

Parental Involvement in School System Operation: An Initial Assessment

An Action Research

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INTRODUCTION

Abstract

School is an independent entity, as regards to operation and management, involvement of different sectors is important on the attainment of the school goals and development of learners. There is an observation that parents' involvement is less evidence in the public elementary school. Using the data gathered from the cross-sectional survey, this study initially assessed the factors that contribute to augment the parental involvement. Questionnaires were used to determine if the demographic profiles (monthly income, employment status, and educational attainment) of parents are factors that impeded the involvement in the school system operations. Results indicated that monthly income doesn't significantly contribute to increase parents' involvement. While employment status and educational attainments matters in augmenting the parental involvement. This study suggests that parent involvement in school is an imperative component to help increase the pupils' achievement.

Background

Even before it has been remarkable that formalized schooling was a collaboration between families and schools. The family is the basic unit of society and as such should be strengthened. It is entitled to receive comprehensive protection and support. In different cultural, political and social systems, various forms of the family exist. The rights, capabilities and responsibilities of family must be respected (World Family Organization, 2017). Family is the pillars of the next generation, trust, sacrifices, and hope. It helps to carry the culture to the next generation. Everyone protect their family from any harm or danger. A family gives you joy in many aspects, it helps you improve in whatever you want to be, it helps you to become a better person.

Parents and families are important entities in the mobilization of the school community. Parents are the most important key stakeholders of the school (School Governing Council Manual) in which they contributed a great role in the education of their children. Hence, parent involvement must be encouraged in all schools to be part of the school programs and projects. They must be included in the school based management as members of the school improvement plan, officers and members of the board of directors in the parents and teachers' association and as members and officers of the school governing council.

Literature review

Parental Involvement

A parent's involvement in their child's school should be beyond the PTA or volunteering in the classroom, refers to parents helping teachers to educate their children (Larocque et al., 2011). There should be a collaboration of parents and teachers on children's learning (Uludag, 2008).

Many researchers suggest that based on studies conducted nationwide there is a strong correlation between specific components of parent involvement and student academic achievement. In which, positive communication practices between parents and teachers will help students academically (D. Harris, 2013). According to Tekin (2011), parental involvement can help students to gain academic success. Parents must communicate with their children to ensure that they are completing their assignments accurately (Christianakis, 2011). Teachers can help parents by offering workshops and training sessions on effective strategies to promote student learning. Schools that have developed partnerships with parents have been effective because of the workshops offered to assist those parents (Caudle, Bayan, Harrington, & Barnes, 2012).

Every elementary and secondary school shall organize a Parents-Teachers Association (PTA) for the purpose of providing a forum for the discussion of issues and their solutions related to the total school program and to ensure the full cooperation of parents in the efficient implementation of such program. The PTA shall serve as support group and as a significant partner of the school whose relationship shall be defined by cooperative and open dialogue to promote the welfare of the students. (Deped Order no. 54, s. 2009).

Parenting

Gordon and Cui (2014) expressed how few studies focused on the association between macro-level community influences of the father and student outcomes and the possible parenting mechanisms through which this relationship exists. Revell (2015) believed that parenting is an integral part of childrearing, and fathers must continue to be involved with their children to achieve maximum results. Kramer (2012) described how parental behavioral control is an essential aspect of one's parenting style. Parenting included helping families with parenting skills by providing training and resources to enhance the students learning at home (Erdener, 2016; Griffin & Steen, 2010). The conclusion of the study indicated school administrators' expectation of parental involvement was related to effective parenting and required a definition (Young et al., 2013). Mellon and Moutavelis (2011 as cited in Vukovic et al., 2013) presented evidence that educational parenting practices and interactions with children such as negative reinforcement, not responding to children's request for support, and having high expectations in education could cause stress and anxiety for children.

Wang et al. (2017) reported harsh parenting could impact parent-children relationships, destroy children's confidence, and result in other negative factors. Positive parenting and supportive parents have been linked to positive academic behaviors and outcomes.

Hill and Tyson (2009) shared that parental academic involvement, such as volunteering at school, parent-teacher contact or communication, participation in academic-related activities in the home, and the quality of parent-teacher relationships, has an impact on student achievement, especially in studies of students of elementary school age. LaRocque et al. (2011) and Barge and Lodes (2003) agreed parent involvement activities could include the following: volunteering at school, homework assistance, attending school functions, and participating in school activities.

The Philippine Education for All (EFA) 2015 Plan is a vision and a holistic program of reforms that aim to improve the quality of basic education for every Filipino by 2015. To attain EFA 2015, schools should continuously perform better. The key action involves the school's assessment of its capabilities and performance towards attaining EFA goals. The stakeholders of every school (school head, teachers, parents, students, community leaders, other groups interested in school practices) shall be able to use processes and results to determine and implement school programs to ensure continuous improvement in school quality.

Building on its task on governance, every learning site shall create a network of community-based groups to work together as influential champions that support the attainment of EFA goals. Schools shall continue to harness local resources and facilitate involvement of every sector of the community in the school improvement process.

It is indeed important that parents have their own source of living to support the education of their children. Monthly income of the parents counts in the schooling of a child. Most of the students in public elementary schools belong to the poor family (DepEd E-BEIS, 2016). In the Philippines, family income is categorized into seven classes: the poor, the lower income class (but not poor), the lower middle class, the middle class, the upper middle class, the upper income class (but not rich), and the rich. Those in the lower income class (but not poor) are of a considerable size. The lower middle class, middle class and upper class have a combined strength of 45.8 percent of total households, and two thirds (65.6 percent) of total household income. In contrast, the poor and the lower income class makes up more than half of households (52.7 percent, or 11.3 million households), and have a quarter share (23.1 percent) of total household income in the country. At the other end of the spectrum, households in the upper income (but not rich) and the rich classes comprise only 1.5 percent of total households, and yet they have a share of 11.4 percent of total household income (Philippine Statistics Authority, 2012).

The parents and the community shall be encouraged for active involvement in the education of the child. (SGC, Sec. 1.2 – iv, 2012). Volunteerism from among all sectors shall be emphasized and encouraged to ensure sustainable growth and development in education. (SGC, Sec. 1.2 – v, 2012). One national development goal that is expected in the educational system is to ensure the maximum participation of all the people in the attainment and enjoyment of the benefits of such growth (SGC, 2012).

Some similar researchers have adopted six domains that represent key areas for the success of parental involvement in education. (The six domains were adopted from Joyce Epstein's model of parental involvement: Communication, Parenting, student Learning, Volunteering, School Decision Making and Collaborating with the Community.) The domains encompass the school operations, instructional leadership, creating child-centered environment and parents' involvement and community partnership.

Conceptual Framework

This research adopted the Joyce Epstein's framework for parent involvement that includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 1997). There is a natural variation in parental attitude and behaviors associated with student achievements, which include school performance, achievement test scores and educational attainment of the parents (Smith, 2011). Parental education was positively related to parent-teacher contact. The more educated the parent, the greater was their involvement in their child's education. A lack of extended personal educational experience has, argues Kohl (2000), rendered some parents lacking in relevant skills or appropriate conception of 'parents as co-educator'.

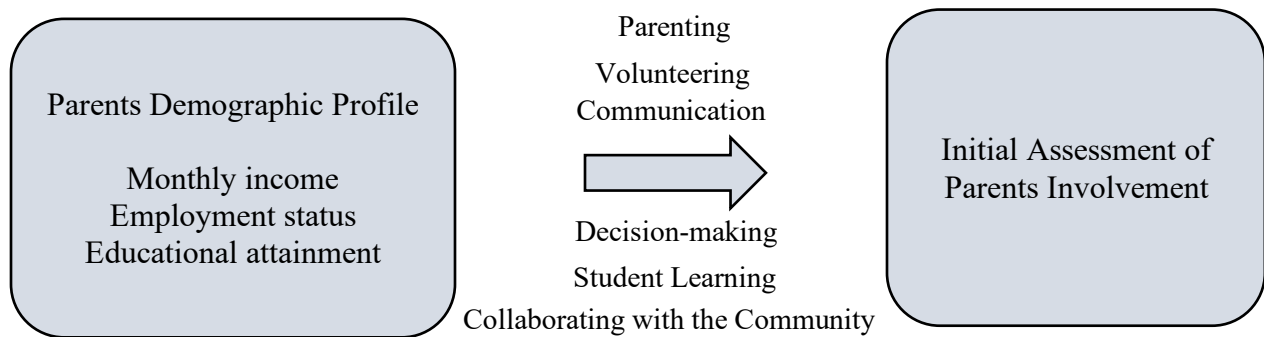


Figure 1: Schematic representation of the initial assessment of parents' involvement based on parents demographic profile

Research Problems

The researcher wanted to find out the answers to the following question:

1. Is there a significant difference on parental involvement between monthly income of parents towards school system operations?
2. Is there a significant difference in parental involvement between the parents' employment status towards school system operations?
3. Is there a significant difference in parental involvement between the levels of educational attainment of parents towards school system operations?

Hypothesis

There is no significant difference in parental involvement between and among the demographic profiles of parents towards school system operations.

METHOD

This chapter describes the research design, the nature of the participants and how they were selected, the instruments used for the study, and data collection procedure.

Research Design

The researcher used quantitative research with cross-sectional survey design. The data gathering instrument appropriate for the study was questionnaires.

The researcher wanted to assess the factors influencing the parents' involvement in school operations, programs and projects.

Participants

The respondents of the study were 120 randomly selected parents of Antonio M. Serapio Elementary School across grade levels. There are three factors which were given consideration from the respondents: monthly income, employment status and educational attainment.

Table 1: Number and percentage of respondents based on Monthly income

Factor	Groups	N	%
Monthly Income	Poor	61	51%
	Lower Income (but not poor)	49	41%
	Lower Middle Income	10	8%
	Total	120	100%

Table 1 shows the income classes, there are 61 parents (51%) identified as poor whose monthly income are less than 7, 890. While there are 49 parents (41%) with monthly income between 7, 890 and 15, 780 (lower income but not poor). However, 10 parents (8%) belong to lower middle income whose monthly income ranges from 15, 780 to 31, 560.

Table 2: Number and percentage of respondents based on Employment Status

Factor	Groups	N	%
Employment Status	Unemployed	60	50%
	Self-employed	29	24%
	Employed	31	26%
	Total	120	100%

Employment status is another factor that was considered from the respondents. Table 2 shows the employment status of the parent-respondents, out of 120 there are 60 unemployed parents (50%), 29 self-employed parents (24%) and 31 who were employed (26%) of the parents.

Table 3: Number and percentage of respondents based on Educational Attainment

Factor	Groups	N	%
Educational Attainment	Basic Education	84	70%
	College level	36	30%
	Total	120	100%

Educational attainment was the last factor to be considered. Eighty-four parents (70%) at most graduated the high school level and 36 of the parents (30%) are at least in the college level.

Instruments

In order to facilitate the accuracy and reliability of interpretations of data, the following statistical instruments were used.

Percentage. It was used to describe the relationship of a part from the whole. The researcher used this to determine the profile of the respondents.

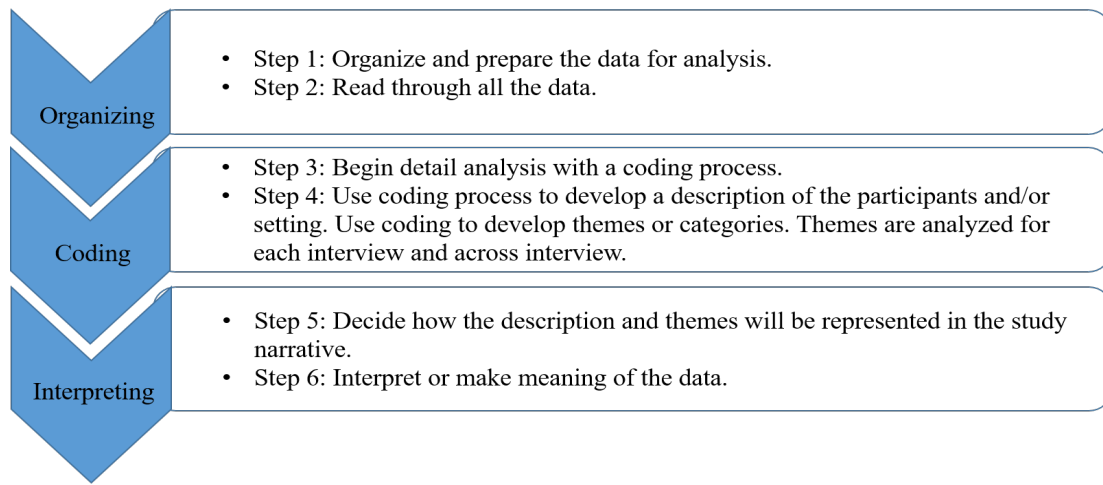
Mean. It was used to represent the representative of each group in the study.

One-Way ANOVA. It was used to determine if there is a significant difference of the following: a) parents' monthly income classes towards parental involvement; b) employment status towards parental involvement; and c) levels of educational attainment towards parental involvement in school system operations. A Post Hoc Analysis must be employed for a and b if there are significant differences. (Use SPSS)

Data Analysis

The data that were gathered through questionnaires and analyzed using Creswell's six-step model (2003). See figure 2:

Figure 2: *Creswell's Model for Qualitative Data Analysis*



At the conclusion, the survey questionnaires were tallied and encoded in the spreadsheets and transferred in the SPSS frame. All collected data were coded, reviewed, classified and examined to find common threads and themes.

RESULTS and DISCUSSION

The results of the study on the initial assessment of the factors affecting parents' involvement in school programs and projects were organized into tabular form for better understanding.

Preliminary Results

Test for Homogeneity of the variances based on monthly income towards parental involvement

The table 4 shows that the respondents in terms of monthly income are homogeneous as presented in the table below:

Table 4: Test of Homogeneity of variances

Test of Homogeneity of Variances			
AVE			
Levene Statistic	df1	df2	Sig.
0.941	2	117	0.393

The Levene statistic shows no difference as indicated by the computed $\alpha = 0.393$ which is greater than $\alpha = 0.05$. This further means homogeneous variances.

Likewise, Table 5 shows that the respondents in terms of employment status are homogeneous as presented in the table below:

Table 5: Test of Homogeneity of variances

Test of Homogeneity of Variances			
AVE			
Levene Statistic	df1	df2	Sig.
2.474	2	117	0.089

The Levene statistic shows no difference as indicated by the computed $\alpha = 0.089$ which is greater than $\alpha = 0.05$. This further means homogeneous variances.

Furthermore, Table 6 shows that the respondents in terms of educational attainment are homogeneous as presented in the table below:

Table 6: Test of Homogeneity of variances

Test of Homogeneity of Variances			
AVE			
Levene Statistic	df1	df2	Sig.
2.63	1	118	0.108

The Levene statistic shows no difference as indicated by the computed $\alpha = 0.108$ which is greater than $\alpha = 0.05$. This further means homogeneous variances.

Main Results

Significant difference of the groups under the identified factors (demographic profile) towards the parents' involvement in the school system operations.

a. Monthly income

Table 7: Results of the ANOVA based on monthly income towards parents involvement

Monthly income	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.674	2	0.337	0.639	0.53
Within Groups	61.686	117	0.527		
Total	62.36	119			

Table 7 shows that the computed F-test value of 0.639 and $\alpha = 0.53$ which is greater than $\alpha = 0.05$ indicates no significant difference among the means of the groups of parents based on monthly income. Furthermore, this means, regardless of the monthly income of the parents they have the same levels of involvement in the school system operations.

b. Employment status

Table 8: Result of the ANOVA based on employment status towards parents' involvement

Employment	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.766	2	1.883	3.76	0.026
Within Groups	58.593	117	0.501		
Total	62.36	119			

Table 8 presents the computed F-test value of 3.76 and $\alpha = 0.026$ which is less than $\alpha = 0.05$ indicates a significant difference among the means of the groups of parents based on employment status. Since the means of the three groups had significant difference, then the next task is to see where the difference of differences was using post hoc analysis. Please refer to the table below:

Table 9: Result of the Post Hoc Analysis based on employment status towards parents' involvement

Multiple Comparisons					
Employment Status					
LSD	(I) ES	(J) ES	Mean Difference (I-J)	Std. Error	Sig.
Unemployed	Self-employed		0.00556	0.16005	0.972
	Employed		-.40290*	0.15653	0.011
Self-employed	Unemployed		-0.00556	0.16005	0.972
	Employed		-.40846*	0.18282	0.027
Employed	Unemployed		.40290*	0.15653	0.011
	Self-employed		.40846*	0.18282	0.027

*. The mean difference is significant at the 0.05 level.

As shown in the table, unemployed parents and employed parents had significant difference on their levels of involvement in the school based on the computed $\alpha = 0.011$ which is less than $\alpha = 0.05$. Also, a significant difference between self-employed parents and employed parents on the level of involvement in the school as revealed by the computed $\alpha = 0.027$ which is less than $\alpha = 0.05$. However, parents who are unemployed and self-employed had the same levels of involvement in the school system operations based on the computed $\alpha = 0.972$ which is greater than $\alpha = 0.05$.

c. Educational attainment

Table 10: Results of the ANOVA based on educational attainment towards parents involvement

Monthly income	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.075	1	3.075	6.12	0.015
Within Groups	59.285	118	0.502		
Total	62.36	119			

Table 13 shows that the computed F-test value of 6.12 and $\alpha = 0.015$ which is less than $\alpha = 0.05$ indicates a significant difference among the means of the groups of parents based on educational attainment. Furthermore, as shown in table 6, the parents who attended college had shown greater involvement than those parents who are just finished the basic education.

Conclusions

Based on the thorough investigation and findings, the following conclusions were arrived at:

- The demographic profile of parents: employment status and educational attainment has influenced the parental involvement in school system operations.
- There is no difference in the parental involvement regardless of the monthly income of the parents whether they belong to the bracket of poor, lower income (but not poor) and lower middle income.
- There is difference in the parental involvement based on the employment status of the parents. Specifically, between unemployed and employed parents and between self-employed and employed parents. On the other hand, unemployed and self-employed parents had the same level of parental involvement.
- There is difference in the parental involvement based on the educational attainment of the parents. Those parents who incurred college education has a greater parental involvement than those who attended schooling in at most high school level (basic education).

Recommendations

- Based upon the findings of the study, it was recommended that all schools must encouraged parents to involve themselves in school system operations.
- Since, the income status of the parents does not hinder their involvement in the school, it is recommended that volunteerism must be given attention such as creation of school activities that involve participation of parents in maintenance school facilities such as Clean and Green Drive.
- Tap the parents who are unemployed and self-employed to maximize their involvement in the school. Create a program for them to realize that having no stable job doesn't impede themselves to extend their time and effort to support the school.
- The school could offer alternative learning program and vocational courses by tying up with the LGU and ALS coordinator to help the parents continue their education.
- A similar study involving larger groups of respondents be undertaken to further affirm the findings of this study. Furthermore, it is also recommended that a study on the impact of parental involvement towards the students' achievement would be studied.

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APPENDICES

Appendix 1: Questionnaires on Parental Involvement adopted from Joyce Epstein

Parent's Name: _____

The following instrument is designed to measure how you perceive your school reaches out to involve parents in building and facilitating a strong and positive partnership between the school personnel and the parents. Kindly put check (/) on the space provided before the item.

Monthly Income:	Employment Status:				
less than 7,890 per month	Unemployed (No Job)				
7,890 - 15,780 per month	Self- employed (with own business)				
15,780 - 31,560 per month	Employed (with Job)				
31,560 - 78,900 per month					
78,900 - 118,350 per month	Educational Attainment:				
	Basic Education (Elem to High School level)				
	College level				
My school/program offers this...	Never (No)	Sometimes (Somewhat No)	Unsure	Most of the time (Somewhat Yes)	Always (Yes)

PARENTING:
Help all families establish home environments to support children as students.

Parent workshops or training (e.g., Nanay-Teacher Program).					
Workshops/videopresentations on parenting and child development available. (e.g., Gender and Development)					
Family learning engagement (e.g., Little league, family day).					
Family support programs to assist families with health, nutrition, and parenting, including health, nutrition, and parenting, including feeding program, etc					
Home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.					

COMMUNICATING:
Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Conferences with every parent at least once a year with follow-ups as needed.					
Student works sent home weekly or monthly for parent review and comments.					
Regular schedule of useful written notices, memos, phone calls, and other communications.					
Regular home-school announcement posted in the school gate/bulletin board					
Clear information on all school policies, programs, and assessments (State of the school address and school report card).					
Informal conversations with parents.					
"Open-door" policy toward parents/families.					

VOLUNTEERING:
Recruit and organize parent help and support.

Annual school mapping to identify interests, talents, and availability of volunteers.					
Parent room or family center for volunteer work, meetings, and resources for families (PTA conference)					
Parent-to-parent system of contact to provide all families with needed information.					
Volunteer training for parents and community members.					

My school/program offers this...	Never (No)	Sometimes (Somewhat No)	Unsure	Most of the time (Somewhat Yes)	Always (Yes)
LEARNING AT HOME:					
<i>Provide information and ideas to families about how to help student s at home with homework and other curriculum-related activities, decisions, and planning.</i>					
Information and workshops for families on required content and performance standards, and helping students improve required skills.					
Regular homework assignments that require students to demonstrate and discuss with parents/families what they are learning in class.					
Summer learning activities (e.g., Summer reading camp)					
School-parent compacts. (Pledge of support)					
Home-school homework completion contracts or logs.					
DECISION MAKING:					
<i>Include parents in school decisions, developing parent leaders and representatives.</i>					
Active PTA, school governing council, or parent participation in school committees (e.g., Brigada Eskwela).					
Training to develop parent leaders.					
Support for parent-community advocacy groups which lobby for school reform and improvements.					
Parent advocates on staff.					
COLLABORATING WITH COMMUNITY:					
<i>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</i>					
Information on community-based activities that address learning skills and talents (e.g., Summer learning activities).					
Service to the community by students, families, and schools (e.g., Tree planting, recycling projects, Garbage segregation).					
Adopt-a-School partnerships.					
Safety and drug/alcohol-free programs in collaboration with local counseling agencies, law enforcement, and/or juvenile justice.					
Partnerships with local organizations to provide adult mentors for students.					
Thank you very much for your and honest response to the above questions.					

Appendix 2: Raw Data of the parents’ responses

[DataSet0]

DATASET NAME DataSet0 WINDOW=FRONT.

ONEWAY PI BY MI

/STATISTICS DESCRIPTIVES HOMOGENEITY WELCH

/MISSING ANALYSIS

/POSTHOC=LSD ALPHA(0.05).

Descriptives

PI

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	61	4.2562	.73332	.09389	4.0684	4.4440	1.76	5.00
2	49	4.2292	.73606	.10515	4.0178	4.4406	2.24	5.00
3	10	4.5113	.61595	.19478	4.0707	4.9519	2.85	5.00
Total	120	4.2664	.72390	.06608	4.1356	4.3973	1.76	5.00

Test of Homogeneity of Variances

PI

Levene Statistic	df1	df2	Sig.
.941	2	117	.393

Appendix 4: SPSS Computation of One-Way ANOVA and Post Hoc Analysis (Parental Involvement by Monthly Income)

File Edit View Data Transform Insert Format Analyze Graphs Utilities Add-ons Window Help

ANOVA

PI

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.674	2	.337	.639	.530
Within Groups	61.686	117	.527		
Total	62.360	119			

Robust Tests of Equality of Means

PI

	Statistic ^a	df1	df2	Sig.
Welch	.830	2	26.910	.447

a. Asymptotically F distributed.

Post Hoc

Multiple Comparisons

PI
LSD

(I) MI	(J) MI	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	.02703	.13929	.846	-.2488	.3029
	3	-.25510	.24772	.305	-.7457	.2355
2	1	-.02703	.13929	.846	-.3029	.2488
	3	-.28213	.25196	.265	-.7811	.2169
3	1	.25510	.24772	.305	-.2355	.7457
	2	.28213	.25196	.265	-.2169	.7811

SPSS Processor is read

Appendix 5: SPSS Computation of Descriptive Statistical Data and Homogeneity of Variances
(Parental Involvement by Employment Status)

[DataSet0]

DATASET NAME DataSet0 WINDOW=FRONT.

ONEWAY PI BY MI

/STATISTICS DESCRIPTIVES HOMOGENEITY WELCH

/MISSING ANALYSIS

/POSTHOC=LSD ALPHA(0.05).

Descriptives

PI

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	61	4.2562	.73332	.09389	4.0684	4.4440	1.76	5.00
2	49	4.2292	.73606	.10515	4.0178	4.4406	2.24	5.00
3	10	4.5113	.61595	.19478	4.0707	4.9519	2.85	5.00
Total	120	4.2664	.72390	.06608	4.1356	4.3973	1.76	5.00

Test of Homogeneity of Variances

PI

Levene Statistic	df1	df2	Sig.
.941	2	117	.393

Appendix 6: SPSS Computation of One-Way ANOVA and Post Hoc Analysis (Parental Involvement by Employment Status)

ANOVA

PI

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.766	2	1.883	3.760	.026
Within Groups	58.593	117	.501		
Total	62.360	119			

Robust Tests of Equality of Means

PI

	Statistic ^a	df1	df2	Sig.
Welch	5.311	2	61.979	.007

a. Asymptotically F distributed.

Post Hoc

Multiple Comparisons

PI
LSD

(I) ES	(J) ES	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	.00556	.16005	.972	-.3114	.3225
	3	-.40290 [*]	.15653	.011	-.7129	-.0929
2	1	-.00556	.16005	.972	-.3225	.3114
	3	-.40846 [*]	.18282	.027	-.7705	-.0464
3	1	.40290 [*]	.15653	.011	.0929	.7129
	2	.40846 [*]	.18282	.027	.0464	.7705

*. The mean difference is significant at the 0.05 level.

Appendix 7: SPSS Computation of Descriptive Statistical Data and Homogeneity of Variances (Parental Involvement by Educational Attainment)

iewer

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ONEWAY PI BY EA
 /STATISTICS DESCRIPTIVES HOMOGENEITY WELCH
 /MISSING ANALYSIS
 /POSTHOC=LSD ALPHA(0.05).

Oneway

[DataSet0]

Warnings

Post hoc tests are not performed for PI because there are fewer than three groups.

Descriptives

PI

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	84	4.1616	.75865	.08278	3.9970	4.3263	1.76	5.00
2	36	4.5109	.57356	.09559	4.3169	4.7050	2.86	5.00
Total	120	4.2664	.72390	.06608	4.1356	4.3973	1.76	5.00

Test of Homogeneity of Variances

PI

Levene Statistic	df1	df2	Sig.
2.630	1	118	.108

Appendix 8: SPSS Computation of One-Way ANOVA and Post Hoc Analysis
 (Parental Involvement by Educational Attainment)

ANOVA

PI

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.075	1	3.075	6.120	.015
Within Groups	59.285	118	.502		
Total	62.360	119			

Robust Tests of Equality of Means

PI

	Statistic ^a	df1	df2	Sig.
Welch	7.631	1	86.626	.007

a. Asymptotically F distributed.