPAs related to family involvement within the race may clarify practices that aid in academic success. Since research suggests that ethnic groups interpret family involvement differently (Oyserman, et al., 2007), assessing the perception of family involvement within Black students may help highlight the parental behaviors and activities that boost collegiate GPA within that specific race.

Conclusion

This article provides an opportunity for higher learning institutions to reevaluate the student, family, and institution relationship. As parents are the child's first teacher, students continue to rely on familial support to aid them through their collegiate academic career. As this study proved, there continues to be an academic achievement gap between Black and White students. Although the findings of this study lack the ability to significantly show a relationship between family involvement, race, and academic success, the need for continued research in this area is valuable for closing the achievement gap and fostering positive initiatives to assist higher learning institutions build collaborative programs with families to reach the goal of retention and graduation for students.

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Appendix A

Family Involvement and Academic Success Survey

Academic Influences

1. Which parent or family member was the most highly involved in your academic life?
 - a. Mother. b. Father c. Both d. Grandparent. e. Aunt/uncle/cousin
2. Was there any other person that was more highly involved in your academic life?
 - a. Yes B. No

*If you answered yes to the above question, please answer the next question.
*If you answered no to the above question, please skip the next question.
3. Who was more influential in your academic life than your parents or family?
 - a. Teacher b. Coach c. Counselor d. Family friend e. Church member

Please bubble in the appropriate answer that correlates to the parent(s) or family member(s) that is most highly involved in your academic life.

a= always b= frequently c= sometimes d= never

Family Involvement in High School

4. _____ was/were involved in my high school educational career. a _ b _ c _ d _
5. _____ attended parent teacher conferences every year. a _ b _ c _ d _
6. _____ attended open houses and social events at my high school. a _ b _ c _ d _
7. _____ participated in a parental organization at my high school. a _ b _ c _ d _
8. _____ volunteered at school functions. a _ b _ c _ d _
9. _____ had a relationship with my teachers and administrators at my high school. a _ b _ c _ d _
10. _____ attended school board meetings. a _ b _ c _ d _
11. _____ attended school sporting events. a _ b _ c _ d _
12. _____ asked me questions concerning my class work and homework. a _ b _ c _ d _
13. _____ helped me with my homework. a _ b _ c _ d _
14. _____ encouraged and motivated me to do my best in high school. a _ b _ c _ d _
15. _____ and I discussed the classes that I should take. a _ b _ c _ d _
16. _____ provided financial support during high school. a _ b _ c _ d _
17. _____ I worked hard in high school because of the expectations my __ set for me. a _ b _ c _ d _

Family Involvement in College

18. _____ is/are involved in my collegiate career. a _ b _ c _ d _
19. _____ participates in a parental organization at my college. a _ b _ c _ d _
20. _____ and I discuss the classes that I should take. a _ b _ c _ d _
21. _____ contacted me to discuss classes and school events. a _ b _ c _ d _
22. _____ asked me questions concerning my class work, homework, and professors. a _ b _ c _ d _
23. _____ attended school sporting events. a _ b _ c _ d _
24. _____ helped me with my homework or finding resources I need to complete my homework. a _ b _ c _ d _
25. _____ encouraged and motivated me to do my best. a _ b _ c _ d _
26. _____ provided financial support during college. a _ b _ c _ d _

27. _____ I work hard in my classes because of the expectations my ___ set for me. **a_b_c_d_**

Please answer Yes or No to the following statements.

28. _____ attended freshmen orientation. **_yes (a) _no (b)**

29. _____ completed a Partners in Education form. **_yes (a) _no (b)**

Please complete the following information. Be sure to match the correct number with the appropriate number on the bubble sheet.

30. Race

a. African American **b.** Caucasian **c.** Hispanic **d.** Asian **e.** Other

Family Structure

31. Did you live with a biological parent during high school?

a. Yes **b.** No

***If you answered yes to the above question, please answer questions 32 – 33 and skip question 34.**

***If you answered no to the above question, please answer question 34 and skip questions 32 and 33.**

32. Which parents did you live with during high school?

a. Mother only **b.** Father only **c.** Mother & Father **d.** Mother & Step-Father **e.** Father & Step-Mother

33. How long were your parents married?

a. 0-5 years **b.** 6-10 years **c.** 11-15 years **d.** 16-20 years **e.** 20 years or more

34. Who did you live with while in high school?

a. grandparent/grandparents **b.** aunt/uncle **c.** siblings **d.** foster parent **e.** other

35. Thinking about you parent/caretaker who was most highly involved in your academic career, how many hours a week did they work?

a. 0-10 **b.** 11-20 **c.** 21-30 **d.** 31-40 **e.** 41 or more

Parent's education

36. How many years of education did your mother receive?

a. 0-6 (elementary) **b.** 7-12 (high school) **c.** 13-16 (bachelors' degree) **d.** 17 or more (advanced degree)

37. How many years of education did your father receive?

a. 0-6 (elementary) **b.** 7-12 (high school) **c.** 13-16 (bachelors' degree) **d.** 17 or more (advanced degree)

On your bubble sheet, please write in and bubble in the following sections:

Name (last, first)

Sex

Grade or Education- Bubble in the number of semesters you have been a student at MTSU. For example, if this is your first semester, bubble in 1; if this is the end of your first year as a freshman bubble in 2.

In the **Identification** Section of your bubble sheet, please write in and bubble in the answers to the following questions.

In Section **A-H**, write in and bubble in your MTSU Identification #.

In Section **I-J**, write in and bubble in your age.

In section Special Codes of your bubble sheet, please write in and bubble in the answers to the following questions.

In Section **K-L**, write in and bubble in the age of the person that is most highly involved in your academic career.