

The Effects of Parents Engagement in Education

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Parents Engagement **in Education**

- Why in **education** not in **schooling**?
- Do you want your child well-educated or well-schooled?
 - well-educated >> well-schooled
 - Learning >> testing
 - Education >> schooling
- Do you want your child to have wisdom or knowledge?
 - Wisdom >> knowledge

Parental **Involvement** and Parental **Engagement**: Same or different?

- Personal opinion:

- Involvement: (身)参与

- Engagement: (身心)投入

- Researchers' perspective:

- Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: a continuum. *Educational Review*, 66(4), 399-410.

Researchers' perspective: Goodall & Montgomery (2014)

- Janet Goodall, Lecturer, Department of Education, Institute for Policy Research (IPR), University of Bath
- Research interests
 - Parental engagement in children's learning
 - School leadership and management
 - Teachers' continuing professional development
 - The place of faith/belief in parental engagement



Janet Goodall's publications on parental engagement

- Harris, A., & Goodall, J. (2008). Do parents know they matter? Engaging all parents in learning. *Educational research*, 50(3), 277-289.
- Goodall, J., & Vorhaus, J. (2011). Review of best practice in parental engagement.
- Goodall, J. (2013). Parental engagement to support children's learning: a six point model. *School Leadership & Management*, 33(2), 133-150.
- Goodall, J. (2013). Parental belief and parental engagement: how do they interact?. *Journal of Beliefs & Values*, 34(1), 87-99.
- Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: a continuum. *Educational Review*, 66(4), 399-410.
- Goodall, J. (2017). Learning-centred parental engagement: Freire reimaged. *Educational Review*, 1-19.
- Goodall, J. (2017). *Narrowing the Achievement Gap: Parental Engagement with Children's Learning*. Taylor & Francis.
- Goodall, J. (2017). A review of parenting support.
- Goodall, J. (2018). A toolkit for parental engagement: from project to process. *School Leadership & Management*, 1-17.
- Goodall, J. (2018). Leading for parental engagement: From Toolkit Project to Embedded Process. *School Leadership & Management*.

Goodall & Montgomery (2014)

- Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: a continuum. *Educational Review*, 66(4), 399-410.

Educational Review, 2014
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Parental involvement to parental engagement: a continuum

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Based on the literature of the field, this article traces a continuum between parental involvement with schools, and parental engagement with children's learning. The article seeks to shed light on an area of confusion; previous research has shown that different stakeholder groups understand "parental engagement" in different ways. Other literature makes it clear that the greatest benefit is derived from the furthest end of the proposed continuum, that is, parental engagement with children's learning. The continuum gives examples of each stage of the movement along the continuum. The continuum is illustrated not only in prose but as a diagram. The article concludes with a discussion of the agency of parents and schools in the movement along the continuum.

Keywords: parental engagement; parental involvement

Aim

The aim of this article is to present a model for the progression from parental involvement with schools to parental engagement with children's learning. Such a model is necessary due to the increasing importance placed on, and understood about, parental engagement with children's learning, and the difficulty schools have reported in supporting this engagement.

Overall this model is a continuum because the process it represents is not a simple progression. Schools may find themselves at different points of the continuum with different activities, or with different cohorts of parents. One reason parental engagement is never "complete", never something that can be ticked off a list and considered "done" is that each new academic year brings new cohorts of parents; children change as they age, and parental engagement with their learning needs to adapt to these changes (Goodall, 2012).

The continuum proposed here moves from parental *involvement with school* to parental *engagement with children's learning*. This movement represents a shift in emphasis, away from the relationship between parents and schools, to a focus on the relationship between parents and their children's learning. It represents a change in relational agency, with the relationship being between parents and schools, and the object of the relationship being children's learning.

Involvement and engagement

Involvement may be defined as "the act of taking part in an activity or event, or situation" (Macmillan Dictionary 2009-2012b) while engagement may be defined

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Goodall & Montgomery (2014)

- Involvement:
 - the act of taking part in an activity or event, or situation. – Macmillan Dictionary
- Engagement:
 - the feeling of being involved in a particular activity, or a formal arrangement to meet someone or to do something, especially as part of your public duties. –Macmillan Dictionary



Goodall & Montgomery (2014)

- “engagement” would seem to encompass more than just activity – there is some feeling of ownership of that activity which is greater than is present with simple involvement.
- This means that parental engagement will involve a greater commitment, a greater ownership of action, than will parental involvement with schools.



Goodall & Montgomery (2014)

- Following Kim, Goodall and Montgomery define parental engagement as “parents’ engagement in their **children’s lives** to influence the children’s overall actions” (Kim, 2009, p. 89).



Parental Involvement--engagement continuum

1. First point: Parental involvement with **schools**
2. Second point: parental involvement with **schooling**
3. Third point: Parental engagement with **children's learning**

Parental involvement with **schools**

Parental engagement with **children's learning**



parental involvement with **schooling**

声母 The Initials

b p m f
d t n l
g k h
j q x
zh ch sh r
z c s
y w

韵母 The Finals

a o e i u ü
ai ei ui ao ou iu
ie üe er
an en in un ün
ang eng ing ong

rì 日
yuè 月
shān 山
shí 石
tián 田
tǔ 土
shuǐ 水
huǒ 火
mù 木
hé 禾

Book 1 Lesson 3

shàng 上
zuǒ 左
yòu 右
qù 去
zú 坐
zhōng 中
yóu 右
lái 来
chū 出
lì 立
xià 下
lái 来
rù 入
zǒu 走

Book 1 Lesson 4

fēng 风
xuě 雪
dì 地
qiū 秋
yún 云
diàn 电
chūn 春
dōng 冬
yǔ 雨
tiān 天
xià 夏

Book 1 Lesson 5

rén 人
kǒu 口
zú 足
duō 多
tóu 头
ěr 耳
dà 大
shǎo 少
mù 目
shǒu 手
xiǎo 小

Book 1 Lesson 2

de 的
yǒu 有
bà 爸
jiā 家
yé 爷
mā 妈
xiū 修
jiàn 建
zhè 这
nǎi 奶
hé 和
māo 猫
yuán 园
qī 奇
jī 机

Book 1 Lesson 9

mǎi 买
zuó 坐
huā 花
qián 前
hòu 后
jì 季

sù 岁
guǒ 果
gěi 给
dàn 蛋
wán 玩
jù 具
chàng 唱

xǐ 洗
fáng 房
jiān 间
hái 还
è 饿

huì 会
bié 别
fáng 房
jiān 间
shì 事
shōu 收
shí 拾
kě 可

Book 2 Lesson 6

zuì 最
zhe 着
mǔ 母
huá 华
mǔ 母
qīn 亲
jiào 叫
cháng 长
qīn 亲
cóng 从

Book 2 Lesson 11

jià 假
hǎi 海
bāng 帮
kuài 快
yǐ 以
yáng 洋
diǎn 点
lè 乐
lǚ 旅
gōng 公
wù 务
wù 物
yǒng 泳
huó 活

Book 2 Lesson 12



A parental involvement—engagement continuum

| | | |
|---|--|---|
| | Parental Involvement with Schools | |
| Parents' Evening <i>Parents passive recipients of information</i> | Reading with children <i>In school – school directed, "helping teacher"</i> | Parental interventions <i>School led, little or no parental involvement in setting up or running</i> |
| | Parental involvement with Schooling | |
| Parents' Evening <i>Dialogue between parents and staff</i> | Reading with children <i>In school, some parental discretion</i> | Parental interventions <i>Jointly planned and led by parents, after consultation</i> |
| | Parental Engagement with Children's Learning | |
| Parents' Evening <i>Parent-led discussion of teaching and learning</i> | Reading with children <i>Not in school, parent and child led</i> | Parental interventions <i>Parent devised and led</i> |

Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: a continuum. *Educational Review*, 66(4), 399-410.

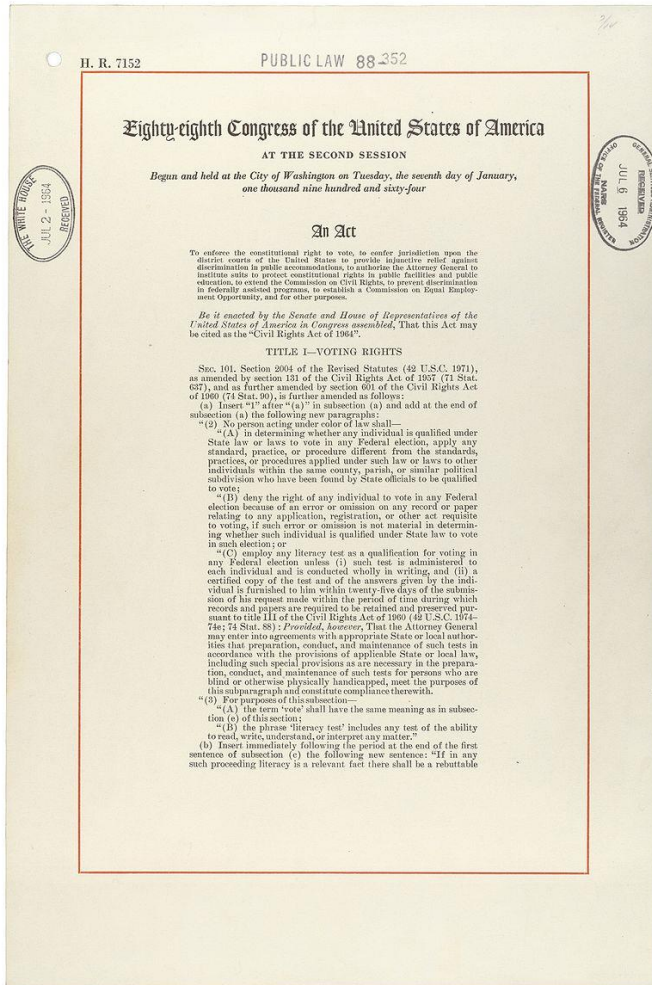
(**Why** parents involvement/engagement is important?)
Why family background is important?

- **Benefits/effects reported from the literature:**

(Desforges and Abouchar 2003; Lopez and Donovan 2009; Sylva et al. 2003; Goodall and Vorhaus, 2011; Harris and Goodall 2009)

- Raised achievement
 - Raised self esteem
 - Increased motivation and engagement
 - Raised aspiration
- **Story one: Coleman Report**
 - Historical context: Civil Rights Act of 1964

Civil Rights Act of 1964



Lyndon B. Johnson signs the Civil Rights Act of 1964. Among the guests behind him is Martin Luther King, Jr.

Lyndon B. Johnson
36th President of the United States

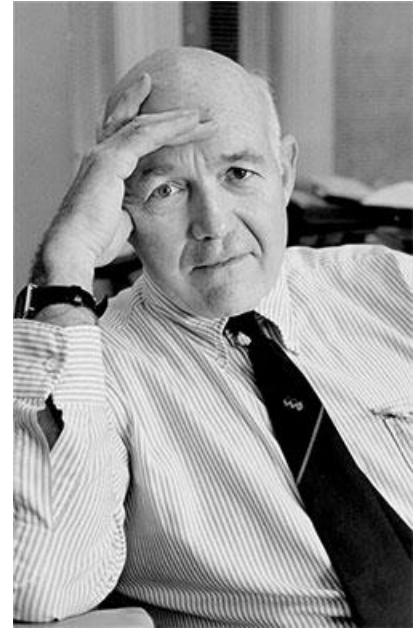




the authorizing
language from section 402 of the Civil Rights Act:

The Commissioner [of Education] shall conduct a survey and make a report to the President and the Congress, within two years of the enactment, concerning **the lack of availability of equal educational opportunity** for individuals by reason of race, color, religion, or national origin in public institutions at all levels in the United States, its territories and possessions, and the District of Columbia.

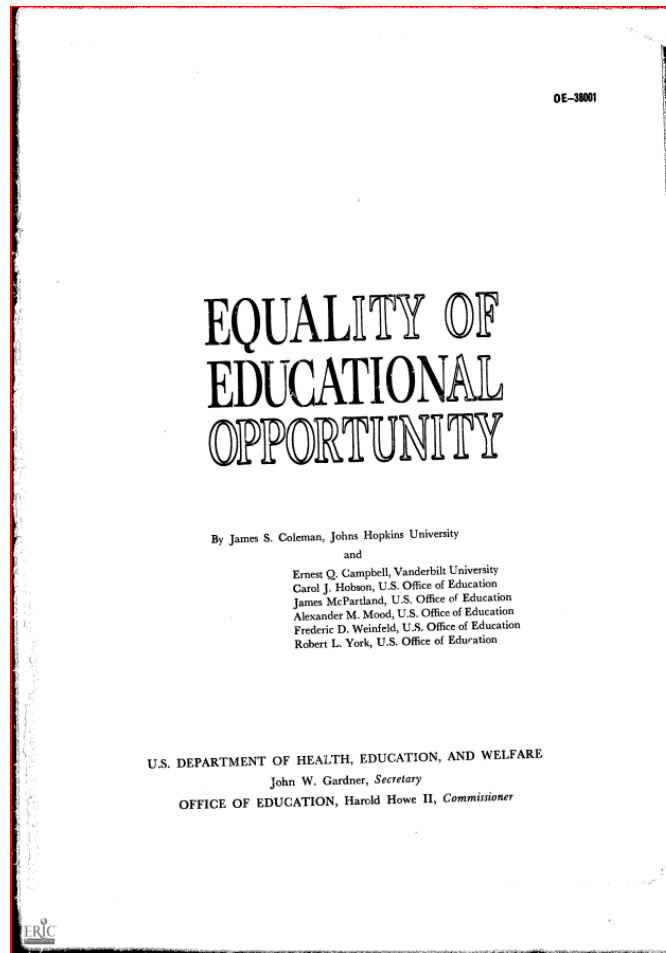
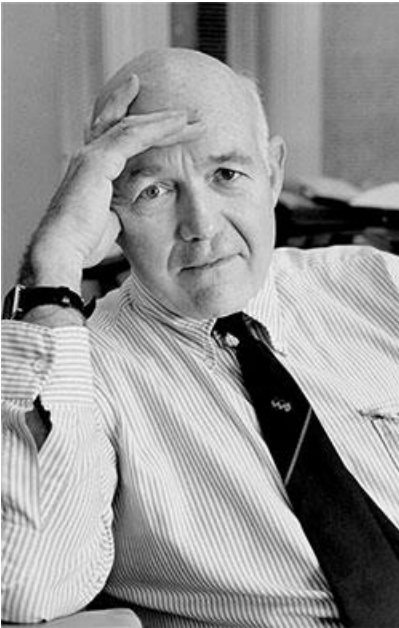
James Samuel Coleman



- James Samuel Coleman (May 12, 1926 – **March 25, 1995**) was an American sociologist, theorist, and empirical researcher
- **1959-1973**, faculty, John Hopkins University
- 1973-1995, faculty, University of Chicago.

Coleman Report

(Equality of Educational Opportunity, 1966)



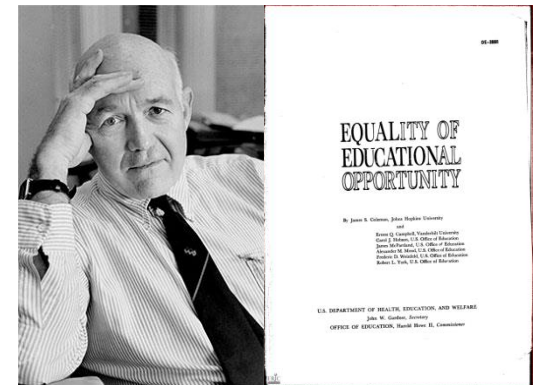
737 pages

Cited by 15,858

600 citations/year

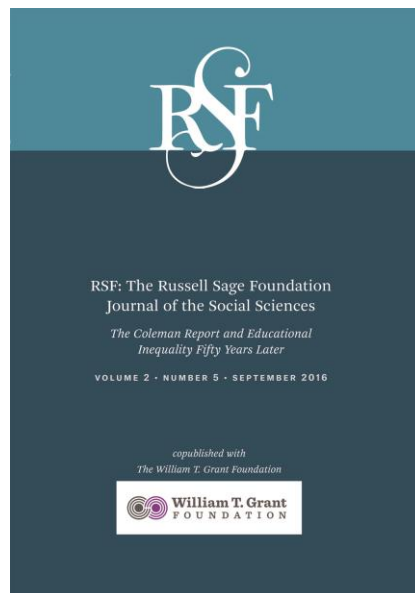
The two most important variables in a child's performance

1. family background
2. Socio-economic makeup of the student body



The Coleman Report at 50

Alexander, Karl and Stephen L. Morgan, eds. 2016. *The Coleman Report and Educational Inequality Fifty Years Later*. Volume 2, Issue 5, of *RSF: The Russell Sage Foundation Journal of the Social Sciences*. New York: Russell Sage Foundation.



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The Coleman Report and Educational Inequality Fifty Years Later

ISSUE EDITORS
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Stephen L. Morgan, Johns Hopkins University

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Stephen L. Morgan On Coleman Report

- Many of the findings still hold water after five decades.
- Yet this has not always succeeded in shaping effective educational policies around the report's most central discovery.
- The conclusion that family background is far more important than people realized has remained a solid empirical finding for 50 years, and Coleman and his colleagues were the first to show the power of that relationship. But that insight has not done enough to shape policy.
- Too many proposals for innovative educational reforms fail to recognize how important family is.
- Policymakers have dropped the ball on that insight.

Effects of parental involvement: Evidence based on some meta analyses

- Fan and Chen (2001)
- Hattie (2009)
- Castro et al. (2015).
- Ma and Shen et al. (2016)



Fan and Chen (2001)

- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational psychology review*, 13(1), 1-22.
- Cited by 2,819

Fan and Chen (2001)



- A meta-analysis was conducted to synthesize the quantitative literature about the relationship between parental involvement and students' academic achievement.
- Based on 25 studies, the findings reveal a **small to moderate**, and practically meaningful, relationship between parental involvement and academic achievement.
- it was revealed that **parental aspiration/expectation** for children's education achievement has the strongest relationship, whereas **parental home supervision** has the weakest relationship, with students' academic achievement.

Hattie (2009)

- Hattie, J. (2009). *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Hattie (2009) synthesized over 800 meta-analyses concerning various factors in relation to academic achievement.
- In terms of parental involvement, he reported an average effect size (Cohen's d) of .51 (often considered **moderate**).
- Overall, Hattie (2009) highlighted **parental aspirations and expectations** as well as **parental promotion of a more active approach in learning** as most important to academic achievement.

Castro et al. (2015)

- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33-46.
- a meta-analysis of 37 studies in kindergarten, primary and secondary schools carried out between 2000 and 2013.
- The strongest associations are found when
 - The families have **high academic expectations** for their children,
 - develop and maintain **communication** with them about school activities, and
 - **help them to develop reading habits.**

| | type of parent involvement | mean effect size |
|---|--|------------------|
| 1 | Parental expectations | 0.224 |
| 2 | Communication with children about school issues | 0.200 |
| 3 | Reading with children | 0.168 |
| 4 | General description of parent participation | 0.167 |
| 5 | Parental style | 0.130 |
| 6 | Homework (parental supervision of schoolwork) | 0.024 |
| 7 | Parental attendance/participation in school activities | 0.010 |



Ma and Shen et al. (2016)

- Ma, X., Shen, J., Krenn, H. Y., Hu, S., & Yuan, J. (2016). A meta-analysis of the relationship between learning outcomes and parental involvement during early childhood education and early elementary education. *Educational Psychology Review*, 28(4), 771-801.
- This meta-analysis examined the relationship between learning outcomes of children and educational involvement of parents during a unique period of early childhood education and early elementary education based on 100 independent effect sizes from 46 studies.
- Learning outcomes are academic achievement, and **frameworks of parental involvement** measure family involvement and partnership development.
- The relationship (with adjustment over frameworks and study features) indicated **a strong and positive correlation (.509)** between learning outcomes and parental involvement.

Frameworks of parental involvement

- Dimensions of parental involvement:
 - Home discussion
 - Home supervision
 - Home-school connection
 - School participation
- Types of parental involvement:
 - Behavioral involvement
 - Personal involvement
 - Intellectual involvement
- Two-generation approach
- Developing family leaders
- Building institutional capacity

Findings

- the role of parents (family involvement) was more important than the role of schools and communities (partnership development).
- To me (Jiangang Xia), this finding is consistent with Coleman Report.
- It is also consistent with my own research (Xia & Xia et al., 2017) on student engagement.
 - #1: parental involvement
 - #2: teacher collegiality

Thank you

- Questions & Discussions